2014 – 2015
CATALOG
MESSAGE FROM THE CHANCELLOR

Commitment to Access and Collaboration

Established more than 50 years ago, Brandman University (formerly Chapman University College) is committed to providing quality undergraduate and graduate degrees, certificates, teaching credentials and professional development programs to working adults online and 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, in 2009 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 innovative online and on-campus approaches to a greater number of adult students in California, Washington, the United States and 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 online at www.brandman.edu to see how we can help you expand your intellectual and professional horizons.

Gary Brahm
Chancellor
# TABLE OF CONTENTS

MESSAGE FROM THE CHANCELLOR .............................................................................................................. 2

CONDITIONS OF ACCURACY .......................................................................................................................... 9

NON-DISCRIMINATION POLICY ..................................................................................................................... 9

ACADEMIC CALENDAR 2014 – 2015 ........................................................................................................... 10

Fall Trimester – September 2, 2014 – December 21, 2014 .................................................................... 10


Summer Trimester – May 4, 2015 – August 23, 2015 ............................................................................ 12

Graduate Comprehensive Examination .................................................................................................. 12

BRANDMAN AT A GLANCE .......................................................................................................................... 13

GENERAL INFORMATION ............................................................................................................................ 17

FINANCIAL AID AND EXPENSES ................................................................................................................... 24

TUITION AND FEES ...................................................................................................................................... 25

ADMISSION ................................................................................................................................................. 28

UNDERGRADUATE ADMISSION .................................................................................................................. 28

GRADUATE ADMISSION ............................................................................................................................. 30

ACADEMIC POLICIES AND PROCEDURES .............................................................................................. 33

UNDERGRADUATE CREDIT-HOUR BASED ACADEMIC POLICIES AND PROCEDURES ................. 33

UNDERGRADUATE COMPETENCY-BASED ACADEMIC POLICIES AND PROCEDURES ............. 50

GRADUATE CREDIT-HOUR ACADEMIC POLICIES AND PROCEDURES .............................................. 62

UNDERGRADUATE DEGREE REQUIREMENTS ....................................................................................... 80

GENERAL EDUCATION REQUIREMENTS ................................................................................................. 82

SCHOOL OF ARTS AND SCIENCES ........................................................................................................... 85

ASSOCIATE OF ARTS IN GENERAL EDUCATION ............................................................................... 87

BACHELOR OF ARTS IN APPLIED STUDIES ......................................................................................... 90

BACHELOR OF ARTS IN CRIMINAL JUSTICE ....................................................................................... 92

Minor in Criminal Justice ......................................................................................................................... 94
BACHELOR OF ARTS IN LEGAL STUDIES ................................................................. 96
Minor in Legal Studies ................................................................. 97

BACHELOR OF ARTS IN LIBERAL STUDIES ........................................................ 98
  I. The Multiple Subjects Teaching Emphasis ........................................................ 98
  II. Integrated California Multiple Subjects Teaching Credential Emphasis .......... 100

BACHELOR OF ARTS IN PSYCHOLOGY .............................................................. 107
Minor in Psychology ................................................................. 108

BACHELOR OF ARTS IN SOCIAL SCIENCE ....................................................... 109

BACHELOR OF ARTS IN SOCIOLOGY ................................................................. 111
Minor in Sociology ................................................................. 112

BACHELOR OF ARTS IN SOCIAL WORK ............................................................ 113
Minor in Social Work ................................................................. 115
Undergraduate Certificate: Nutrition and Wellness ....................................... 117

MASTER OF ARTS IN PSYCHOLOGY ................................................................. 118
  Marriage and Family Therapy Emphasis ...................................................... 119
  Counseling Emphasis ................................................................. 119
  Professional Clinical Counseling Emphasis ................................................. 119
  Combined Marriage and Family Therapy and Professional Clinical Counseling Emphases Option .. 120

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES .................................... 128

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP .............................. 130
Minor in Organizational Leadership .............................................................. 132

BACHELOR OF BUSINESS ADMINISTRATION (CREDIT HOUR) ......................... 134
BACHELOR OF BUSINESS ADMINISTRATION (COMPETENCY-BASED) .................. 140
BACHELOR OF SCIENCE IN COMPUTING TECHNOLOGY .................................. 149

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP .................................. 151
  Graduate Certificate: Organizational Leadership ............................................. 154
  Executive Certificate: Public and Nonprofit Leadership .................................. 155

MASTER OF BUSINESS ADMINISTRATION ...................................................... 156
  Graduate Certificate: Business Administration .............................................. 160
  Graduate Certificate: Business Sustainability ................................................. 161

MASTER OF PUBLIC ADMINISTRATION .......................................................... 163
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF SCIENCE IN HUMAN RESOURCES</strong></td>
<td>166</td>
</tr>
<tr>
<td>Graduate Certificate: Human Resources</td>
<td>168</td>
</tr>
<tr>
<td>Concentration: Human Resource Development</td>
<td>169</td>
</tr>
<tr>
<td>Concentration: Human Resources Management</td>
<td>170</td>
</tr>
<tr>
<td>Graduate Certificate: Global Human Resources</td>
<td>170</td>
</tr>
<tr>
<td><strong>SCHOOL OF EDUCATION</strong></td>
<td>172</td>
</tr>
<tr>
<td><strong>BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION</strong></td>
<td>175</td>
</tr>
<tr>
<td><strong>TEACHING CREDENTIAL PROGRAMS</strong></td>
<td>178</td>
</tr>
<tr>
<td>2042 MULTIPLE SUBJECT CREDENTIAL PROGRAM</td>
<td>184</td>
</tr>
<tr>
<td>2042 SINGLE SUBJECT CREDENTIAL PROGRAM</td>
<td>186</td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION – PRELIMINARY EDUCATION SPECIALIST</strong></td>
<td>188</td>
</tr>
<tr>
<td>Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe</td>
<td>189</td>
</tr>
<tr>
<td>Preliminary Education Specialist Credential – Early Childhood Special</td>
<td>190</td>
</tr>
<tr>
<td><strong>ADMINISTRATIVE SERVICES CREDENTIALS</strong></td>
<td>196</td>
</tr>
<tr>
<td>Preliminary Administrative Services Credential</td>
<td>196</td>
</tr>
<tr>
<td>Clear Administrative Services Credential</td>
<td>198</td>
</tr>
<tr>
<td><strong>PROFESSIONAL AUTHORIZATIONS IN EDUCATION</strong></td>
<td>199</td>
</tr>
<tr>
<td>Multiple Subject Added Authorization</td>
<td>199</td>
</tr>
<tr>
<td>Single Subject Added Authorization</td>
<td>199</td>
</tr>
<tr>
<td>Autism Spectrum Disorders, added Authorization</td>
<td>200</td>
</tr>
<tr>
<td>Early Childhood Special Education, added Authorization</td>
<td>201</td>
</tr>
<tr>
<td><strong>MASTER OF ARTS IN EDUCATION (MAE)</strong></td>
<td>203</td>
</tr>
<tr>
<td><strong>MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL</strong></td>
<td>208</td>
</tr>
<tr>
<td><strong>EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY (ED.S.) AND A MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY WITH A PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL PSYCHOLOGY (PPSP)</strong></td>
<td>214</td>
</tr>
<tr>
<td><strong>MASTER OF ARTS IN SPECIAL EDUCATION</strong></td>
<td>218</td>
</tr>
<tr>
<td><strong>MASTER OF ARTS IN TEACHING (MAT)</strong></td>
<td>221</td>
</tr>
<tr>
<td>Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential</td>
<td>222</td>
</tr>
<tr>
<td>Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential</td>
<td>224</td>
</tr>
</tbody>
</table>
Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s) .......................................................... 225
Ed.D. IN ORGANIZATIONAL LEADERSHIP ........................................................................................................ 228
MARYBELLE AND S. PAUL MUSCO SCHOOL OF NURSING AND HEALTH PROFESSIONS ......................... 234
BACHELOR OF SCIENCE IN NURSING ........................................................................................................ 236
MASTER OF HEALTHCARE INNOVATION .................................................................................................... 242
Graduate Certificate: Health Administration .................................................................................................... 246
DOCTOR OF NURSING PRACTICE (DNP) DEGREE IN NURSING .............................................................. 247
Post Masters (PM) to Doctor of Nursing Practice (DNP) Entry Option # 1 ........................................ 248
Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option #2 ...................................... 253
Post Doctoral Nurse Practitioner Certificates ............................................................................................ 258
SCHOOL OF EXTENDED EDUCATION ......................................................................................................... 262
EDUCATION/PROFESSIONAL DEVELOPMENT FOR PRE K-12 TEACHERS, ADMINISTRATORS AND PARAPROFESSIONALS .......................................................................................................................... 263
BUSINESS PROGRAMS ............................................................................................................................... 271
LEADERSHIP PROGRAMS ............................................................................................................................ 285
HEALTH, WELLNESS AND SCIENCE PROGRAMS .................................................................................... 297
TECHNOLOGY ........................................................................................................................................... 302
CORPORATE TRAINING AND CUSTOM SOLUTIONS .............................................................................. 325
TRAINING AND ORGANIZATION DEVELOPMENT CONSULTING SERVICES ........................................ 328
COURSE DESCRIPTIONS ............................................................................................................................. 331
ACCOUNTING ........................................................................................................................................ 331
ART ........................................................................................................................................................ 333
BUSINESS ADMINISTRATION ...................................................................................................................... 334
CHEMISTRY ............................................................................................................................................ 335
COMPUTER SCIENCE ................................................................................................................................ 335
COMMUNICATION ..................................................................................................................................... 335
COUNSELING AND SCHOOL PSYCHOLOGY ............................................................................................ 340
CRIMINAL JUSTICE .................................................................................................................................. 344
ECONOMICS .......................................................................................................................................... 350
EDUCATION ........................................................................................................................................... 350
Early Childhood Education (ECED) ........................................................................................................... 350
Educational Administration (EDAU) ........................................................................................................... 354
Curriculum and Instruction (EDCI) ........................................................................................................... 357
Multiple Subject (EDMU) ............................................................................................................................ 358
Doctorate in Education Organizational Leadership (EDOL) .................................................................... 360
Single Subject (EDSU) ............................................................................................................................... 364
Special Education Student Teaching (EDTU) ............................................................................................. 370
Education (EDUU) ..................................................................................................................................... 372

ENGLISH .................................................................................................................................................. 390
ENTREPRENEURSHIP ............................................................................................................................... 392
ENVIRONMENTAL SCIENCES .................................................................................................................... 393
FINANCE .................................................................................................................................................. 394
FOOD SCIENCE AND NUTRITION ........................................................................................................... 395
FOREIGN LANGUAGE .............................................................................................................................. 396
  Spanish .................................................................................................................................................. 396
HEALTHCARE ADMINISTRATION .......................................................................................................... 397
HEALTHCARE INNOVATION .................................................................................................................... 398
HISTORY ................................................................................................................................................... 399
HUMAN RESOURCES ............................................................................................................................... 403
HUMANITIES .......................................................................................................................................... 407
LIBERAL STUDIES ................................................................................................................................... 408
MANAGEMENT ................................................................................................................................. 411
MARKETING .......................................................................................................................................... 412
MATHEMATICS ...................................................................................................................................... 414
MUSIC ..................................................................................................................................................... 415
NATURAL SCIENCE ................................................................................................................................. 415
NURSING .................................................................................................................................................. 416
  Bachelor of Science in Nursing ................................................................................................................ 416
  Doctor of Nursing Practice ...................................................................................................................... 418
ORGANIZATIONAL LEADERSHIP .......................................................................................................... 430
PHILOSOPHY .......................................................................................................................................... 435
POLITICAL SCIENCE ............................................................................................................................. 436
PSYCHOLOGY ......................................................................................................................................... 438
PUBLIC ADMINISTRATION ..................................................................................................................... 446
RELIGIOUS STUDIES ............................................................................................................................... 447
SOCIAL SCIENCE .................................................................................................................................... 448
SOCIOLOGY ........................................................................................................................................... 448
STATE AUTHORIZATION ............................................................................................................................ 455
DIRECTORIES ............................................................................................................................................. 464
ACADEMIC CAMPUSES .......................................................................................................................... 481
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 without notification as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, student conduct, academic standing, candidacy, and graduation.

NON-DISCRIMINATION POLICY

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 2014 – 2015

Fall Trimester – September 2, 2014 – December 21, 2014

Fall Session I – 2014 – September 2, 2014 – October 26, 2014
First day of instruction September 2
Last day to add classes September 8
Last day to drop classes without record of enrollment September 14
Last day to withdraw from classes without receiving an “FW” October 12
Last day for change of grade option October 12
Last day of instruction October 26
Degree Conferral Date October 31
All Grades due October 31

First day of instruction October 27
Last day to add classes November 2
Last day to drop classes without record of enrollment November 9
Graduate Comprehensive Examination Deadline to Apply November 21
Thanksgiving (Administration Offices closed) November 27, 28
Last day to withdraw from classes without receiving an “FW” December 7
Last day for change of grade option December 7
Graduate Comprehensive Examinations December 20
Last day of instruction December 21
All Grades due December 28
Degree Conferral Date December 31


<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of instruction</td>
<td>January 12</td>
</tr>
<tr>
<td>Last day to add classes</td>
<td>January 18</td>
</tr>
<tr>
<td>Last day to drop classes without record of enrollment</td>
<td>January 25</td>
</tr>
<tr>
<td>Last day to withdraw from classes without receiving an “FW”</td>
<td>February 22</td>
</tr>
<tr>
<td>Last day for change of grade option</td>
<td>February 22</td>
</tr>
<tr>
<td>Last day of instruction</td>
<td>March 8</td>
</tr>
<tr>
<td>All Grades due</td>
<td>March 13</td>
</tr>
<tr>
<td>Degree Conferral Date</td>
<td>March 15</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of instruction</td>
<td>March 9</td>
</tr>
<tr>
<td>Last day to add classes</td>
<td>March 15</td>
</tr>
<tr>
<td>Last day to drop classes without record of enrollment</td>
<td>March 22</td>
</tr>
<tr>
<td>Graduate Comprehensive Examination Deadline to Apply</td>
<td>April 3</td>
</tr>
<tr>
<td>Last day to withdraw from classes without receiving an “FW”</td>
<td>April 19</td>
</tr>
<tr>
<td>Last day for change of grade option</td>
<td>April 19</td>
</tr>
<tr>
<td>Graduate Comprehensive Examinations</td>
<td>May 2</td>
</tr>
<tr>
<td>Last day of instruction</td>
<td>May 3</td>
</tr>
<tr>
<td>All Grades due</td>
<td>May 8</td>
</tr>
<tr>
<td>Degree Conferral Date</td>
<td>May 15</td>
</tr>
</tbody>
</table>
Summer Trimester – May 4, 2015 – August 23, 2015

First day of instruction
Last day to add classes
Last day to drop classes without record of enrollment
Memorial Day (administrative offices closed)
Last day to withdraw from classes without receiving an “FW”
Last day for change of grade option
Last day of instruction
Degree Conferral Date
All Grades due

First day of instruction
Last day to add classes
Last day to drop classes without record of enrollment
Graduate Comprehensive Examination Deadline to Apply
Last day to withdraw from classes without receiving an “FW”
Last day for change of grade option
Graduate Comprehensive Examinations
Last day of instruction
All Grades due
Degree Conferral Date

Graduate Comprehensive Examination

Graduate 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 23, 2014</td>
<td>July 25, 2014</td>
</tr>
<tr>
<td>December 20, 2014</td>
<td>November 21, 2014</td>
</tr>
<tr>
<td>May 2, 2015</td>
<td>April 3, 2015</td>
</tr>
<tr>
<td>August 22, 2015</td>
<td>July 24, 2015</td>
</tr>
</tbody>
</table>

“Deadlines for Degree Conferral and Commencement Information are available in MyBrandman under the Brandman Student Tab”
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.

Chapman’s first adult program began at Marine Corps Air Station El Toro in 1958 and soon, other branches of the military requested degree programs for all military personnel. Steeped in a rich heritage offering college programs to working adults, in 2009 our name changed from Chapman University College to Brandman University to reflect our evolving mission. The majority of our campuses are now community based, but Brandman still maintains a strong presence on many military bases. A wide range of graduate and undergraduate degree programs, certificates and professional development programs are offered at locations throughout California and Washington, as well as online. All of Brandman’s programs extend the educational objectives and historic purpose of Chapman University by recognizing and enhancing academic opportunities for non-traditional students. The University's reputation for quality and excellence is reinforced in every community it serves.

Today, Brandman University offers academic schedules with new sessions that start every 8 weeks on a year-round basis. Qualified full-time faculty 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, Instructional Design for Engaged Adult Learning. This innovative model of instruction blends the best practices of teaching, curriculum design and the latest technologies to give students a competitive edge in today’s technology-driven, networked world. Brandman University is the only university that has redesigned every class at every campus in response to the US Department of Education’s 2009 research on the most effective instructional delivery methods for adult students.

Brandman University’s leadership is solely dedicated to the University’s mission to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers. The University is under the direction of the Chancellor of Brandman University, the Executive Vice Chancellor of Academic Affairs/Provost, the Executive Vice Chancellor of Enrollment and Student Affairs, the Executive Vice Chancellor of Finance and Administration/CFO, the Vice Chancellor of Marketing and Communications, the Vice Chancellor of External Affairs, the Vice Chancellor of Strategic
Initiatives and the Chief Information Officer. This structure is designed to best meet the needs of students and the local communities served by Brandman University.

Since 2009, Brandman University stands as a separate, WASC accredited university within the Chapman University System. Our dedicated focus on the adult student allows for innovative education delivery approaches and greater diversity of degrees and credentials offered both online and on campus. As a part of the Chapman University System, students are confident they will experience 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 (WASC) and the Association of American Colleges & Universities (AAC&U). 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**
- **Innovation:** We value new, viable ideas, and rigorously promote them.
- **Respect:** For each other, our students, our communities and our environment.
- **Service:** 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 28 academic campuses/sites throughout California and Washington.

Faculty
70 full-time faculty members, more than 1,000 adjunct instructors, and guest lecturers currently working as professionals in their discipline provide a quality education of distinction to Brandman students at all locations and online.

Accreditation
Brandman University is accredited by the Western Association of Schools and Colleges (WASC), 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 Commission on Teacher Credentialing (CTC). Effective November 7, 2011, the School of Nursing and Health Professions is fully accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036. (202) 887-6791.

Doctor of Nursing Practice, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric-Mental Health Nurse practitioner programs have all met the American Nurses Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete these programs have the educational preparation to sit for the ANCC certification in the role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

Doctor of Nursing Practice, Pediatric Nurse Practitioner-Acute Care program has met all of the Pediatric Nursing Certification Board’s (PNCB) certification eligibility educational requirements. Students who complete this program have the educational preparation to sit for the PNCB certification in the role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.
Chapman University

Institutional Profile
Chapman University is a 150-year-old independent institution of liberal arts and professional education 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 on the day 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 accredited by the Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. 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).
Freedom of Speech and Expression
Freedom of speech, protected by the United States Constitution, is an especially important value within an academic community. Thus, all topics are appropriate for discussion and debate within the framework of academic inquiry. Students and student organizations are free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are always free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it is clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves.

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

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

Financial Responsibility
Brandman University requires that all students who enroll in classes read and accept the Tuition and Fees Master Payment Contract. The Master Payment Contract signed by the student will remain in effect indefinitely unless material changes are made to the contract, in which case the student will be notified and advised to accept an updated contract for the upcoming term. This contract informs the student of
their rights and responsibilities regarding payment of tuition and fees and is valid until all charges due are paid in full. The contract also provides the student with important information regarding University Records, Interest Charges, Tuition Refund Policy, Account Statement, Brandman University email address, and Change of Status. Failure to accept the Tuition and Fee Master Payment Contract will result in a registration hold on the student’s account and may result in withdrawal from classes.

**School of Extended Education**

The School of Extended Education provides academic credit and non-credit bearing courses, programs, and certificates providing opportunities for individuals, business organizations and governmental entities. Through Extended Education offerings, individuals can obtain lower cost academic credit toward Brandman degree programs before being admitted to the University or fully committing to a degree. Certificate and Certification programs allow students to prepare for new careers, augment degree programs, or demonstrate mastery over and above degrees already obtained, thereby providing specializations. Extended Education offerings also provide opportunities to obtain professional development and CEU credits often required to move up salary scales, maintain certifications and transition into new career paths. Businesses, government agencies and nonprofits utilize Extended Education custom solutions to develop and train their workforces. Courses are delivered face to face, online and in blended formats at campuses throughout the Brandman system as well as onsite for business clients and other cohort groups. All programming can be customized to align with needs and objectives of business clients and other cohorts. Education plans are prepared to assist students in utilizing Extended Education programming in order to align with career and personal goals.

**MyBrandman**

MyBrandman the student and staff online portal with both mobile friendly and full website access. MyBrandman is designed to provide easy 24/7 access to the essential student resources, including academic advising, disability services, career services, student conduct information, academic policies and procedures, financial resources, technological resources, our military community and much more. Quick links provides access to many of the key online systems used throughout an academic career such as the virtual library, Blackboard and Self Service for registration, grade and transcript information, and access to degree audit plans. Future students are provided access to MyBrandman at the time they submit an official application to Brandman University or enroll as non-degree students.

**Confidentiality of Student Records**

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

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

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

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

Office of Student Concerns (OSC)
When students have a question, concern, or complaint regarding their Brandman experience, they should always initially contact their campus director for guidance and possible resolution. However there may be circumstances when students are still uncertain as to University policies and procedures, appropriate channels of communication or alternative options available for resolving disputes. Students may then contact the OSC for guidance. The OSC provides informal assistance in providing recommended actions to help resolve conflicts, disputes or providing contact with appropriate resources. The OSC is an advocate for the fair resolution of a problem, not for any particular party, and gives equal attention to the rights for all concerned. To submit a ticket of concern with the OSC, the student can log into MyBrandman and click on the link for the Office of Student Concerns under the Student Services section.

Library Resources and Services
The library’s web page (www.chapman.edu/library) is the starting point for accessing more than 300,000 items, including 15,000 e-books, 200 online databases, and 62,000 full-text journals available 24/7. Students, faculty, and staff 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. Faculty may request library instruction sessions for their blended and online courses. Contact Annie Knight, Coordinator of Brandman University Library Services for research assistance or to request a library instruction session at anknight@chapman.edu / (800) 344-5756 Ext. 2. For weekend assistance, contact the Leatherby Libraries Reference Desk at libweb@chapman.edu / (714) 532-7714. A basic guide for navigating the library is available at http://chapman.libguides.com/brandman.

The Office of Disability Services – Accessible Education
The Office of Disability Services – Accessible Education at Brandman University is committed to ensuring equal educational access and opportunity for all members of our academic community. The Office strives to maximize each student’s educational potential by helping to develop self-advocacy, responsibility, and independence, and to promote personal growth. Students will be provided timely,
efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). The Office works individually with each student to develop an effective and comprehensive accommodation plan.

In addition to providing direct service to our students, the Office of Disability Services also acts as a liaison between students, administrators, faculty, and other staff members to ensure the facilitation of accommodation plans that are reasonable and appropriate. Brandman University strictly prohibits any form of discrimination on the basis of an individual’s disability. By providing full access to qualified students with disabilities, Brandman University demonstrates its belief that the university community will greatly benefit from the skills and talents of these individuals.

If you are a Brandman University student with a documented disability, inquire about the Office of Disabilities Services with your Academic Advisor. If you are interested in accommodations and services, access www.brandman.edu/disabilities.

All documents will be kept confidential in the Office of Disability Services in compliance with the Family Educational Rights and Privacy Act (FERPA) and the professional and ethical standards of the Association on Higher Education and Disability (AHEAD).

Military and Veterans Services

MILITARY PARTNERSHIPS
Brandman University has military partnerships with the Air Force, Navy, Army, Marines, US Department of Education and Department of Defense to meet the needs of military. Additional information is available on the Brandman University web site.

AIR FORCE – AU-ABC
The Air University Associate-to-Baccalaureate Cooperative Program (AU-ABC) is an initiative between Air University and Brandman University to offer baccalaureate degree opportunities to enlisted Air Force personnel with a completed Associate degree from the Community College of the Air Force (CCAF).

AIR FORCE – GEM
The General Education Mobile (GEM) program is a partnership between the Community College of the Air Force (CCAF) and Brandman University to deliver general education coursework required for the CCAF degree. The program includes online courses from each of the following disciplines: oral communication, written communication, mathematics, social sciences, and humanities that meet the CCAF’s pre-approved general education requirements.
NAVY – NCPDLP
The Navy College Program Distance Learning Partnership (NCPDLP) was developed by the Navy to support Sailors’ mobile lifestyles. The program provides Sailors an opportunity to earn associate and bachelor degrees based on their military occupation and educational goals. Brandman currently offers ACE recommended credit for military training and experience toward NCPDLP approved degrees in Legal Studies, Liberal Studies, Social Science, and Sociology. All courses are available online.

SOC
Service members Opportunity Colleges (SOC) is a consortium of colleges and universities and functions in cooperation with the Department of Defense (DoD), the Military Services including the National Guard and the Coast Guard to help meet the voluntary higher education needs of active service members and their family. A Service member and their adult family members in the Army, Navy, and Marine Corps benefit by participating in a SOCAD, 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 Active Duty Service Members and their families, Reserve Service Members and their families and Coast Guard civilian employees, who has completed a minimum of 6 semester hours at Brandman and is admitted into a SOC 4-year degree program. A student with a 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). Students who qualify for a SOC agreement may contact their Brandman campus to obtain a copy of their Student SOC Agreement.

TROOPS TO TEACHERS
Brandman University is an active partner with Troops to Teachers, a U.S. Department of Education and Department of Defense program that helps eligible military personnel transition to a career as a public school teacher. The skills, knowledge, and experience one gains in the military are highly valued in our public schools.

MyCAA
The Military Spouse Career Advancement Account (MyCAA) provides tuition assistance to military spouses of active duty Army, Navy, Air Force, or Marine service members, or activated Reservists in pay grades E1-E5, W1-W2, or O1-O2. MyCAA accounts are limited to the $4,000 benefit with a $2,000 fiscal year cap. Funding is subject to eligibility criteria, and program revisions and other limitations may apply. Active duty spouses receive a reduced tuition rate for associates, bachelors and graduate degree programs at Brandman.
Veterans and Active Duty Service Members


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 for baccalaureate programs and a 3.0 or higher for graduate programs.
   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 ceases to make satisfactory progress toward completion of his or her training objective, 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 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. Students who wish to use their Tuition Assistance or Veterans Education benefits are required to fill out the “Request to use Military Benefits Form” in MyBrandman Self Service in order to be certified. The student’s Brandman campus will collect additional required documents needed for certification.
FINANCIAL AID AND EXPENSES

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

Application Procedure
To submit an application, students need only complete the FAFSA (Free Application for Federal Student Aid) and submit it to the federal processor. Californians who are undergraduates also are urged to complete the Cal Grant GPA Verification Form by March 2, 2015 for the 2015-16 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 2014-2015 academic year, the preferential filing date is March 2, 2014, for the 2015-2016 academic year, the date is March 2, 2015. 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 IRS income tax transcripts. The government and the Financial Aid Office will notify students who need to provide additional documents.

Students must be admitted to a Brandman University degree program or teaching credential program in order to receive financial aid. Financial assistance is unavailable for enrollment in certificate programs unless the certificate is embedded with the degree program to which the student has been admitted.

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 FEES

Brandman University reserves the right to change any of the following tuition and fee rates at any time without notice.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Regular Students Per Credit Hour</th>
<th>Active Duty Military Students and Spouses Per Credit Hour</th>
<th>Audit Only Per Credit Hour</th>
<th>Refundable Per Published Refund Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Degree</td>
<td>$500</td>
<td>$250</td>
<td>$250</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>$600</td>
<td>$350 – $440(^1)</td>
<td>$300</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctoral of Education (new students)</td>
<td>$915</td>
<td>$915</td>
<td>$440</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctoral of Nursing</td>
<td>$1,040</td>
<td>$1,040</td>
<td>$500</td>
<td>Yes</td>
</tr>
<tr>
<td>CBE Tuition is $2,700 per six-month increment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A CBE student may attempt to pass as many competencies within the six-month time period as they are able.

<table>
<thead>
<tr>
<th>Other Mandatory Fees</th>
<th>Amount</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education LiveText Fee</td>
<td>$100</td>
<td>One-Time</td>
<td>Yes(^2)</td>
</tr>
<tr>
<td>English 103 Writing Assessment Fee</td>
<td>$25</td>
<td>Per Course</td>
<td>Yes(^3)</td>
</tr>
<tr>
<td>English 104 Writing Assessment Fee</td>
<td>$25</td>
<td>Per Course</td>
<td>Yes(^3)</td>
</tr>
<tr>
<td>Lab and Materials Fees</td>
<td>Varies by Course</td>
<td>Per Course</td>
<td>Yes(^2)</td>
</tr>
<tr>
<td>Nursing Clearance Fee</td>
<td>$120</td>
<td>One-Time</td>
<td>No</td>
</tr>
<tr>
<td>Nursing LiveText Fee</td>
<td>$100</td>
<td>One-Time</td>
<td>Yes(^3)</td>
</tr>
<tr>
<td>Nursing Specialization Clinical Fee</td>
<td>$1,800</td>
<td>One-Time</td>
<td>Yes(^2)</td>
</tr>
<tr>
<td>Nursing Specialization Clinical Fee (Post-Doctoral)</td>
<td>$800</td>
<td>One-Time</td>
<td>Yes(^2)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$50</td>
<td>Per Session</td>
<td>Yes(^3)</td>
</tr>
<tr>
<td>CBE Re-Grade Fee</td>
<td>$100</td>
<td></td>
<td>No(^4)</td>
</tr>
<tr>
<td>CBE Re-assessment attempts</td>
<td>$100</td>
<td></td>
<td>No(^4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous Fees</th>
<th>Amount</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ameritas Assessment Fee</td>
<td>$50</td>
<td>One-Time</td>
<td>No</td>
</tr>
<tr>
<td>Comprehensive Exam Fee</td>
<td>$55</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Degree Conferral Processing Fee</td>
<td>$100</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Duplicate Diploma Fee</td>
<td>$50</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Ed.D. Continuing Candidacy Fee</td>
<td>$500</td>
<td>Per Session</td>
<td>No</td>
</tr>
<tr>
<td>Ed.D. Enrollment Deposit Fee</td>
<td>$250</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Education Demonstration of Mastery Portfolio Fee</td>
<td>$150</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Graduate Certificate Processing Fee</td>
<td>$100</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Nursing Graduation Fee</td>
<td>$200</td>
<td>One-Time</td>
<td>No</td>
</tr>
<tr>
<td>Prior Learning Portfolio Assessment Fee</td>
<td>$300</td>
<td>One-Time</td>
<td>No</td>
</tr>
<tr>
<td>Refund Processing Fee</td>
<td>$20</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Returned Item Processing Fee</td>
<td>$25</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Teacher Performance Assessment Fee</td>
<td>$125</td>
<td>Per Task</td>
<td>No</td>
</tr>
<tr>
<td>Teacher Performance Remediation Fee</td>
<td>$125</td>
<td>Per Task</td>
<td>No</td>
</tr>
<tr>
<td>Transcript Expedited Service Fee</td>
<td>$25</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
<tr>
<td>Undergraduate Certificate Processing Fee</td>
<td>$100</td>
<td>Per Occurrence</td>
<td>No</td>
</tr>
</tbody>
</table>
Tuition Refund Policy – Adds, Drops or Withdrawals

- To add or drop a class, please see the appropriate "Academic Policies and Procedures" sections of this catalog.
- To officially add or drop a class, students must do so either through MyBrandman Self Service or submit an Add/Drop Form to their respective campus One Stop staff.
- Failure to attend class or merely giving notice to an instructor will not be regarded as official notice of add/drop or withdrawal.
- The date of withdrawal for purposes of tuition and/or refundable fees refunds shall be the date on which the class was officially dropped through MyBrandman Self Service or at the campus.
- Dropping below full-time or part-time status may affect any financial aid that has been awarded and/or disbursed. Students who receive federal financial aid are subject to a pro-rated return of federal funds and will be required to return funds to the University that were previously disbursed based on a higher unit load. Please contact your Campus One Stop staff for further information.
- Completely withdrawing from the University or dropping classes after the published tuition and/or refundable fees refund deadline does not absolve students' financial obligations to the University.
- Any tuition and unit-based fees credits resulting from drops will be applied to the current balance, if applicable.

Tuition and Fees Refund Policy

<table>
<thead>
<tr>
<th>If student drops and/or withdraws:</th>
<th>Refundable Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>Within the second week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>After the second week of classes</td>
<td>None</td>
</tr>
</tbody>
</table>

There are no exceptions to this policy.

CBE Tuition and Fee Refund Policy

A full tuition refund will be given prior to starting competencies, but no refunds will be given once the student begins.
Important Note:
No retroactive refunds will be given for prior academic years. It is every student’s responsibility to review their student account every term to ensure that it is correct and that all applicable credits (Grants, Loans, Scholarships, Adjustments) have been applied to their account.

Interest Charge
Interest is calculated at 10.75 percent per annum commencing on the applicable due date and continuing through the payment date based on the student account balance at each month end. Tuition is due on the start date of each 8 week term, as listed in the catalog. Students have additional 30 day grace period to pay the balance in full without penalty. If the balance remains unpaid after the grace period, interest accrues from the term start date. It is a fixed, simple interest rate. The interest rate is subject to change each June 1.
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. For students pursuing the Associate of Arts degree, please see alternative admissions option in the Associate of Arts General Education catalog section under Arts and Sciences.

Prospective students must submit the following:

1. Completed application package. Applications are available online.
2. Official transcripts from ALL colleges and universities attended. Only credits from regionally accredited institutions may be accepted in transfer. Failure to report any previous academic work at another college or university may be considered a violation of academic integrity. Non-satisfactory performance, including but not limited to probation, suspension, or expulsion, as well as issues of academic integrity may nullify the applicant’s eligibility to be admitted.
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, AARTS or JST transcripts. If additional coursework from other institutions is submitted prior to admission this coursework will also be included in determining admissibility and transferability for course credit. After admission, any additional coursework previously taken must be submitted to the Division of Student Services within the first trimester after admission to be evaluated for transfer credit. If the additional coursework credit was included in the initial minimum transfer credit awarded, while such coursework may meet specific degree requirements, no duplication of credit will be awarded. For those applying under the AU-ABC
agreement, transcripts from the Community College of the Air Force will be used to determine eligibility.

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

**Academic Fresh Start**

Academic Fresh Start is provided for undergraduate students who believe that their historical academic performance is not reflective of their current demonstrated ability to be successful. Undergraduate students applying for admission to Brandman University through Academic Fresh Start may elect to have all academic coursework, completed at any institution of higher education 10 or more years prior to the time of application, ignored for admission purposes. Once admitted under academic fresh start, the student may not receive course credit for any courses taken 10 or more years prior to admission to Brandman University. Ignored coursework cannot be used to satisfy prerequisite or degree requirements at Brandman University. Students seeking post baccalaureate admissions are not eligible for Academic Fresh Start.

Students applying for Academic Fresh Start must submit official transcripts from all colleges attended, including transcripts which include course work completed ten or more years ago. The Academic Fresh Start Acknowledgement Form must also be completed. Students choosing Academic Fresh Start must meet current admission requirements for course work taken within the past ten years. A minimum of 2.0 cumulative GPA in college-level coursework taken less than 10 years at time of application is required for formal admission into an undergraduate degree program.

Students admitted or readmitted under Academic Fresh Start may elect to use the provisions of this program only once at Brandman University and only at the point of admission or readmission to Brandman University. Academic Fresh Start status and policies are not petitionable and cannot be appealed. The decision is final and binding.

There may be implications for financial aid and veterans benefits for students admitted under Academic Fresh Start. Students should contact these offices for more information.

**Non-Degree Seeking Student Enrollees**

Students wishing to take credit courses for personal enrichment, job improvement or prior to admission to a degree program may enroll and register as “non-degree seeking students”, via Flex Reg in MyBrandman Self Service. 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 individual courses. Bachelor degree completion is required for enrollment in any graduate level/credential 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.

Ameritas Hispanic Pathways non-degree seeking student policy includes opportunities for Dual Enrollment. For Dual Enrollment at Ameritas Hispanic Pathways, please see the Ameritas Hispanic Pathways catalog addendum.

### 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. Applications are available online. Failure to report any previous academic work at another college or university may be considered a violation of academic integrity.
2. Official transcripts from the regionally accredited Baccalaureate degree granting institution.
3. Transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed or attempted.
4. Transcripts may be requested from all institutions attended upon request for specific degree programs.
5. Non-satisfactory performance, including but not limited to probation, suspension, or expulsion, as well as issues of academic integrity may nullify the applicant’s eligibility to be admitted.
6. Any additional evidence of eligibility required by the graduate program.
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 (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. In addition, a satisfactory score on an accepted graduate admissions exam such as the Graduate Record Exam (GRE), the Graduate Management Test (GMAT), The California Subject Examinations for Teachers (CSET) or the Miller Analogies Test (MAT). Consult program for acceptable admissions tests and scores.

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

Option Four
Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant’s ability to do graduate level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for graduate study in the discipline requested. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.
Conditional Admission
This admission status is available for applicants whose final completion of the baccalaureate degree or masters 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, graduate or doctoral 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 or masters degree can be completed at the conclusion of the trimester or session specified by the applicant.
3. The degree posting date must be prior to the beginning of the trimester or session for which the applicant has applied.
4. No more than twelve credits of graduate or doctoral coursework may be completed as a conditionally admitted student.

A final graduate classification is determined upon completion of the baccalaureate or masters degree based on graduate admission 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 and register as non-degree seeking post baccalaureate students via Flex Reg in MyBrandman Self Service. Non-degree seeking students must meet all of the prerequisites published in the catalog for enrollment in individual courses. 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 CREDIT-HOUR BASED ACADEMIC POLICIES AND PROCEDURES

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

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

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

Transfer Credit Policies
General Transfer Credit Policy
Brandman University accepts all university level credit earned from regionally accredited colleges and universities, excluding non-degree/remedial coursework articulated to be in the 001-099 range (See Course Numbering System). 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 the highest grade is 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 or enrolled and attending his/her first session in a bachelor degree program at Brandman satisfies all Brandman University GE requirements except LBSU 300, LBSU 302 and University Degree Qualifications. The University Degree Qualifications may be completed through residential coursework taken in the major or through residential electives.

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 experience often include 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 Student Services. Students are encouraged to consult with an academic advisor concerning the degree applicability.

Note that credit granted through “other credit opportunities” does not count toward Brandman University residency requirements. Specific degrees may also have additional requirements with respect to courses that must be taken at Brandman University in order to complete a Brandman degree.

College Level Examination programs: Credit by the college level examinations noted below will not be awarded when a student has previously been awarded credit for the equivalent course. Credits earned may be counted towards fulfilling general education, major or elective requirements. Credits are generally lower division unless specifically equivalent to an upper division Brandman course.

- Advanced Placement (AP) Examinations: Credit is awarded for scores of 3, 4, or 5 on Advanced Placement Examinations. For a current list of approved exams, minimum scores and credits granted, please refer to the Brandman website.
- College Level Examination Program (CLEP) and 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 MyBrandman and the Brandman website. Any exam submitted for credit must meet the minimum score requirements regardless of student’s catalog year and when the exam was taken.
- International Baccalaureate (IB) Examinations: Credit is awarded for IB exams. For a current list of approved exams, minimum scores and credits granted, please refer to the Brandman website.
- Defense Language Proficiency Examinations (DLAT/DLPT): Brandman accepts ACE guidelines on DLAT/DLPT with a cap of lower division credit at 12 credits and upper division at 6 credits for a total of 18 maximum credits.
- Subject matter specific exams: Credit by exam will be accepted for credit as transcribed by the exam provider if the exam was provided by a regionally accredited institution.
Brandman University Credit by Exam: Students may receive credit for selected courses in the current Brandman University catalog by satisfactorily completing the end of course assessment.

Military Credit: Brandman evaluates credit for both military service and military coursework for academic credit using ACE guidelines. Military students are awarded 6 credits for military service. Based on ACE recommendations, additional credits may be awarded. Brandman will accept these credits which can articulate to a discipline, major, or emphasis area depending upon the ACE recommendation as to number of credits, discipline, and level.

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 credits 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 assessment include, but may not be limited to: Capstone/senior thesis courses; Independent Study Courses; Internship Courses; and courses used to fulfill degree requirements within the major for the BA in Social Work program.
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.
10. Credit granted through Prior Learning Assessment by Portfolio, does not count toward Brandman University residency requirements.

**ACE evaluated trainings:** Brandman University accepts ACE recommendations for awarding academic credit. The recommendation is inclusive of level and discipline, subject to residency requirements and other limitations as set forth in specific degree programs. The student can request an evaluation for course equivalency.

**Workforce Development trainings:** Brandman University evaluates workforce development trainings and may award credit toward specified degree programs and/or general elective credit. Refer to the Brandman website for a complete list of these trainings. Representative trainings include Peace Officer Standards and Training for a Basic POST certificate, Washington State Fire Training Academy specified basic trainings, and specified SHRM certifications.

**Additional credit opportunities:** Some industry certifications are approved for course substitutions or equivalencies. For current information on these industry recognized certifications, refer to the Brandman University website. Credit obtained as a result of these certifications does not count toward Brandman University residency requirements. Specific degrees may also have additional requirements with respect to courses that must be taken at Brandman to complete a Brandman degree.

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

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

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

<table>
<thead>
<tr>
<th>Course Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-099</td>
<td>Non-Degree/Remedial Coursework</td>
</tr>
<tr>
<td>100-299</td>
<td>Lower division Undergraduate Coursework</td>
</tr>
<tr>
<td>300-499</td>
<td>Upper division level Undergraduate 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.
Change of Address
Students must notify the University of any change of address. This can be done via MyBrandman Self Service 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 MyBrandman portal to access the form to submit the Campus Transfer Request to the new campus. Note: Not all academic programs are available at all campuses.

Attendance Policy
Requirements for students’ attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student’s grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

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

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

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

**Administrative Drop**

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

**Complete Course Withdrawal Procedures**

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

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

**Interrupted Enrollment**

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

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at Brandman University. The length of absence from Brandman University cannot exceed five years. The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies. If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

**Enrolling in Graduate Courses**
Admitted Undergraduates with senior status are allowed to enroll in 500 graduate level courses with Dean approval. Students in the BA Liberal Studies program, regardless of class level, are allowed to enroll in required 500 graduate level courses without 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

I (plus a grade) is given when the student has been unable to complete the final assignment of the course owing to illness or other extenuating circumstances. The deadline for the final assignment can be no longer than two consecutive sessions following the session the student was enrolled in the course. 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-, IF, INP)

AR is Administrative Review. This grade is submitted by the instructor when a grade is under administrative review. A grade of “AR” will be converted to a letter grade upon completion of the review.
**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.

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

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

**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.

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

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

**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.

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

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

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

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

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

P grades are granted if the student earned an equivalent to “C” or above in the course. NP grades are given if the student earned an equivalent to "C-" or below. In either case, grade points are not assigned and the grade is not computed in the student's grade point average.
Students who take a course Pass/No Pass and cease attending part way through the session and fail to officially withdraw will receive the "FW" grade.

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

Students may select Audit as an option at the time they initially register for courses via MyBrandman Self Service. After initial registration in a course, in order to change the grading basis to an Audit, students must submit a change of grading system request available in My Brandman, by the end of the sixth week. Changes in grading basis cannot be done via MyBrandman Self Service. 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.

Incompletes
- Instructors may issue a grade of Incomplete when only the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.
- The student is responsible for knowing the deadline and the requirements for course completion.
- When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an “I” (e.g. IC-, IF+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the “I”, will become the grade of record.
• Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, IF+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

Reading and Conference Courses
Reading and Conference courses are offered to senior or graduate students with a Brandman University grade point average of at least 2.75 and only when absolutely necessary. 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.

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.

Standards of Academic Integrity
Brandman University is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

In order to safeguard the conditions under which scholarship is performed, measured and evaluated, the following will serve to: 1) distinguish the types of academic integrity violations and 2) identify procedures for hearing cases involving such violations. Any imposed sanction is intended to be within the reasonable range of standard higher education and professional practices and to be applied equitably.

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 or having anyone, other than the registered student, participate in online course activities.

Submitting work done in one course to satisfy the requirements of another course is academic dishonesty, unless the current instructor agrees beforehand to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include 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.

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

For more details on violations of academic integrity, please see the appropriate section in MyBrandman.

B. Procedures for Hearing and Investigation

In cases involving academic integrity violations, if the instructor has found evidence that a student has violated the University standards, the following action should be taken:

1. The instructor must contact the student in private to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor may deal with the situation at that time in as discreet a manner as possible. The student is expected to meet with the instructor (either face-to-face, by phone, Adobe Connect or Brandman email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.

2. After this meeting if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled and no further action is required and the Academic Integrity Violation Sanction Report Form is not filed.

3. If the instructor determines that there has been a substantiated violation of academic integrity then the instructor completes the Academic Integrity Sanction Report Form citing the sanction and sends to academicsupport@brandman.edu. The form can be found in the faculty area of MyBrandman. A determination will be made if this is the student’s first or second or more academic integrity violation(s).

4. If this is the student’s first academic integrity violation, the following procedure is followed:

   a. The completed Academic Integrity Sanction Report Form is sent to the student, instructor, and appropriate office for processing if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed.

   b. If the student does not agree with the sanctions imposed by the instructor as articulated on the Academic Integrity Violation Sanction Report Form, the student must work with
an advisor to submit a petition via MyBrandman within 10 business days of being informed of the imposed sanction.

c. The Dean or the Dean’s Designee will review the petition and contact the involved faculty member and the student in an effort to resolve the matter. The Dean or the Dean’s Designee will initiate whatever action she/he sees fit to sustain, overturn or modify the instructor’s sanctions. The Dean will notify the student and instructor of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required (e.g., change of grade).

d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing, within ten business days of receiving the Dean’s decision, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be forwarded to GAC for review and to render a decision. GAC will notify the student, instructor, and Dean of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.

e. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. If this is the student’s second or more academic integrity violation, the following procedure is followed:

a. The completed Academic Integrity Sanction Report Form is sent to the student, instructor, and appropriate office for processing if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Sanction Report Form and the students’ prior Academic Integrity Sanctions Report Form(s) and sanction(s) are also sent to the Dean or the Dean’s Designee to review. The Dean or the Dean’s Designee will initiate whatever action she/he sees fit to sustain, overturn or modify the instructor’s sanctions based on the student’s current and prior violations. The Dean will notify the student and instructor of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required (e.g., change of grade, academic dismissal).

b. If there is dissatisfaction with the Dean’s decision, the student may request a hearing, within ten business days of receiving the Dean’s decision, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be forwarded to GAC for review and to render a decision. GAC will notify the student, instructor, and Dean of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.
c. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

6. If the case is not resolved by the end of the session, the instructor should enter the grade “Administrative Review”. The student may not withdraw from the course during the time of the alleged violation. The Change of Grade Form will be submitted for final grade once the decision is binding.

7. A formal dismissal for a violation of academic integrity will be recorded on the student’s official transcript.

NOTE: In all cases of alleged violations of academic integrity it is vital to maintain professional confidentiality in the matter. Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

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

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

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.
For information regarding potential student conduct violations including electronic media violations, refer to the Student Conduct Code available in MyBrandman.

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

Incident reports should be made immediately to the appropriate Dean and Campus Director. Refer to the Student Conduct Code in MyBrandman for hearing procedures.

**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 MyBrandman Self Service.

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

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

For information on grade review procedures, please see MyBrandman.

**Undergraduate Academic Probation and Dismissal**

**Academic Probation**

The following is Brandman University’s guidelines for satisfactory academic achievement in undergraduate programs. Please note that degree GPA requirements and some programs may specify more stringent policies. Please refer to appropriate degree and program sections. A degree seeking undergraduate student whose cumulative GPA falls below 2.0 at the end of one enrolled session or whose session GPA falls below 2.0 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.

Military Students: see Military and Veterans Services section of the catalog regarding academic probation.
**Academic Dismissal**

Students who have been placed on probation three or more times during their undergraduate education are subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

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

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

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

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

Military Students: see Military and Veterans Services section of the catalog regarding academic 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 MyBrandman. Not all university policies, procedures, or rulings can be petitioned; see the Brandman Student location within the MyBrandman 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 MyBrandman for more information.

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

Graduation

Application for Degree Conferral
Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file an Application for Degree Conferral via MyBrandman Self Service and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must file a new Application for Degree Conferral along with the appropriate fee. Brandman confers degrees for Brandman University students six times during the academic year. Students are able to apply for degree conferral on or after the start date of their last session of enrollment. See the “Graduation/Commencement” tab in MyBrandman for specific conferral application 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.

Students with no remaining requirements for degree completion who leave the University in good standing and are absent more than twelve consecutive sessions do not need to reapply for admission. Those students will only be required to apply for degree conferral and pay all necessary fees in order to receive their diploma and transcripts.

Commencement
To participate in ceremonies students must submit a “Commencement Attendance Reply” form available in MyBrandman. Brandman email notifications will be sent to eligible students when the form is available to submit starting in February. To be eligible for participation in the commencement ceremonies, the student’s official degree audit must indicate that the student is on course to satisfactorily complete all degree requirements by the end of Summer II of that year or sooner, as verified by the academic advisor and so indicated by the expected graduation date on the student’s record. Participation does not guarantee or automatically imply graduation from the University. For more information, please go to www.brandman.edu/commencement or contact your academic advisor.
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 and/or transcripts will not be released if the student has an active diploma/transcript hold as indicated in the Holds section of MyBrandman Self Service. Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self Service; processing and fee information is available at that site.

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.
UNDERGRADUATE COMPETENCY-BASED ACADEMIC POLICIES AND PROCEDURES

Students enrolled in the competency-based degree program must adhere to the Undergraduate Credit-Hour Academic Policies in the catalog with the exception of the following policies and procedures that pertain to competency-based programs only.

Academic Calendar
The traditional academic calendar with limited enrollment periods and term-based sessions are not applicable. In the competency-based BBA continuous-enrollment model, new groups of students start on Monday of each week. Students can access learning resources, schedule assessments, view grader notes, and complete online performance assessments any time day or night.

The academic calendar for the competency-based education program is comprised of two 6-month sessions. The 6-month session starts on Monday each week and runs for 24 weeks. The university has designated a 2-week break in the winter and a 2-week break in the summer. The breaks for the 2014-2015 Academic Year are:

- Summer Break June 22 through July 5, 2015

Tuition and Fees
Brandman University reserves the right to change tuition and fee rates at any time without notice. Tuition is billed at a flat rate of $2,700 each billing period (a billing period is every six months). The student pays for the time, not by credit hour or by course. There are no semesters. The student starts their competencies any time and completes as many as they would like, or are able to, during the billing period.

Tuition: $2,700 per Billing Period
Re-Grade Fee: $100
Re-assessment attempts: $100

Students are required to pay their tuition in full before they can start their course competencies. If the student wishes to apply for financial aid, they must submit all forms required by the Financial Aid Office and have the aid applied to their student account bringing their balance owed to the University to a zero balance before they will be allowed to begin their competencies.
Tuition Refund Policy: Withdrawals
The date of withdrawal for purposes of tuition and/or refundable fees refunds shall be the date on which the student officially withdraws from the program through MyBrandman Self Service.

Tuition Refund Policy
A full tuition refund will be given prior to starting competencies, but no refunds will be given once the student begins.

Students with extenuating circumstances may be eligible for a tuition refund through the University petition process. Circumstances must be documented and are subject to review by the University.

No retroactive refunds will be given for prior academic years. It is every student’s responsibility to review their student account every term to ensure that it is correct and that all applicable credits (Grants, Loans, Scholarships, Adjustments) have been applied to their account.

ADMISSION
UNDERGRADUATE ADMISSION

Brandman University will admit students to competency-based programs who have the capacity and determination to successfully complete a rigorous Brandman University degree program. The admission process is designed to help the student and the university to make an informed decision about the likelihood of success.

Prospective students must submit the following:
1. Completed application package. Applications are available online.
2. Official transcripts from ALL colleges and universities attended. Only credits from regionally accredited institutions may be accepted in transfer.
3. High School diploma or GED for students with less than 12 transferable credits.
4. 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, AARTS or JST transcript.

Admission Requirements:
Students with 12 or more transferable credits
For students with 12 or more transferable credits, the following minimum requirements must be met:
1. A minimum 2.0 cumulative GPA in all prior college coursework.
2. Successful completion of the Competency Intro Module (CIM). See description of CIM below.
Students with less than 12 transferable credits

For students with less than 12 transferable credits, the following minimum requirements must be met:

1. A high school diploma or GED equivalent.
2. High school cumulative GPA of 2.0.
3. Pass admissions test in English and Math
   a. Successful completion of a transferable course to ENGU-103 or ENGU-104 (grade of B- or higher) waives admissions test in English.
   b. Successful completion of a transferable course to MATU-103 or higher (grade of B- or higher) waives admissions test in Math.
4. Successful completion of the Competency Intro Module (CIM). See description of CIM below.

The application process takes place wholly within the Competency Intro Module (CIM), an introductory experience in which all prospective students are required to participate.

<table>
<thead>
<tr>
<th>The CIM has four objectives:</th>
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<tbody>
<tr>
<td>• Understand the Brandman University competency-based education program.</td>
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<tr>
<td>• Recognize strategies needed to succeed in competency-based education.</td>
</tr>
<tr>
<td>• Apply strategies needed to succeed in competency-based education.</td>
</tr>
<tr>
<td>• Locate Brandman University resources designed to support students with competency-based learning.</td>
</tr>
</tbody>
</table>

Applicants will work through these objectives, which consist of learning activities designed to introduce them to and reinforce their understanding of these objectives. A final assessment, consisting of a short essay, completes the CIM.

TRANSFER CREDIT POLICIES

Transferring to Brandman University
Prior to admission, students will meet with their academic coach to discuss, among other items, articulation/transferability of prior coursework. Transfer courses will be evaluated for clearance of competencies through the following methodology:

1. Prior coursework, with a minimum of B- or better from regionally accredited institutions, will first be evaluated against Brandman University’s credit hour-based courses.
2. Once prior credit has been determined to be equivalent to Brandman’s credit hour-based program, the university will then determine whether or not the student will receive transfer credit for any of the competencies in the competency-based program.
3. Transfer credit for competencies will not be granted for prior coursework where the content addresses some, but not all, of the content for a particular competency or block of competencies.
Transferring from Brandman University
The purpose of the Brandman University competency-based BBA is to prepare students for career opportunities and advancement in a dynamic, global business environment. This purpose does not include preparing students for transfer to another institution for further college study. Since the competency-based BBA is based upon direct assessment of competencies rather than credit hours, the competency units completed during a billing period may not equate to a credit-bearing course for transfer purposes. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, competency units can be transferred. Brandman University students who may be interested in transferring to another institution—either before or after completing their studies at Brandman University—should keep in mind the following points:

1. All institutions reserve the right to determine their own transfer policies, and not all academic work completed at one institution may transfer to another.
2. Students should check the transfer policies at the institution or institutions they are considering by consulting with the admissions or registrar office at those institution(s).
3. Students who transfer should request that the Brandman University registrar send an official transcript of their Brandman University academic work to the institution(s) where they are applying for admission.
4. The Brandman University transcript will be a straight line listing of competencies completed with the corresponding “M” grade for Mastery. Competencies not completed, or those that were not successfully completed, will not be reflected on the transcript. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed.

Transferring within Brandman University
Students wishing to transfer from the Brandman University competency-based BBA program to another program within Brandman University should consult with their Academic Coach and One Stop Student Services. Since the competency-based BBA is based upon direct assessment of competencies rather than credit hours, the competency units completed during a billing period may not equate to a credit-bearing course for intra-transfer purposes.

Attendance Policy
Competency based programs are self-paced. Students decide the amount they will learn and how often.

Specifically, the federal government has distinct policies for federal financial aid recipients and for students who are receiving federal student loan deferments. The federal government rescinds loan deferments of students who do not engage in substantive educationally related activity for 14 consecutive days. Beginning on the 15th day, these student loan borrowers will go into repayment status retroactive to their last day of engagement.

Financial aid recipients also have attendance requirements as outlined in the sections titled “Registration and Satisfactory Academic Progress” and “Academic Activity Verification”. It is of
paramount importance that financial aid recipients engage in a substantive educationally related activity at least once each week.

Exceptions to these participation policies are possible in some circumstances. If a student is temporarily unable to engage in substantive educationally related activity, the student can request a Leave of Absence (LOA) prior to ceasing attendance. See MyBrandman website for additional information.

**Add Policy**
Students may accelerate their studies by adding additional competencies once they have successfully completed the initial group of competencies. Students who desire to add additional competencies must seek the advise and approval of their Academic Coach.

**Drop Policy**
Given the integrated nature of the competency-based BBA curriculum, students may not drop competency units during a billing period.

**Administrative Withdrawals**
Regular engagement with the learning materials is integral to students successfully completing the degree requirements. To ensure student success, Brandman requires that students maintain close contact with their academic coach. If a student is not connecting with competency course material for seven days, the academic coach immediately sends an email to the student requesting to schedule an appointment. Students who do not respond to this email or other phone outreach within the next seven days will be deemed inactive, reported to the coaching team manager, and the "Return to Title IV" process will begin. The coaching team manager and academic coach will contact inactive students via telephone and email during the next seven days and warn the students that continued inactivity will result in an administrative withdrawal.

Inactive students who fail to re-establish contact with the academic coach and the competency course material for 28 consecutive days will be administratively (unofficially) withdrawn from Brandman University on the next business day. The “Return to Title IV” process will begin after fourteen consecutive days without educational activity.

If a student does not return from a Leave of Absence (LOA) by the end of the date of the LOA, the student will be considered to have withdrawn from the University as of the student’s last day of engagement in a substantive educationally related activity. Some of the student’s financial aid award will likely have to be repaid by the student to the government and/or University. The student’s loans may go into immediate repayment or shortly, thereafter, depending on the loan and length of the LOA.

**Student Withdrawals**
In addition to Administrative Withdrawal as noted above, students may formally request to be withdrawn from the competency-based program. The preferred means of notifying Student Services are:
1) Via the Brandman student portal  
2) In person, by visiting the Student Services office  
3) By U.S. mail  
4) By email from the student’s official Brandman email address  
5) By facsimile.

If a student withdraws completely from the University, some of the student’s financial aid award will likely have to be repaid by the student to the government and/or University. The student’s loans may go into immediate repayment or shortly, thereafter, depending on the loan.

Students will be contacted by the AcademicCoach to discuss if a credit-hour program (e.g., blended or online) may be a better fit. If a student is moves to a credit-hour program, financial aid will need to be revised and re-packaged.

The Competency-Based BBA Grading System

Students are introduced to the grading system during their introductory Competency Intro Module. Brandman University defines competency as the ability to perform a job/role to defined, established standards in the real world. In other words, a graduate who possesses the knowledge, skills and abilities needed to be successful on the first day at work is deemed competent. Thus, competent graduates are those who are conversant with the content of the domains of knowledge, skills and abilities of their particular degree program and are ready to succeed in the working world.

There are two types of assessments within each competency:

1. Formative assessments (also called Checks for Understanding or CFUs) are quick self-assessments per objective/topic carried out during the experience in order for students to gauge their learning. Regardless of the level, these are auto-graded. Like learning activities, CFUs will be tied to either objectives or topics depending on the depth of the objectives. The scores for formative assessments do not contribute to the student’s grade for the competency.

2. A summative assessment (also called a final assessment) is provided at the end of the competency to determine mastery. In a Level I Competency, these are auto-graded. In a Level II Competency, these are manually graded by Assessment Graders. When a student successfully completes the summative assessment, the student has mastered the competency and may continue work in the program. The scores for summative assessments do contribute to the student’s grade for the competency.

Level I

Transcripts include the following notations:

- **Mastery:** The Mastery grade certifies successful completion of a competency. The student has demonstrated successful completion by passing the final assessment with at least 80% of the items answered correctly *(indicated on the transcript legend).*
• **Transfer:** Signifies that the student has completed transfer equivalencies that comply with Brandman University transfer credit/competency policies. Transfer work is indicated as summary units for each transfer institution.

• **Withdrawn:** Represents that the student was withdrawn from the university.

The University does not calculate a grade point average (GPA). Grades are transcripted upon completion of a course of study.

**Assessment Approval and Retake Policy**

**Assessments**

Given that not all assessment activities are of the same type, nor do they cover similar content or assess similar levels/types of learning, the rules referring to retakes will vary from one assessment to another as follows. Three types of assessments are used in the Competency-Based BBA. Checks for Understanding occur as multiple opportunities for students to practice what they have learned for topics within objectives. A Level I final assessment is a single, multiple-choice objective test that ensures student understanding of foundational topics. A Level II final assessment is a performance-based project that allows students the opportunity to demonstrate that they can actually do the skills and activities for that competency.

**Checks for Understanding (CFUs) Level I**

Students are required to successfully complete the checks for understanding for each competency. In Level I competencies, the adaptive learning engine measures students’ confidence and accuracy for each item presented. A student must correctly and confidently answer each item presented in each CFU and will not be allowed to proceed to the next CFU until they have done so. They will have unlimited attempts to complete the Level I CFUs.

**Checks for Understanding (CFUs) Level II**

Students should also successfully complete the checks for understanding for each Level II competency. However, Level II competencies do not use the adaptive learning engine. These CFUs will appear more like traditional quizzes with 10 – 30 items in a multiple choice format. Students must complete these CFUs prior to the submission of the final assessment. They will have unlimited attempts to complete the Level II CFUs.

**Level I Final Assessments**

Level I final assessments are objective-based (e.g. multiple choice) assessments. Brandman University requires students to follow the student authentication and proctoring procedures while completing Level I final assessments. Students must authenticate their identity and ensure that the exam integrity is not compromised.
Level II Final Assessments

Level II final assessments (performance assessments) include scored tasks such as projects, papers and portfolios, which are intended to be engaging and authentic and enable students both to learn by doing and to demonstrate what they and can do in their chosen professional field. A performance assessment typically includes individual tasks that, when combined, demonstrate competency for a larger assessment. Please note that all assessments, regardless of delivery platform, are formal testing processes, not exercises or “homework.” Thorough preparation for all assessments is recommended as it facilitates more timely progress toward competency completion.

Retaking Assessments

If a student fails the final summative assessment, the process to retake the summative assessment will not be equivalent to re-registering for a failed course in Brandman’s traditional program. As stated in Brandman’s academic policy, a student is allowed a maximum of three attempts to pass the final summative assessment for each competency.

Tutorial faculty must meet with any student who does not demonstrate mastery on a final assessment on the first or second attempt and develop a learning plan for the student to remedy student learning deficiencies.

Following the meeting with tutorial faculty, the student must meet with the academic coach in order to receive counseling on the following:

A. Confirm the project plan and timeline for the learning plan developed by the student and tutorial faculty and schedule the date for the next attempt on the final assessment (i.e., a student may attempt the final assessment no earlier than: (1) 7 days after the 1st failed attempt; and (2) 14 days after the 2nd failed attempt).

B. Confirm that the student understands that he/she will incur a retesting fee to cover the cost for a second or third attempt on the final assessment.

C. Confirm that the student understands that a third failed attempt will result in dismissal from the competency-based BBA program. After a third failed attempt, the academic coach will counsel the student regarding other educational options, such as transferring to a Brandman University credit-hour based BBA program or transferring to another institution.

Grade Review Policy: Level II Summative Assessment

For Level II final summative assessments, assessment graders have the final authority in assigning student grades. Students may request a second grading by another assessment grader for competencies that are not mastered within 30 days from the date that the grade was posted and upon payment of the re-grade fee. The re-grade fee is refundable if the student receives a passing grade from the second professional grader. If applicable, a new grade will be assigned to the student based on the second assessment grader’s evaluation.
Dual Enrollment Policy
Students enrolled in the competency-based education program cannot be enrolled in a credit-hour program or take credit-hour courses due to financial aid requirements and restrictions.

Standards of Academic Integrity
Brandman University is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

In order to safeguard the conditions under which scholarship is performed, measured and evaluated, the following will serve to: 1) distinguish the types of academic integrity violations and 2) identify procedures for hearing cases involving such violations. Any sanction imposed is intended to be within the reasonable range of standard higher education and professional practices and to be applied equitably.

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 or having anyone, other than the registered student, participate in online course activities.

Submitting work done in one competency to satisfy the requirements of another competency is academic dishonesty.

Presenting forged or altered documents is academic dishonesty. These documents may include transcripts, add/drop forms, or any academic form which has been falsified or on which a tutorial faculty's signature, or anyone else's signature, has been forged or altered.

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

For more details on violations of academic integrity, please see the appropriate section in MyBrandman.
B. Procedures for Hearing and Investigation

In cases involving academic integrity violations, if the University has found evidence that a student has violated the University standards, the following action should be taken:

1. The student will be contacted by the tutorial faculty to discuss the possible violation. Students are not eligible to withdraw from the program until final resolution of the alleged violation.

2. After this meeting if the University is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled and no further action is required and the Academic Integrity Violation Sanction Report Form is not filed.

3. If the University determines that there has been a substantiated violation of academic integrity then the Academic Integrity Sanction Report Form citing the sanction is completed and it is sent to academicsupport@brandman.edu. The form can be found in the faculty area of MyBrandman. A determination will be made if this is the student’s first or second or more academic integrity violation(s).

4. If this is the student’s first academic integrity violation, the following procedure is followed:
   a. The completed Academic Integrity Sanction Report Form is sent to the student, and appropriate office for processing if required. A record of the academic integrity violation and sanction is filed.
   b. If the student does not agree with the sanctions imposed as articulated on the Academic Integrity Violation Sanction Report Form, the student must work with a coach to submit a petition via MyBrandman within 10 business days of being informed of the imposed sanction.
   c. The Director of Competency-Based Assessment will review the petition and contact the student in an effort to resolve the matter. The Director of Competency-Based Assessment will initiate whatever action she/he sees fit to sustain, overturn or modify the sanctions. The Director of Competency-Based Assessment will notify the student of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required.
   d. If there is dissatisfaction with the petition decision made by the Director of Competency-Based Assessment, the student may request a hearing, within ten business days of receiving the decision by the Director of Competency-Based Assessment, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be forwarded to GAC for review and to render a decision. GAC will notify the student, and Director of Competency-Based Assessment of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.
   e. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the
Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. If this is the student’s second or more academic integrity violation, the following procedure is followed:
   a. The completed Academic Integrity Sanction Report Form is sent to the student and appropriate office for processing if required. A record of the academic integrity violation and sanction is filed. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Sanction Report Form and the students’ prior Academic Integrity Sanctions Report Form(s) and sanction(s) are also sent to the Director of Competency-Based Assessment to review. The Director of Competency-Based Assessment will initiate whatever action she/he sees fit to sustain, overturn or modify the sanctions based on the student’s current and prior violations. The Director of Competency-Based Assessment will notify the student and faculty of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required (e.g., change of grade, academic dismissal).
   b. If there is dissatisfaction with the decision by the Director of Competency-Based Assessment, the student may request a hearing, within ten business days of receiving the Dean’s decision, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be forwarded to GAC for review and to render a decision. GAC will notify the student and Director of Competency-Based Assessment of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.
   c. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

6. The Student may not withdraw from the program during the time of the alleged violation.

7. A formal dismissal for a violation of academic integrity will be recorded on the student’s official transcript.

NOTE: In all cases of alleged violations of academic integrity it is vital to maintain professional confidentiality in the matter. Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.
**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.

A student’s academic history (transcript) will be a straight line listing of competencies completed with the corresponding “M” grade for Mastery. Competencies not completed, or those that were not successfully completed, will not be reflected on the academic record/transcript. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed. As a result, students will receive both a “competency transcript” that indicates competencies satisfied and a separate standard credit hour transcript which will list full credit hour equivalencies.

Diplomas and/or transcripts will not be released if the student has an active diploma/transcript hold as indicated in the Self Service Holds section in MyBrandman. For further processing and fee information contact the Transcript Processing Department at [http://www.brandman.edu/transcript](http://www.brandman.edu/transcript).
GRADUATE CREDIT-HOUR ACADEMIC POLICIES AND PROCEDURES

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

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

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

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

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

A cumulative grade point average of 3.0 or higher in all coursework applicable to the graduate degree being sought is required.
Admission to a Degree Program
Admission is based upon possession of a baccalaureate or masters degree from a regionally accredited institution and the fulfillment of requirements specified for each program.

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

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

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

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

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

Change of Graduate Degree Program Policies

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

Second Master’s Degree

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

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

Second Emphasis Area

Students completing a second emphasis area within one master’s degree program may not use previously completed coursework for one emphasis to fulfill the requirements of a second emphasis. If a comprehensive examination is required for the second emphasis area, the student will be required to complete the examination for each emphasis.

Transfer Credits and Concurrent Enrollment

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

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

Change of Address
Students must notify the University of any change of address. This can be done via MyBrandman Self Service 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. Note: Not all academic programs are available at all campuses.

Attendance Policy
Requirements for students’ attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
• Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.

• Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.

• If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student’s grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.

• Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

• Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

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

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

**Administrative Drop**

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

**Complete Course Withdrawal Procedures**

Students who do not attend a class during the first two weeks of classes will be administratively dropped, unless they make acceptable arrangements with the instructor prior to the first day of class. Contact may be made in-person, by telephone or electronically. A student who stops attending classes part way through the semester but who do not officially withdraw via MyBrandman Self Service, their home campus or the Divisions of Student Services will receive a grade of FW" (failure to withdraw). A grade of "FW" is computed in the grade point average as an "F".

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

**Interrupted Enrollment**

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

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

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at Brandman University. The length of absence from Brandman University cannot exceed five years.
The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

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

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

Seven-Year Limitation
All requirements for graduate degrees and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period. The seven-year period for transfer work begins once the coursework is approved and applied to a student's program evaluation. 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 final assignment of the course owing to illness or other extenuating circumstances. The deadline for the final assignment can be no longer than two consecutive sessions following the session the student was enrolled in the course. 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-, IF, INP)

AR Administrative Review. This grade is submitted by the instructor when a grade is under administrative review. A grade of “AR” will be converted to a letter grade upon completion of the review.
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.

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

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

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.

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

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

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.

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

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 MyBrandman Self Service. After initial registration in a course, in order to change the grading basis to Audit, students
must submit a change of grading system request available in MyBrandman by the end of the sixth week. Changes in grading basis cannot be done via MyBrandman Self Service. 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 when only the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.
- The student is responsible for knowing the deadline and the requirements for course completion.
- When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an “I” (e.g. IC-, IF+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the “I”, will become the grade of record.
- Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, IF+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

Reading and Conference Courses
Reading and Conference courses are offered to graduate students with an overall grade point average of at least 3.00 and only when absolutely necessary. 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.
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.

Standards of Academic Integrity
Brandman University is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

In order to safeguard the conditions under which scholarship is performed, measured and evaluated, the following will serve to: 1) distinguish the types of academic integrity violations and 2) identify procedures for hearing cases involving such violations. Any imposed sanction is intended to be within the reasonable range of standard higher education and professional practices and to be applied equitably.

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 or having anyone, other than the registered student, participate in online course activities.

Submitting work done in one course to satisfy the requirements of another course is academic dishonesty, unless the current instructor agrees beforehand to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include 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.
Failing to report any previous academic work presented at another college or University may be considered a violation of academic integrity.

For more details on violations of academic integrity, please see the appropriate section in MyBrandman.

B. Procedures for Hearing and Investigation

In cases involving academic integrity violations, if the instructor has found evidence that a student has violated the University standards, the following action should be taken:

1. The instructor must contact the student in private to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor may deal with the situation at that time in as discreet a manner as possible. The student is expected to meet with the instructor (either face-to-face, by phone, Adobe Connect or Brandman email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.

2. After this meeting if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled and no further action is required and the Academic Integrity Violation Sanction Report Form is not filed.

3. If the instructor determines that there has been a substantiated violation of academic integrity then the instructor completes the Academic Integrity Sanction Report Form citing the sanction and sends to academicsupport@brandman.edu. The form can be found in the faculty area of MyBrandman. A determination will be made if this is the student’s first or second or more academic integrity violation(s).

4. If this is the student’s first academic integrity violation, the following procedure is followed:
   a. The completed Academic Integrity Sanction Report Form is sent to the student, instructor, and appropriate office for processing if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed.
   b. If the student does not agree with the sanctions imposed by the instructor as articulated on the Academic Integrity Violation Sanction Report Form, the student must work with an advisor to submit a petition via MyBrandman within 10 business days of being informed of the imposed sanction.
   c. The Dean or the Dean’s Designee will review the petition and contact the involved faculty member and the student in an effort to resolve the matter. The Dean or the Dean’s Designee will initiate whatever action she/he sees fit to sustain, overturn or modify the instructor’s sanctions. The Dean will notify the student and instructor of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required (e.g., change of grade).
   d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing, within ten business days of receiving the Dean’s decision, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be
forwarded to GAC for review and to render a decision. GAC will notify the student, instructor, and Dean of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.

e. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. If this is the student’s second or more academic integrity violation, the following procedure is followed:

a. The completed Academic Integrity Sanction Report Form is sent to the student, instructor, and appropriate office for processing if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Sanction Report Form and the students’ prior Academic Integrity Sanctions Report Form(s) and sanction(s) are also sent to the Dean or the Dean’s Designee to review. The Dean or the Dean’s Designee will initiate whatever action she/he sees fit to sustain, overturn or modify the instructor’s sanctions based on the student’s current and prior violations. The Dean will notify the student and instructor of their decision. A copy of the decision will be sent to academicsupport@brandman.edu for filing and further processing if required (e.g., change of grade, academic dismissal).

b. If there is dissatisfaction with the Dean’s decision, the student may request a hearing, within ten business days of receiving the Dean’s decision, with the Governance and Appeals Committee (GAC). The request should be sent using University email to academicsupport@brandman.edu. The request will be forwarded to GAC for review and to render a decision. GAC will notify the student, instructor, and Dean of their decision. A copy of the decision will be sent to academicsupport@brandman.edu.

c. A student has the right to appeal within 30 days of notification of the academic integrity decision by GAC. The request for an appeal should be sent using University email to academicsupport@brandman.edu. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

6. If the case is not resolved by the end of the session, the instructor should enter the grade “Administrative Review”. The student may not withdraw from the course during the time of the alleged violation. The Change of Grade Form will be submitted for final grade once the decision is binding.
7. A formal dismissal for a violation of academic integrity will be recorded on the student’s official transcript.

NOTE: In all cases of alleged violations of academic integrity it is vital to maintain professional confidentiality in the matter. Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

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

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

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

For information regarding potential student conduct violations including electronic media violations, refer to the Student Conduct Code available in MyBrandman.

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

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

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

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

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

For information on grade review procedures, please see MyBrandman.

**Graduate Probation and Dismissal**

**Academic Probation**
The following policy is Brandman University’s guideline for satisfactory academic achievement in graduate programs. Please note that program GPA requirements may specify more stringent policies. Please refer to appropriate degree and program section.

A degree seeking graduate student whose cumulative GPA falls below 3.0 at the end of one enrolled session or whose session GPA falls below 3.0 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.

Military Students: see Military and Veterans Services section of the catalog regarding academic probation.

**Academic Dismissal**
Students who have been placed on probation three or more times during their graduate education are subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

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

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

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

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

Military Students: see Military and Veterans Services section of the catalog regarding academic dismissal.

**Petitions**

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

Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the Brandman Petition/Request location within the Active Campus Portal. Not all university policies, procedures, or rulings can be petitioned; see the Brandman Student location within the MyBrandman 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 MyBrandman 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 American Disabilities Act Services located at Brandman University in Irvine, CA will review specific documentation of the disability and recommend appropriate accommodations to the Office of the Executive Vice Chancellor of Academic Affairs who will render the final decision.

6. The comprehensive examination is a summative evaluation. Unlike regular coursework and formative assessments taken during completion of the degree, it is designed to be an integrative, independent endpoint assessment of the student’s cumulative knowledge. Comprehensive examinations are evaluated in a controlled setting with double-blind anonymity. Students receive a PASS/FAIL grade with generic feedback regarding the adequacy of the responses.

7. Comprehensive exam results are final and cannot be appealed. Students have multiple opportunities to take the examination within the seven-year period in which all degree requirements must be completed. After the second failure, specific preparation requirements may be specified, such as auditing or repeating coursework.

Graduation

Application for Degree Conferral
Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file an Application for Degree Conferral via MyBrandman Self Service and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must file a new Application for Degree Conferral along with the appropriate fee. Brandman confers degrees for Brandman University students six times during the academic year. Students are able to apply for degree conferral on or after the start date of their last session of enrollment. See the “Graduation/Commencement” tab in MyBrandman for specific conferral application 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.

Students with no remaining requirements for degree completion who leave the University in good standing and are absent more than twelve consecutive sessions do not need to reapply for admission. Those students will only be required to apply for degree conferral and pay all necessary fees in order to receive their diploma and transcripts.

Commencement
To participate in ceremonies students must submit a “Commencement Attendance Reply” form available in MyBrandman. Brandman email notifications will be sent to eligible students when the form is available to submit starting in February. To be eligible for participation in the commencement ceremonies, the student’s official degree audit must indicate that the student is on course to satisfactorily complete all degree requirements by the end of Summer II of that year or sooner, as verified by the academic advisor and so indicated by the expected graduation date on the student’s record. Participation does not guarantee or automatically imply graduation from the University. For more information, please go to www.brandman.edu/commencement or contact your academic advisor.

Diplomas and Transcripts
Diplomas and/or transcripts will not be released if the student has an active diploma/transcript hold as indicated in the Holds section of MyBrandman Self Service. Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self Service; processing and fee information is available at that site.

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 and/or transcripts will not be released if the student has an active diploma/transcript hold as indicated in the Self Service Holds section in MyBrandman. Currently enrolled students may print unofficial copies of transcripts at any time via MyBrandman Self Service Transcript Ordering Process. For further processing and fee information contact the Transcript Processing Department at http://www.brandman.edu/transcript.

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 in General Education
   • A minimum of 60 credits is required.
   • Completion of degree program requirements.
   • 15 lower division credits in residence.
   • 2.0 minimum cumulative grade point average.
   • Degree requirements cannot be waived by the CSU or IGETC certification.
   • LBSU 100 and LBSU 105 cannot be satisfied in transfer.

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

III. Academic Major Credits and specific courses
   • See program listing. Students must follow general education and major requirements of the same year.

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

Double Major (Seeking Concurrently)
   • A minimum of 18 credits may not be duplicated by the second major.
   • Completion of all requirements for both majors.
   • Diploma(s) will be issued for each type of degree showing the majors 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.

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

VI. Second or additional Bachelor’s degree at Brandman or Chapman University (After initial Bachelors degree has been conferred)
• A student must apply and be admitted to seek a second bachelor degree, major or minor.
• All major requirements must be met.
• A minimum of 33 semester credits in residence beyond the minimum requirements for the first bachelor’s degree.
• LBSU 300 Liberal Arts Core Foundations and LBSU 302 Information Fluency and Academic Integrity are waived for all bachelor degree holders from another regionally accredited institution.
GENERAL EDUCATION REQUIREMENTS

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

Brandman University Institutional Learning Outcomes:

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

I. BROAD, INTEGRATIVE KNOWLEDGE

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

A. BASIC SKILLS (12 credits)

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

*Cannot be used as an elective in a major, minor, or certificate program. Must be taken within the first two sessions if not satisfied in transfer, or within first two sessions after completing required remedial writing coursework.
B. BREADTH REQUIREMENTS (24 credits)

Humanities (9 credits from 3 different areas)
- English
- Fine Arts
- Foreign Languages
- Humanities
- Liberal Studies
- Philosophy
- Religious Studies

Natural Sciences (6 credits)

Social Sciences (9 credits from 3 different areas)
- Criminal Justice
- Economics
- History
- Organizational Leadership
- Political Science
- Psychology
- Social Science
- Sociology

C. LIBERAL EDUCATION FOUNDATIONS (6 credits)

These must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed. They cannot be satisfied in transfer.
- Liberal Arts Core Foundations (LBSU 300)**
- Information Fluency and Academic Integrity (LBSU 302)**

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

II. UNIVERSITY DEGREE QUALIFICATIONS

The second part of the Brandman University General Education Program is called “University Degree Qualifications” which reflects the core learning values and experiences every Brandman University graduate should possess. Brandman University calls each of these values and experiences “competencies”. Students meet this requirement by taking major, minor, or elective courses in which one or more of the competencies is explicitly embedded. Each competency combines analysis and application with the expectation that students will demonstrate their learning through a variety of assignments.
**Applied Learning:** The most dynamic education experience for students is making the connections between life experience and theory. Applied Learning courses provide students an opportunity to design a project, paper, performance, or other appropriate task that links knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

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

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

**Global Cultures:** A Global Culture course exposes students to the increasingly complex relationship among people, ideas and heritage. Students in these courses learn to explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

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

### III. DISCIPLINARY SKILLS REQUIREMENT

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

- Students must take an approved discipline-based writing course. This course may be satisfied in transfer.
- Students must take an approved disciplinary foundations course. This course may be satisfied in transfer
SCHOOL OF ARTS AND SCIENCES

Faculty:
Jeremy Korr, Ph.D., Dean, School of Arts and Sciences
Melanie Borrego, Ph.D., Associate Dean, School of Arts and Sciences
Ned Camuso, Ph.D., Associate Dean, School of Arts and Sciences
Ellen Baker Derwin, Ph.D., Associate Dean, School of Arts and Sciences
Michael J. McGuire, Ph.D., Associate Dean, School of Arts and Sciences
Michelle Rosensitto, Ed.D., Director, Online Writing and Math Community
Rachel Winston, Ph.D., Director of Mathematics
Karen Woodcock, Ph.D., Program Director, BA in Social Work

Ronald Browne, 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.
Judy Matthews, Ph.D.
Melissa Meyer, J.D.
Brandi Davis Mills, Ed.D.
Michael Moodian, Ed.D.
Lata Murti, Ph.D.
Isa Ribadu, Ph.D.
Kathleen Ringenbach, Ph.D.
Sheila L. Steinberg, Ph.D
Karin J. Storm, Ed.D
Frank Weber, Ph.D.
Leigh Ann Wilson, Ph.D.

Undergraduate Degree Programs
Associate of Arts in General Education
Bachelor of Arts in Applied Studies
Bachelor of Arts in Criminal Justice
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 Social Work
Bachelor of Arts in Sociology

**Undergraduate Minors**
Minor in Criminal Justice
Minor in Legal Studies
Minor in Psychology
Minor in Social Work
Minor in Sociology

**Undergraduate Certificates**
Undergraduate Certificate in Nutrition and Wellness

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**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.

**The School of Arts & Sciences is a member of the Council of Colleges of Arts & Sciences.**
ASSOCIATE OF ARTS IN GENERAL EDUCATION

Graduation Requirements – Associate of Arts

- A minimum of 60 credits is required.
- Completion of degree program requirements.
- 15 lower division credits in residence.
- 2.0 minimum cumulative grade point average.
- Degree requirements cannot be waived by the CSU or IGETC certification.
- LBSU 100 and LBSU 105 cannot be satisfied in transfer.

The Associate of Arts (A.A.) in General Education is designed to introduce students to the challenges and to a broad range of subjects, including written and oral communication, liberal studies, mathematics, history, art, philosophy, social sciences, and natural sciences. The program’s outcomes emphasize key intellectual skills which transcend disciplinary boundaries and which are essential for the successful college undergraduate. Upon successful completion of the A.A. program, students will have a solid preparation for further undergraduate study at the bachelor’s level and for the baseline needs and expectations of the contemporary American workplace.

The A.A. Degree requires successful completion of 60 credit hours with a minimum cumulative 2.0 G.P.A. Successful completion of the A.A. degree satisfies the Basic Skills and Breadth requirements in the General Education program for Brandman University bachelor’s programs.

Students who are admitted to the program will begin their studies with the following sequence of courses: LBSU 100, ENGU 103, ENGU 104, LBSU 105. LBSU 100 and ENGU 103 may be taken concurrently; and ENGU 104 and LBSU 105 may be taken concurrently. ENGU 103 and ENGU 104 may be satisfied in transfer.

Program Learning Outcomes:

- **Written Fluency:** Compose written arguments that are coherent, grammatically correct, and rhetorically aware.
- **Oral Fluency:** Present effective, audience-appropriate oral presentations that develop and support a point.
- **Quantitative Fluency:** Explain how accurate calculations and symbolic operations are used in interpreting social and economic trends.
- **Applied Learning:** Evaluate a scenario in which academic knowledge and skills could be applied to a work or community issue.
- **Innovation and Creativity:** Discuss a novel or unique idea, question, format, or product.
- **Global Cultures/Engaging Diverse Perspectives:** Explain how knowledge from different cultural perspectives would affect one’s interpretation of prominent problems in politics, society, the arts, and/or global relations.
• **Information Literacy**: Evaluate and cite various information resources necessary to complete an academic research essay.

### Admission to the program:
Admission to the Associate of Arts in General Education may be achieved through Undergraduate Admission criteria “Degree Seeking Student Applicants” or by completion of the following requirements:

1. High school diploma or GED equivalent
2. High school cumulative GPA of 2.0
   a. Successful completion of a transferable course to ENGU-103 or ENGU-104 (grade of C or higher) waives admissions test in English.
   b. Successful completion of a transferable course to MATU-103 or higher (grade of C or higher) waives admissions test in Math.

### A. Basic skills (12 credits)
- Written communication I (ENGU 103)
- Written communication II (ENGU 104)
- Quantitative fluency (MATU 103)
- Oral communication (COMU 101)

### B. Breadth requirements (24 credits)

**Humanities (9 credits from 3 different areas)**
- English
- Fine Arts
- Foreign Languages
- Humanities
- Liberal Studies
- Philosophy
- Religious Studies

**Natural Sciences (6 credits)**

**Social Sciences (9 credits from 3 different areas)**
- Criminal Justice
- Economics
- History
- Organizational Leadership
- Political Science
- Psychology
- Social Science
• Sociology

C. Liberal education foundations (6 credits)

These courses cannot be satisfied in transfer.
  • Student Success Strategies (LBSU 100)
  • Academic Foundations (LBSU 105)

D. Electives (18 credits)

TOTAL CREDITS 60
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.

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

Program Learning Outcomes:

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

Degree Requirements

In addition to the University General Education and elective requirements, the BAAS has a foundation requirement of 15 credits and a degree emphasis of 21 credit hours at the upper division level. Additional credits required toward the undergraduate degree may include transfer credits from regionally accredited institutions, credits earned through 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 No.</th>
<th>Course 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>SOCU 453</td>
<td>Sociology of Social Conflict, Analysis, and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 487</td>
<td>Applied Studies Capstone</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
CSCU 315 Organizational Information Systems 3

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

Total Credits 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.

Program Learning Outcomes:

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

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

**Core Requirements (30 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 250</td>
<td>Introduction to the Administration of Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJCU 465</td>
<td>Management in Criminal Justice Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CJCU 380</td>
<td>Correctional Systems</td>
<td>3</td>
</tr>
<tr>
<td>CJCU 403</td>
<td>Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>POSU 344</td>
<td>Constitutional Rights</td>
<td>3</td>
</tr>
<tr>
<td>POSU 240</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 420</td>
<td>Sociology of Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 450</td>
<td>Social and Political Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
### Concentrations (9-12 Credits)

#### General Criminal Justice concentration
- **CJCU 430** Applied Criminology 3
- **CJCU 432** Communication and Conflict Resolution for Criminal Justice 3
- **CJCU 434** Diversity, Conflict, and Crime 3

#### Corrections concentration
- **CJCU 430** Applied Criminology 3
- **CJCU 436** Community Corrections and Alternative Sentences 3
- **CJCU 438** Mental Health Issues in Society 3
- **CJCU 411** Gangs and Gang Behavior 3

#### Criminal Justice Leadership concentration
- **CJCU 470** Public Sector Leadership and Ethics 3
- **CJCU 471** Team Leadership in Criminal Justice 3
- **CJCU 472** Criminal Justice Leadership Theory and Practice 3
- **CJCU 434** Diversity, Conflict, and Crime 3

#### Homeland Security concentration
- **CJCU 450** Homeland Security 3
- **CJCU 474** Counterterrorism 3
- **CJCU 475** Domestic Terrorism 3
- **CJCU 430** Applied Criminology 3

#### Forensics concentration
- **CJCU 405** Forensic Studies 3
- **CJCU 406** Forensic Documentation 3
- **CJCU 408** Crime Scene Investigation 3
- **CJCU 430** Applied Criminology 3

#### Victim Advocacy – Social Justice concentration
- **CJCU 416** Domestic Violence 3
- **CJCU 418** Victim Advocacy 3
- **CJCU 436** Community Corrections and Alternative Sentences 3
- **CJCU 438** Mental Health Issues in Society 3

#### Security Services Concentration
- **CJCU 451** Information Security 3
- **CJCU 452** Principles of Security Management 3
CJCU 454  Risk Analysis, Loss Prevention and Emergency Planning  3
CJCU 455  Security Administration  3

Major Electives (3-6 credits. A maximum of one elective course may be lower division.)
The exact number of elective credits depends on the credit requirements (9 or 12) of a student’s selected concentration. Thus, if a student selects a concentration that has a 12 credit requirement, then the student will take one (1) elective course. Students may choose from criminal justice, organizational leadership, political science, psychology, social science, or sociology courses.

Total Credits  45

Minor in Criminal Justice
A minor in criminal justice requires a total of 18 credits distributed as outlined below.

Minor Core: (9 credits)
CJCU 250  Introduction to the Administration of Criminal Justice  3
CJCU 380  Correctional Systems  3
CJCU 403  Police and Society  3

Students choose one of the following tracks to fulfill their remaining 9 credits within the minor:

General track:
Three CJCU electives  9

Homeland Security track:
CJCU 450  Homeland Security  3
CJCU 474  Counterterrorism  3
CJCU 475  Domestic Terrorism  3

Victim Advocacy/Social Justice track:
CJCU 416  Domestic Violence  3
CJCU 418  Victim Advocacy  3
CJCU 436  Community Corrections and Alternative Sentences  3

Forensics track:
CJCU 405  Forensic Studies  3
CJCU 406  Forensic Documentation  3
CJCU 408  Crime Scene Investigation  3

Security Services track
CJCU 451  Information Security  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 452</td>
<td>Principles of Security Management</td>
<td>3</td>
</tr>
<tr>
<td>CJCU 455</td>
<td>Security Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 18
BACHELOR OF ARTS IN LEGAL STUDIES

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

Program Learning Outcomes:

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

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

**Major Core Requirements (15 credits)**

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

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

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

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

- HISU 330 America and Its Revolution: The Bonfires of Change 3
- POSU 344 Constitutional Rights 3
PSYU 496    Survey of Forensic Psychology    3
SOCU 328    Social Inequality/ Stratification    3
CJCU 380    Correctional Systems    3
CJCU 403    Police and Society    3
SOCU 440/ CJCU 440    Drugs and Society    3
SOCU 453    Sociology of Social Conflict, Analysis, and Resolution    3
CJCU 460    White Collar Crime    3
POSU 499    Independent Study    3
CJCU 430    Applied Criminology    3
CJCU 434    Diversity, Conflict, and Crime    3
CJCU 436    Community Corrections and Alternative Sentences    3
CJCU 438    Mental Health Issues in Society    3

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

The B.A. in Liberal Studies is the undergraduate major of choice for the individual desiring to teach in an elementary classroom or for those students seeking a broad liberal studies education. The program has two emphasis options, the Multiple Subject Teaching Emphasis and the Integrated California Multiple Subjects Teaching Credential Emphasis. The Multiple Subject Teaching Emphasis provides the undergraduate preparation needed for entry into post-baccalaureate Multiple Subject Credential Programs while the Integrated California Multiple Subjects Teaching Credential Emphasis combines that undergraduate coursework with the curriculum of the School of Education’s Multiple Subject Teacher Credential Program. Admission requirements for the two options differ so please note requirements listed below. The B.A. in Liberal Studies program is administered jointly by the School of Arts & Sciences and the School of Education.

I. The Multiple Subjects Teaching Emphasis

The Multiple Subject Teaching Emphasis encompasses college instruction in the subjects that are commonly taught in California's elementary schools including courses in English/language arts, natural sciences, mathematics, visual and performing arts, history and social science, human development, physical education and health. Courses are aligned with subject matter requirements for multiple subject credential candidates and the Common Core State Standards. Candidates examine education from a variety of perspectives, explore child development as it relates to learning and teaching, and conduct applied research projects.

Program Learning Outcomes:
- **Educational Perspectives:** Analyze the relationships between education, self, society and nature
- **Child Development:** Apply theories of social, emotional, cognitive, and physical development to learning and teaching.
- **Research:** Create an applied research project
- **Subject Matter Knowledge:** Apply subject matter knowledge in an educational context

Admission Requirements
The standard Brandman University undergraduate admission requirements described in the admission section of the catalog apply to this emphasis.

Scholarship
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.

Education Foundations (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 250</td>
<td>Education and Society in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 551</td>
<td>Educational Applications of Computers</td>
<td>3</td>
</tr>
</tbody>
</table>
LBSU 403  Liberal Studies Multiple Subjects Capstone 3

**Subject Matter Courses (42 credits)**

**English/Language Arts (6 credits)**
- ENGU 420 Language Development and Acquisition 3
- ENGU 450 Literature of Children and Young Adults 3

**Natural Science (6 credits)**
- NSCU 302  Life Science 3
- NSCU 304  Earth and Physical Science 3

**Mathematics (6 credits)**
- MATU 206  Math for Elementary School Teachers I 3
- MATU 207  Math for Elementary School Teachers II 3

**Visual & Performing Arts (6 credits)**
- ARTU 450  Creativity and the Visual Arts 3
- LBSU 310  Music, Movement and Drama: The Human Expression 3

**History and Social Science (9 credits)**
- HISU 358  United States History and Democracy 3
- HISU 360  World History and Geography 3
- HISU 372  California History 3

**Child Development/Health and PE (9 credits)**
- PSYU 323  Child Development 3
- EDUU 350  Teaching and Learning 3
- *EDUU 513  Student Health and Safety 2
- *EDUU 514  Physical Education for Elementary Teachers 1

**Total Credits** 51

* Students in the BA Liberal Studies program, regardless of class level, are allowed to enroll in required 500 graduate level courses without Dean approval.

**NOTE:** Teacher Credential Programs: A California Multiple Subject 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 a multiple subject credential must make formal application to the School of Education. See your program advisor for information about the requirements and procedures for applying to the multiple subject credential program.
II. Integrated California Multiple Subjects Teaching Credential Emphasis

The Integrated California Multiple Subject Credential Emphasis provides students with a Bachelor of Arts degree in Liberal Studies from the School of Arts and Sciences and a Multiple Subject Teaching Credential from the School of Education. The program includes upper division and graduate-level courses that are taken across the schools.

The Multiple Subject Teaching Emphasis encompasses college instruction in the subjects that are commonly taught in California’s elementary schools including courses in English/language arts, natural sciences, mathematics, visual and performing arts, history and social science, human development, physical education and health. Courses are aligned with subject matter requirements for multiple subject credential candidates and the Common Core State Standards. Candidates examine education from a variety of perspectives, explore child development as it relates to learning and teaching, and conduct applied research projects.

The Multiple Subject Credential program prepares individuals 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). Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teacher Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses on the use of technology in the classroom and the development of 21st Century Skills.

Program Learning Outcomes for the Subject Matter Preparation

- **Educational Perspectives:** Analyze the relationships between education, self, society and nature
- **Child Development:** Apply theories of social, emotional, cognitive, and physical development to learning and teaching.
- **Research:** Create an applied research project
- **Subject Matter Knowledge:** Apply subject matter knowledge in an educational context

Program Learning Outcomes for the Multiple Subject Credential

- **Focused Inquiry:** Examine classroom, school and the community contexts and use information to plan and design learning experiences.
- **Positive Learning Environment:** Develop and utilize classroom management strategies that support student learning and encourage positive social interaction.
- **Curriculum Design:** Create learning experiences that make subject matter accessible and comprehensible to students.
- **Instruction:** Design differentiated instruction based on the needs of students.
• **Assessment:** Utilize multiple methods of assessment to monitor student learning and inform instruction.

• **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.

**Professional Dispositions**

The School of Education has adopted a set of professional behaviors or dispositions and candidates are expected to demonstrate these dispositions throughout all education programs. Dispositions are evaluated by course instructors at different points in the program and candidates do a self-assessment at the beginning and end of the program. The Professional Dispositions are provided to all education students at their initial advising session and can also be found on the University Student Code of Conduct section and on the School of Education Student Services page in MyBrandman.

**Admission Requirements**

1. Applicants to this emphasis must complete the formal application process through the School of Education, with all required documents including official (sealed) transcripts from ALL colleges and universities attended (only credits from regionally accredited institutions may be accepted in transfer), a “Statement of Intent” and three recommendation forms.

2. Proof of a passing score on the California Basic Education Skills Test (CBEST) or any CTC approved basic skills tests is required for admission to this program.

3. Applicants must possess a grade point average of 2.75 (GPA) in all prior college-level coursework. The grade point average that determines admission is based solely on work at regionally accredited post-secondary institutions.

4. Applicants transferring from another institution's integrated teacher preparation program must supply a letter from that institution's Education Department attesting to the applicant's good standing in one's 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. 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.

6. 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, AARTS or JST transcripts. If additional coursework from other institutions is submitted prior to admission this coursework will also be included in determining admissibility and transferability for course credit. After admission, any additional coursework previously taken must be submitted to the Division of Student Services within the first trimester after admission to be evaluated for transfer credit. If the additional coursework credit was included in the initial minimum transfer credit awarded, while such coursework may meet specific degree requirements, no duplication of credit will be awarded. For those applying under the AU-ABC
agreement, transcripts from the Community College of the Air Force will be used to determine eligibility.

NOTE: Students may not be eligible for this emphasis based on previous coursework taken. Admission decisions are determined by the School of Education.

Scholarship
All Education Foundations and Subject Matter courses including LBSU 250, EDUU 551, LBSU 403 ENGU 420, ENGU 450, NSCU 302, NSCU 304, MATU 206, MATU 207, ARTU 450, LBSU 310, HISU 358, HISU 360, HISU 372, PSYU 323, EDUU 350, EDUU 513, and EDUU 514 must be passed with a grade equivalent of "C" or higher. Courses in these areas may be used to fulfill both major and general education requirements.

All credential courses including EDUU 510, EDUU 511, EDUU 512, EDMU 520, EDMU 521, EDMU 523, EDMU 524, EDMU 525, EDUU 540, EDMU 582, and EDMU 583 must be passed with a grade equivalent of “B-” or higher. A grade of “C+” or lower is considered unacceptable and the course must be repeated. Candidates need to have completed all credential coursework maintaining a 3.0 GPA.

Transfer Credit
Transferability of coursework is subject to the standard undergraduate transfer policy except for EDMU and EDUU coursework. Transferability of EDMU and EDUU credential coursework that is not on the approved list cannot be determined until a student is admitted to the Integrated California Multiple Subjects Teaching Credential Emphasis. 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) is approved by the Associate Dean. EDUU 510 must be taken at Brandman University. Credential courses that are more than seven years old prior to application for the credential cannot be transferred into the program. Up to 6 credits may be transferred into the credential program.

Education Foundations (9 credits)
LBSU 250   Education and Society in the 21st Century       3
EDUU 551   Educational Applications of Computers       3
LBSU 403   Liberal Studies Multiple Subjects Capstone       3

Subject Matter Courses (42 credits)
English/Language Arts (6 credits)
ENGU 420   Language Development and Acquisition       3
ENGU 450   Literature of Children and Young Adults       3

Natural Science (6 credits)
NSCU 302   Life Science       3
NSCU 304   Earth and Physical Science       3
### Mathematics (6 credits)
- MATU 206  Math for Elementary School Teachers I  3
- MATU 207  Math for Elementary School Teachers II  3

### Visual & Performing Arts (6 credits)
- ARTU 450  Creativity and the Visual Arts  3
- LBSU 310  Music, Movement and Drama: The Human Expression  3

### History and Social Science (9 credits)
- HISU 358  United States History and Democracy  3
- HISU 360  World History and Geography  3
- HISU 372  California History  3

### Child Development/Health and PE (9 credits)
- PSYU 323  Child Development  3
- EDUU 350  Teaching and Learning  3
- *EDUU 513  Student Health and Safety  2
- *EDUU 514  Physical Education for Elementary Teachers  1

### Credential Courses (34 credits)
- *EDUU 510  Introduction to Teaching  3
- *EDUU 511  Collaboration for Inclusive Schooling  3
- *EDUU 512  The Art and Craft of Teaching  3
- *EDMU 520  Literacy and Language in K-8 Classrooms I  3
- *EDMU 521  Literacy and Language in K-8 Classrooms II  3
- *EDMU 523  History/Social Science and Visual/Performing Arts in K-8 Classrooms  3
- *EDMU 524  Teaching and Learning Mathematics in K-8 Classrooms  3
- *EDMU 525  Teaching and Learning Science in K-8 Classrooms  3
- *EDMU 582  Directed Teaching I: Elementary School and EDUU 544 Student Teaching Seminar I  3,2
- *EDMU 583  Directed Teaching II: Elementary School and EDUU 545 Student Teaching Seminar II  3,2

### Total Credits 85

* Students in the BA Liberal Studies program, regardless of class level, are allowed to enroll in required 500 graduate level courses without Dean approval.

### Program Requirements

#### Intake Interview
All candidates, including those transferring from another institution, must successfully participate in an intake interview with a faculty member within the first session of enrollment.
Subject Matter Competency
In order to be considered “highly qualified” teachers and meet the No Child Left Behind guidelines, all candidates in the Integrated California Multiple Subjects Teaching Credential Emphasis must demonstrate subject matter competency with verification of a passing score indicating passage of all subtests for the appropriate subject matter examination (CSET). Verification must be reflected in the candidate’s electronic file and been received prior to an application for Directed Teaching. Subject Matter Examination subtest results can be no older than five (5) years. Students may request for Brandman University to receive their scores directly from Pearson so students will not have to submit passing scores to a campus.

Certificate of Clearance
A Certificate of Clearance (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. Candidates who do not submit verification of a certificate of clearance cannot advance in any coursework that requires observation or fieldwork in a K-12 setting.

Tuberculosis Test
A current “negative” tuberculosis test, that is not more than two years old and covers the student teaching period, must be submitted to the School of Education within the first session of enrollment. Candidates who do not submit verification of a negative T.B. test cannot advance in any coursework that requires observation or fieldwork in a K-12 setting. 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.

Cardiopulmonary Resuscitation (CPR) Certification
All candidates must have valid CPR certification for pediatric and adult. The CPR certification must verify both categories and the card must be submitted prior to student teaching and be current when a candidate applies for their preliminary credential.

U.S. Constitution Requirement
All candidates must complete a course in the provisions and principles of the U.S. Constitution. For this program HISU 358 meets the requirement.

RICA Exam
All candidates must pass the state Reading Instruction Competence Assessment (RICA) prior to the exit interview. The RICA should not be taken until EDMU 520 and 521 have been successfully completed. Students may request for Brandman University to receive their scores directly from Pearson so students will not have to submit passing scores to a campus.
Student Teaching

Advancement to Student Teaching
Applications for Student Teaching must be submitted online by the candidate through the SOE Services MyBrandman site at least two terms prior to the session in which a student plans to begin student teaching (or by the deadline established at the campus of residence). Subject matter competency and all requirements listed above must be met prior to enrolling in Student Teaching except the RICA exam. Candidates also need to have completed all Education Foundations, Subject Matter and credential coursework with the exception of EDUU 544 and EDUU 545 maintaining a 3.0 GPA in all credential courses. In addition, candidates must have passed the first California Teaching Performance Assessment (CalTPA) task.

Directed Teaching
1. Directed Teaching consists of two sessions of full-day directed teaching at two different grade levels that meet the cross-cultural criteria.
2. Directed Teaching placements must be completed in public schools.
3. The Clinical Coordinator, not the student, at each campus location will make the Directed Teaching placements.
4. University personnel will supervise all student teachers.
5. Summer school placements are not acceptable unless in year-round public schools.

Candidate performance in 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 meet with the Campus Clinical Coordinator. Students in this situation may have to complete an additional Directed Teaching assignment or may be dismissed from the program.

California Teaching Performance Assessment (CalTPA)
The California Teaching Performance Assessment is required for Integrated California Multiple Subjects Teaching Credential Emphasis candidates. The assessment consists of four performance tasks. Candidates must pass the first task prior to Directed Teaching. The remaining three tasks must be passed prior to the exit interview. Candidates must achieve a minimum cumulative score of 12, with no task scoring lower than a 3 to pass. Tasks are submitted through LiveText and candidates pay a fee per task. Candidates who fail a task must retake the task.

Portfolio
After successfully completing Directed Teaching and all other program requirements and coursework, candidates submit a portfolio demonstrating their competency based on the CTC's Teaching Performance Expectations (TPE's) through LiveText and pay fee to have the portfolio evaluated. Portfolio requirements and directions are located on the SOE Services MyBrandman site.
Exit Interview
An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC’s Teaching Performance Expectations have been met and to prepare candidates for the transition to induction programs. All coursework, non-coursework requirements, and the credential portfolio must be completed and/or passed prior to the exit interview.

Exit Survey
Candidates are required to complete an exit survey at the end of their program. Exit survey results are used to evaluate program effectiveness and for program improvement.

Recommendation for Credential
Candidates may apply to the Teaching Accreditation Department to be recommended to the Commission on Teacher Credentialing (CTC) for their credential after they have successfully completed all coursework for the degree and program requirements listed above and the BA Liberal Studies degree has been conferred. To apply for the credential candidates complete the on-line Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department candidates can apply to the CTC for the credential.
BACHELOR OF ARTS IN PSYCHOLOGY

The mission of the psychology program is to provide diverse, dynamic, and personalized learning that inspires student achievement, fosters academic excellence and critical thinking skills, instills personal and professional ethics and values, promotes service, and facilitates lifelong learning in order to promote academic inquiry and professional preparation.

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

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

Program Learning Outcomes:

- **Application of Theory**: Connect psychological theory to real life applications.
- **Human Behavior**: Examine psychological principles of human behavior from a historical perspective.
- **Research Methods and Statistics**: Understand methodology and statistical techniques related to behavioral science research.
- **Scientific Writing**: Apply appropriate methods of scientific writing in APA format.
- **Life Span Development**: Understand and apply the major theories related to the entire lifespan from prenatal development through childhood, adolescence, young adulthood, middle-age, and late adulthood.
Degree Requirements (48 credits)

Core Foundation in Psychological Science (30 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>MATU 203</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 301</td>
<td>Scientific Writing in Behavioral and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 304</td>
<td>Research Methods for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 320</td>
<td>Human Development Through the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 328</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 333</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 336</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 351</td>
<td>History &amp; Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 480</td>
<td>Psychology Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Total Credits 48

Minor in Psychology

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

Requirements:

General track (18 credits):

<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>MATU 203</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 304</td>
<td>Research Methods for the Behavioral Sciences or SOCU 301 Social Research Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Three upper-division elective courses in psychology 9

Requirements:

Applied track (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>
</tbody>
</table>

Five upper-division elective courses in psychology 15
BACHELOR OF ARTS IN SOCIAL SCIENCE

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

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

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

Program Learning Outcomes:

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

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

**Major Core Requirements (18 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 436</td>
<td>Globalization and Social Change</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>

**Concentration Area Requirements (33 credits, 24 credits must be upper division):**

Choose three areas from the disciplines of criminal justice, history, organizational leadership, political science, psychology, and sociology as a first, second and third concentration area and complete courses minimally distributed as follows. The first concentration choice represents the primary emphasis area of the program. One course from each concentration area may be lower division.
First concentration (emphasis) area  12
Second concentration area         12
Third concentration area          9

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.

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

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

Sociology Core Requirements (21 credits):
- MATU 203 Introduction to Statistics  3
- SOCU 101 Introduction to Sociology  3
- SOCU 301 Social Research Design  3
- SOCU 436 Globalization and Social Change  3
- SOCU 450 Social and Political Theory  3
- COMU 315 Intercultural Communication  3
- SSCU 494 Social Science Capstone Course  3
Sociology Electives (18 credits, 15 credits must be upper division)
Take courses from sociology (SOCU), criminal justice (CJCU), or social science (SSCU).

Total Credits 39

Minor in Sociology

Requirements (18 credits):
- SOCU 101 Introduction to Sociology 3
- SOCU 301 Social Research Design or PSYU 304 Research Methods for the Behavioral Sciences 3
- SOCU 450 Social and Political Theory 3
- Three upper-division sociology courses 9

Total Credits 18
BACHELOR OF ARTS IN SOCIAL WORK

The purpose of the social work profession is to enhance the well-being of individuals, families, and communities. The Bachelor of Arts in Social Work (BASW) program prepares students for positions as generalist practice social workers and for graduate education in social work. As generalist practitioners, students apply the knowledge, values, and skills of the social work profession to empower individuals and communities to overcome life challenges. Social work incorporates a holistic, strength-based approach to helping individuals, families, and communities. The BASW degree provides the foundation for entry-level social work careers in areas such as child welfare, community mental health, developmental disabilities, drug and alcohol, criminal justice, aging, community organizations, and other social service settings.

The social work major is based in a liberal arts education that promotes scientific inquiry and critical thinking. The BASW program provides an evidence-based approach to social work education that identifies best practices in social work. Students are taught the purpose, history, values, and ethics of the social work profession. Subject matter also includes communication and assessment skills, problem-solving approaches, human diversity, research, social welfare and policy, and intervention skills with individuals, families, and communities. As a professional program, the BASW program requires a supervised field placement experience in a social service agency, including 400 on-site hours. Students completing a CSWE-accredited undergraduate social work program are eligible for advanced standing in many graduate social work degree programs (MSW). Students in the BASW program are encouraged to take either or both of PSYU 101 and SOCU 101 as general electives.

Program Mission Statement
The mission of the BASW degree program is to prepare students for generalist social work practice in the 21st century and for graduate education in social work. The program offers a dynamic, flexible, and technologically-based education designed to meet the needs of working adult students. The BASW curriculum is based in the values and ethics of the social work profession and provides students with the knowledge, values, and skills necessary to engage with clients and communities in collaborative and innovative problem solving. Graduates are prepared to assist individuals, families, and communities in the California area and larger society in advancing quality of life, human rights, and social justice in a global community.

Program Learning Outcomes:
- **Profession:** Identify as a professional social worker and conduct oneself accordingly.
- **Ethics:** Apply social work ethical principles to guide professional practice.
- **Critical Thinking:** Apply critical thinking to inform and communicate professional judgments.
- **Diversity:** Engage diversity and difference in practice.
- **Human Rights:** Advance human rights and social and economic justice.
- **Research:** Engage in research-informed practice and practice-informed research.
- **Human Behavior:** Apply knowledge of human behavior and the social environment.
• **Policy Practice**: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

• **Context**: Respond to contexts that shape practice.

• **Engagement, Assessment, Intervention, and Evaluation**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Ethical and Professional Standards**

Students are expected to meet all program standards and abide by the ethical standards of the profession and the Brandman University Student Code of Conduct. Since the BASW program involves preparing people to work in the helping profession, the program faculty assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent, but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the BASW program 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 suspend or terminate the student's participation in the practicum and/or the BASW program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of other professional academic programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of those programs’ respective professions.

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 or Dean’s Office. Compendia of the prevailing ethical standards are available from the National Association of Social Workers.

If resolution cannot be achieved, the Dean may suspend or dismiss the student from the BASW program. A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean’s ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling. The committee’s ruling is not subject to appeal.

**Practicum**

Students must successfully complete at least 27 credits of coursework in the BASW program, with a grade equivalent of “C” or higher in all such courses, before beginning practicum. The practicum site
agreement must be completed prior to starting any trainee hours at the approved site. Practicum hour requirements and other practicum policies are available from the BASW Field Director. The practicum courses are graded on a pass/no pass basis. Practicum courses are to be taken consecutively.

**Social Work Core Requirements (42 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCU 300</td>
<td>Social Work Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Interviewing and Assessment Skills</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 303</td>
<td>Diversity and Social Justice in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 304</td>
<td>Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 306</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 307</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 309</td>
<td>Introduction to Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 418</td>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 421</td>
<td>Social Work Practice: Individuals &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 422</td>
<td>Social Work Practice: Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 423</td>
<td>Social Work Practice: Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 493</td>
<td>Social Work Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 494</td>
<td>Social Work Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 495</td>
<td>Social Work Practicum III</td>
<td>3</td>
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</tbody>
</table>

**Social Work Electives (6 credits)**

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 416</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJCU 418</td>
<td>Victim Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 391</td>
<td>Youth-at-Risk</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 393</td>
<td>Child Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 405</td>
<td>Military Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 408</td>
<td>International Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 445</td>
<td>Drug and Alcohol Treatment in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 482</td>
<td>Social Work with Older Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 48

**Minor in Social Work**

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

**Minor Core: (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 300</td>
<td>Social Work Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Interviewing and Assessment Skills</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 303</td>
<td>Diversity and Social Justice in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 304</td>
<td>Social Welfare</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor Electives:** (6 credits. All courses must be upper division.)

Any two courses from the social work major core requirements or social work electives.

**Total Credits** 18
Undergraduate Certificates

Undergraduate Certificate: Nutrition and Wellness

The undergraduate Certificate in Nutrition and Wellness trains students in nutrition as it relates to the dynamic influences of diet, society, exercise, stress and disease. This program will benefit those individuals in the health care, teaching, coaching, organizational leadership, fitness and sports therapy, physical therapy, home health aide, exercise specialists, health coaches, nutrition or fitness writers/bloggers, human resources, nutritional advising and senior wellness fields.

The 15-credit undergraduate certificate focuses on recognizing needs for changing health behaviors, reducing diet and exercise disparities and reducing liabilities that may influence disease development. It may assist and prepare the student for the registered dietitians program. The registered dietitians (RD) program is a bachelor’s degree given from an accredited university approved by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA). Additionally, to become a RD the student must pass a national examination administered by the Commission on Dietetic Registration (CDR) as well as other requirements.

The Certificate in Nutrition and Wellness is a unique fully online interdisciplinary course of study.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

Admission Requirements

Admission to the certificate program is granted to individuals who apply and 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.

Required Courses (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSNU 200</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FSNU 315</td>
<td>Nutritional Basis of Disease</td>
<td>3</td>
</tr>
<tr>
<td>FSNU 335</td>
<td>Science of Obesity</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 credits) choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSNU 201</td>
<td>International Nutrition: The World Food Crisis</td>
<td>3</td>
</tr>
<tr>
<td>FSNU 329</td>
<td>Experimental Topics in Food Science and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FSNU 338</td>
<td>Nutrition and Human Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

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 three 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. The emphasis areas include Marriage and Family Therapy, Professional Clinical Counseling (CA only), and Counseling (WA only). California offers the option to combine the MFT and PCC Emphases. Additional post degree requirements are necessary for licensure. Consult with your state licensing authority for information. Emphasis descriptions are listed below.

Program Learning Outcomes:

All MA Psychology Students

- **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 Individual, and Group Theories and Interventions**: Implement theory and techniques to therapeutic problems and developmental challenges.
- **Assessment**: Apply assessment techniques, including diagnostic interviewing, to crisis issues and diagnostic concerns.
- **Psychopharmacology**: Analyze the role of psychopharmacological agents on the prevention and treatment of psychological dysfunction.

All MFT Emphasis Students

- **Family Theories and Intervention**: Implement theory and techniques to therapeutic problems and developmental challenges of families.

ALL MFT Emphasis and CA-PCC Emphasis Students

- **Community Mental Health**: Analyze the role of environmental factors and community resources in providing mental health services.

All PCC (CA) Emphasis and CE (WA) Emphasis Students

- **Career Counseling**: Apply career development theories and techniques to work/career issues and problems.
- **Advanced Individual Counseling**: Implement theory and techniques from multiple orientations to therapeutic problems of individuals.
Marriage and Family Therapy Emphasis

This emphasis is a practice-oriented psychology master’s program. 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 for Marriage and Family Therapy. This program includes a substantial experiential component in which the student works under supervision in an approved counseling site. Students in this emphasis complete a minimum of 60 semester credits.

Brandman University is accredited by the Western Association of Schools and Colleges. In California 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. In Washington State the MFT Program meets and exceeds the curriculum requirements established by state licensing law under the Revised Code of Washington (RCW 18).

Counseling Emphasis

(Offered only at Brandman University campuses in Washington)
This emphasis is a practice-oriented psychology master’s program. It provides a solid foundation for practice as a mental health therapist. This program meets the education requirements for licensure in Washington or certification in other states, and membership for the National Board for Certified Counselors (NBCC). This program includes a substantial experiential component in which the student works under supervision in an approved counseling site. Students in this emphasis complete a minimum of 48 semester credits.

Brandman University is accredited by the Western Association of Schools and Colleges. In Washington State the MFT Program meets and exceeds the curriculum requirements established by state licensing law under the Revised Code of Washington (RCW 18).

Professional Clinical Counseling Emphasis

(Offered only at Brandman University campuses in California)
This emphasis is a practice-oriented psychology master’s program. It provides a solid foundation for practice as a professional clinical counselor. This program meets the education requirements for licensure in California as a Licensed Professional Clinical Counselor (Business and Professions Code section 4999.32) or certification in other states, and membership in the National Board for Certified Counselors (NBCC). This program includes a substantial experiential component in which the student
works under supervision in an approved counseling site. Students in this emphasis complete a minimum of 63 semester credits.

**Combined Marriage and Family Therapy and Professional Clinical Counseling Emphases Option**

(For California Students only)
Student may wish to work toward both emphasis areas if they plan to complete requirements for both an MFT and PCC license in the State of California. This combined program includes a substantial experiential component in which the student works under supervision in an approved counseling site. Please note that only one degree will be awarded, with two emphasis areas. Students who choose this option will complete a program that meets the education requirements for licensure in California as a Marriage and Family Therapist and a Licensed Professional Clinical Counselor. Completing both emphasis areas may give students more options in terms of future careers and may increase marketability in diverse work settings. Students who choose to complete both emphasis areas will complete a total of 69 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 300 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 the recommendation forms. 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 individuals who know you in a professional, and/or academic, and/or personal context (i.e. skills with youth, intellectual problem solving skills, character). Relatives may not submit recommendations.
5. The application process includes submission of both the Graduate Admissions application and the Psychology program supplemental form. The application packet must be complete, including both the autobiography and recommendation forms.

6. Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, most especially one which reflects an offense which would be a cause for disciplinary action if committed by one already holding the license. Please contact the licensing board in the state you plan to license for clarification of how a conviction may affect licensing. This clarification should be done before the application for admission to this program is submitted.

7. Students must have regular admission status prior to enrollment in graduate coursework. Students from the Washington Campuses are permitted to enroll in up to 12 credits of graduate coursework prior to receiving regular admission.

Transfer of Coursework
A maximum of 12 semester credits or 18 quarter credits may be accepted in transfer toward the Master of Arts in Psychology degree program. (See Academic Policies and Procedure section.)

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

Advancement to Candidacy
During the session before the student plans to begin the first practicum, he/she must apply to the Brandman University campus for advancement to candidacy. For the MFT emphasis the following courses must be successfully completed (30 credits): PSYU 501, 541, 556, 561, 565, 570, 575, 578, 586, and 652. For the Masters in Counseling, the following courses must be successfully completed (30 credits): PSYU 501, 508, 511, 541, 570, 575, 578, 586, 617, and 652. For the PCC emphasis, the following courses must be completed (30 units): PSYU 501, 561, 565, 570, 575, 576, 578, 586, 652, and 595. For the Combined Emphases Option, the following courses must be completed (30 units): PSYU 501, 561, 565, 570, 575, 578, 586, 652, and any TWO of the following: 576, 595, 541 or 556. A student must receive a “C” or better in a course for successful completion. The degree requires an overall 3.0 average for required courses in the student’s degree program. 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 and further assessment and any “red flags” that may need further attention. An Advancement to Candidacy Study Guide for students is available at the campus.

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

Students are expected to meet all program standards and abide by the ethical standards of the profession and the Brandman University Student Code of Conduct. 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 suspend or 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. Compendia of the ethical standards are available from the American Psychological Association, the American Association for
Marriage and Family Therapy, the California Association of Marriage and Family Therapists, the Washington Association for Marriage and Family Therapy and the National Board of Certified Counselors.

If resolution cannot be achieved, the Dean may suspend or dismiss the student from the master’s program. A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean’s ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling. The committee’s ruling is not subject to appeal.

**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 Masters of Arts in Psychology degree. The requirement is met through a minimum of 20 sessions of individual or group therapy conducted by a current 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 and must include the therapist’s license number) 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 Field Agreement must be completed and approved by the university and the practicum site prior to starting any trainee hours at the approved site. The student should obtain the required forms from the faculty/staff 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. Students must advance to candidacy prior to registration for practicum. Practicum students will be required to continue to meet with instructors and complete assignments related to the practicum experience. Practicum hour requirements are specified in the course description.
The student may elect to begin the Capstone Case Study in PSYU 688. Work on the case study will continue through the remaining practicum course(s). The case study requirement will be fulfilled after passing a written and oral presentation. The practicum courses are graded on a pass/no pass basis. Practicum courses are to be taken consecutively.

**Capstone Case Study**

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

1. Assessment and treatment of Substance Abuse
2. Ethical and Legal issues
3. Assessment and treatment of Sexual Disorders
4. Advanced Psychopathology and Individual Counseling
5. Child/Adolescent Psychopathology
6. Family therapy, including Human Diversity
7. Crisis/Trauma
8. Community Mental Health Issues

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

**Marriage and Family Therapy Emphasis**

**Foundation courses (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</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>
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<tr>
<td>PSYU 511</td>
<td>Psychological Assessment</td>
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<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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</tbody>
</table>

**Marriage and Family Studies and Therapy (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 541</td>
<td>Family Therapy Theories and Techniques: A Modern Emphasis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 556</td>
<td>Family Systems Theories and Techniques: A Postmodern Emphasis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 561</td>
<td>Marital Systems &amp; Studies and Domestic Violence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Multicultural Counseling and Techniques (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 613</td>
<td>Clinical Issues in Human Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>
Adult Counseling Core (6 credits)
- PSYU 570 Advanced Psychopathology & Diagnosis 3
- PSYU 575 Advanced Individual Counseling I 3

Specialized Topics (18 credits)
- PSYU 533 Psychopharmacology 3
- PSYU 565 Child/Adolescent Psychopathology and Child Abuse Reporting 3
- PSYU 581 Assessment and Treatment of Sexual Disorders 3
- PSYU 582 Community and Environmental Mental Health 3
- PSYU 586 Assessment and Treatment of Substance Abuse 3
- PSYU 652 Theory and Practice of Group Counseling 3

Practicum (9 credits)
- PSYU 688, 689, and 690 3, 3, 3

Total Credits 60

Counseling Emphasis
(Offered at Washington campuses only)

Foundation Courses (15 credits)
- PSYU 501 The Counseling Process 3
- PSYU 508 Life Span Development/Aging and Long Term Care 3
- PSYU 511 Psychological Assessment 3
- PSYU 532 Research & Bibliographic Methods 3
- PSYU 578 Ethical & Professional Issues 3

Adult Counseling Core (6 credits)
- PSYU 570 Advanced Psychopathology & Diagnosis 3
- PSYU 575 Advanced Individual Counseling I 3

Marriage and Family Studies (3 credits)
- PSYU 541 Clinical Theories and Techniques of Marriage and Family Therapy 3

Multicultural Counseling and Techniques (3 credits)
- PSYU 613 Clinical Issues in Human Diversity 3

Specialized Topics (15 credits)
- PSYU 533 Psychopharmacology 3
- PSYU 581 Assessment and Treatment of Sexual Disorders 3
- PSYU 586 Assessment and Treatment of Substance Abuse 3
PSYU 617  Transition to Work and Career 3
PSYU 652  Theory and Practice of Group Counseling 3

**Practicum (6 credits)**
PSYU 688, 689 3, 3

**Total Credits** 48

**Professional Clinical Counseling Emphasis**
*(Offered at California campuses only)*

**Foundation courses (15 credits)**
PSYU 501  The Counseling Process 3
PSYU 508  Life Span Development/Aging and Long session Care 3
PSYU 511  Psychological Assessment 3
PSYU 532  Research & Bibliographic Methods 3
PSYU 578  Ethical & Professional Issues 3

**Marriage Therapy/Domestic Violence (3 credits)**
PSYU 561  Marital Systems & Studies and Domestic Violence 3

**Multicultural Counseling and Techniques (3 credits)**
PSYU 613  Clinical Issues in Human Diversity 3

**Adult Counseling Core (9 credits)**
PSYU 570  Advanced Psychopathology & Diagnosis 3
PSYU 575  Advanced Individual Counseling I 3
PSYU 576  Advanced Individual Counseling II 3

**Specialized Topics (24 credits)**
PSYU 533  Psychopharmacology 3
PSYU 565  Child/Adolescent Psychopathology and Child Abuse Reporting 3
PSYU 581  Assessment and Treatment of Sexual Disorders 3
PSYU 582  Community and Environmental Mental Health 3
PSYU 586  Assessment and Treatment of Substance Abuse 3
PSYU 595  Crisis and Trauma Counseling 3
PSYU 617  Transition to Work and Career 3
PSYU 652  Theory and Practice of Group Counseling 3

**Practicum (9 credits)**
PSYU 688, 689, 690 3, 3, 3
Total Credits 63

Combined Marriage and Family Therapist and Professional Clinical Counselor Emphases Option
(Offered at California Campuses only)

Foundation courses (15 credits)
- PSYU 501  The Counseling Process 3
- PSYU 508  Life Span Development/Aging and Long session Care 3
- PSYU 511  Psychological Assessment 3
- PSYU 532  Research & Bibliographic Methods 3
- PSYU 578  Ethical & Professional Issues 3

Marriage and Family Studies and Therapy (9 credits)
- PSYU 541  Family Therapy Theories and Techniques: A Modern Emphasis 3
- PSYU 556  Family Systems Theories and Techniques: A Postmodern Emphasis 3
- PSYU 561  Marital Systems & Studies and Domestic Violence 3

Multicultural Counseling and Techniques (3 credits)
- PSYU 613  Clinical Issues in Human Diversity 3

Adult Counseling Core (9 credits)
- PSYU 570  Advanced Psychopathology & Diagnosis 3
- PSYU 575  Advanced Individual Counseling I 3
- PSYU 576  Advanced Individual Counseling II 3

Specialized Topics (24 credits)
- PSYU 533  Psychopharmacology 3
- PSYU 565  Child/Adolescent Psychopathology and Child Abuse Reporting 3
- PSYU 581  Assessment and Treatment of Sexual Disorders 3
- PSYU 582  Community and Environmental Mental Health 3
- PSYU 586  Assessment and Treatment of Substance Abuse 3
- PSYU 595  Crisis and Trauma Counseling 3
- PSYU 617  Transition to Work and Career 3
- PSYU 652  Theory and Practice of Group Counseling 3

Practicum (9 credits)
- PSYU 688, 689, and 690 3, 3, 3

Total Credits 69
SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

Faculty
Glenn Worthington, Ed.D., Dean, School of Business and Professional Studies
Cathy Margolin, Doctoral Candidate, CPA, Associate Dean, School of Business and Professional Studies

Kathleen Bates, Ph.D.
Tim Becker, D.B.A.
Jalin Brooks Johnson, Ed.D
Helen Eckmann, Ed.D.
Deborah Ferber, Ph.D.
Laura Galloway, MA, Doctoral Candidate
Janet Cooper Jackson, Ph.D., Professor Emeritus
Gale Mazur, Ed.D.
Tim Perez, D.Sc.
Monica Shukla, MS, Doctoral Candidate

Undergraduate Degree Programs
Bachelor of Arts in Organizational Leadership
Bachelor of Business Administration
Bachelor of Science in Computing Technology

Undergraduate Minor
Organizational Leadership

Graduate Degree Programs
Master of Arts in Organizational Leadership
Master of Business Administration
Master of Public Administration
Master of Science in Human Resources

Graduate Certificates
Business Administration
Business Sustainability
Executive Certificate in Public and Nonprofit Leadership
Global Human Resources
Human Resources: Human Resource Development Concentration
Human Resources: Human Resources Management Concentration
Organizational Leadership
Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**The School of Business and Professional Studies Mission Statement:**
The mission of the School of Business and Professional Studies is to provide adult learners with a relevant, flexible and quality education that inspires innovation and global leadership.
BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

This program is ideally suited for students with strong interests or experience in leadership, management and/or administration. Preparation for entry and mid-level supervisory positions in a wide range of administrative careers is emphasized.

Mission:
The Bachelor of Arts in Organizational Leadership prepares students to be effective leaders in today’s rapidly changing workplace.

Program Learning Outcomes:
- Diversity: Demonstrate the understanding of diversity competence in a global society.
- Communication: Apply effective and efficient communication skills for interacting collaboratively.
- Critical Inquiry: Research, analyze and evaluate data, information and situations to draw reasonable conclusions.
- Leadership: Apply leadership theories and models to the practice of leadership.
- Ethics: Assess ethical behavior and decision making.
- Application: Identify and complete a research project to address an organizational leadership issue.

The B.A. in Organizational Leadership consists of 48 credits of coursework, including 18 credits in electives or a pre-selected emphasis area, and 3 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.

All courses taken in the major program must be passed with a grade equivalent of “C” or higher. All required courses must be taken for a letter grade where the option exists.

Requirements (48 credits)

Foundation courses (15 credits)

<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>OLCU 350</td>
<td>Leadership &amp; Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 400</td>
<td>Theory &amp; Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse &amp; Multicultural Organizations</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 380</td>
<td>Research and Analytical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>
Competencies (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 410</td>
<td>Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>OLCU 303</td>
<td>Organization Development and Change</td>
<td></td>
</tr>
<tr>
<td>OLCU 325</td>
<td>Leadership Skills Development Lab</td>
<td></td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td></td>
</tr>
</tbody>
</table>

Electives/emphasis areas (18 credits)  
(See “Electives/Emphasis Area” in the following section)

Capstone (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 487</td>
<td>Senior Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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 Supply Chain Systems (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 (to include courses from Accounting, Entrepreneurship, Finance, Information Systems Management, Marketing, and Management). Electives may also be selected from other programs with advisor guidance and Dean/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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 201</td>
<td>Principles of Accounting I</td>
<td></td>
</tr>
<tr>
<td>ECNU 201</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ENTU 401</td>
<td>Introduction to Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MKTU 301</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>MGTU 301</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>
Plus one of the following (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 430</td>
<td>Conflict Resolution</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>HRCU 445</td>
<td>Human Resource Studies*</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTU 320</td>
<td>Strategies Across the Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 321</td>
<td>Project Management and Supply Chain Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 352</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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 a minor in organizational leadership may file their Intent to Minor with the offering School as soon as possible, but no later than their junior year. 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 300</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 350</td>
<td>Leadership and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 400</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural Organizations</td>
<td>3</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
Electives (6 credits):

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENTU 401</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 301</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 325</td>
<td>Leadership Skills Development Lab</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 380</td>
<td>Research and Analytical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
</tr>
</tbody>
</table>
BACHELOR OF BUSINESS ADMINISTRATION

Brandman University offers the Bachelor of Business Administration degree through two pathways: 1) The traditional credit-hour based curriculum and courses; and 2) The competency-based approach requiring mastery of all competencies. Following is the description and requirements for each approach: 1) Credit-Hour Based Bachelor of Business Administration; and 2) Competency-Based Bachelor of Business administration.

BACHELOR OF BUSINESS ADMINISTRATION (CREDIT HOUR)

Mission:
The Bachelor of Business Administration (BBA) prepares students for career opportunities and advancement in a dynamic, global business environment.

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

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

Degree Requirements
In addition to the University General Education and elective requirements, the BBA major consists of three components. The first component consists of 18 credits of Lower-Division Core Requirements (see Lower-Division Core Requirements). The second component consists of 33 credits of Upper-Division BBA Core Requirements (see Upper-Division Core Requirements). The third component consists of 21 credits of Business Electives or 21 credits of specialized courses in a selected area of Emphasis (see BBA Electives/Emphases).
MGTU 410, Strategic Management, is the Bachelor of Arts in Business Administration capstone course. All core classes must be satisfactorily completed prior to enrolling in the capstone class with one exception; one core class may be taken concurrently with the capstone.

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

**Professional Certifications Course Substitutions**

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

Students with IT professional certification(s) may substitute courses as outlined below upon Dean approval provided that their certification(s) are unexpired and currently recognized in the field. Refer to MyBrandman for additional information on IT certification substitutions.

<table>
<thead>
<tr>
<th>Professional Certification</th>
<th>Substitution Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSA- Server Administrator, CCNP</td>
<td>CSCU 353 and CSCU 453</td>
</tr>
<tr>
<td>Oracle DBA, MCSA-SQL Administrator</td>
<td>CSCU 408 and CSCU 453</td>
</tr>
<tr>
<td>A+</td>
<td>CSCU 251</td>
</tr>
<tr>
<td>Network+</td>
<td>CSCU 453</td>
</tr>
<tr>
<td>Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CISSP</td>
<td>CSCU 270 and CSCU 375</td>
</tr>
<tr>
<td>CEH</td>
<td>CSCU 270 and CSCU 375</td>
</tr>
<tr>
<td>Project+</td>
<td>CSCU 383</td>
</tr>
<tr>
<td>PMP</td>
<td>CSCU 383 and CSCU 385</td>
</tr>
<tr>
<td>CCNA</td>
<td>CSCU 353</td>
</tr>
</tbody>
</table>

**Major Requirements (72 credits):**

**Lower-Division Core Requirements (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 201</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 202</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 200</td>
<td>Introduction to Computers and Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATU 203</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 360</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COMU 410</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>FINU 305</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 301</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 310</td>
<td>Legal Environment of Business</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>MGTU 400</td>
<td>Global Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 315</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 350</td>
<td>Leadership and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 410</td>
<td>Strategic Management (Core Capstone Course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prior to enrolling in the capstone course (MGTU 410), all courses in the BBA core must be completed; one core course may be taken concurrently. Formulating and implementing strategies using content from all core classes is emphasized.

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 325</td>
<td>Cost Analysis and Budgeting</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>
</tbody>
</table>

**Entrepreneurship Emphasis (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 Code</th>
<th>Course 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>
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<tbody>
<tr>
<td>FINU 417</td>
<td>Intermediate Financial Management</td>
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</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>
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Select four courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACCU 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
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<tr>
<td>ACCU 302</td>
<td>Intermediate Accounting II</td>
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</tr>
<tr>
<td>ACCU 401</td>
<td>Advanced Accounting</td>
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</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>
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</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HRCU 351</td>
<td>Workforce Planning and Employment</td>
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<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>
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</tbody>
</table>

Marketing Emphasis (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 410</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 420</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 430</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 440</td>
<td>Advertising and Promotion Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>
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 230 Media in Everyday Life 3

Select three courses from Communication, Organizational Leadership, and/or Marketing. 9

**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
- CSCU 315 Organizational Information Systems 3
Select two courses from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership
BACHELOR OF BUSINESS ADMINISTRATION (COMPETENCY-BASED)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students’ completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree including general education and the major. Some students have often acquired many of the knowledge, skills and abilities necessary for a degree through their life or previous work experience. Brandman University’s competency-based BBA allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

Students must demonstrate mastery of all competencies required for the BBA degree.

Brandman University offers a competency-based Bachelor of Business Administration degree (BBA) in one of the following four emphasis areas:
- Information Systems Management
- Supply Chain Management and Logistics
- Management and Organizational Leadership
- Marketing

BBA Mission:
The Bachelor of Business Administration (BBA) prepares students for career opportunities and advancement in a dynamic, global business environment.

Brandman University Institutional Learning Outcomes:
The Brandman University competencies are based on the American Association of Colleges and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes and the Lumina Degree Qualifications Profile (DQP). Of special importance in the framing of the DQP was recognition of graduates’ need to prepare for jobs that are rapidly changing in today’s contemporary workplace. The DQP framework provided Brandman a basis for establishing 21st century competencies for all of our baccalaureate students. As a result, the following Brandman institutional learning outcomes are threaded throughout the Brandman Competency-Based BBA program with a strong foundation built into the general education domain:

Applied Learning: Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

Innovation and Creativity: Construct a novel or unique idea, question, format, or product.
Civic Engagement: Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Global Cultures: Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

Integrated Learning: Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

BBA Program Learning Outcomes:

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

Degree Requirements:

The BBA consists of three major components or domains:

I. General Education (13 Competencies)
II. Business Core (34 Competencies)
III. Emphasis Areas: Information Systems Management; Supply Chain Management and Logistics; Management and Organizational Leadership; and, Marketing (9 – 12 Competencies each)

I. DOMAIN: General Education

The General Education Requirements at Brandman University provides the liberal arts tradition the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. Brandman University graduates will be intellectually flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of 21st century. The Brandman University General Education requirements are comprised of 6 Subdomains and 13 Competencies:

SUBDOMAIN: Communications

COMC-410 Competency (Interpersonal Communications): Understand the skills required to interact effectively with others.
COMC-101  Competency (Oral Communications): Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

ENGC-110  Competency (Written Communications): Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

SUBDOMAIN: Humanities
PHLC-110  Competency (Creative and Critical Thinking): Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.
HUMC-110  Competency (Disciplinary Relationships): Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.
HUMC-115  Competency (Human Experience): Analyze the ways in which the human experience is influenced by historical, social, ethnic, economic, technological, and/or geographic contexts.

SUBDOMAIN: Information Literacy
LBSC-315  Competency (Information Literacy): Evaluate and cite various information resources necessary to complete an academic research project.

SUBDOMAIN: Natural Sciences
NSCC-115  Competency (Methods and Applications): Apply the principles, concepts, and methods of the natural sciences.
NSCC-110  Competency (Principles and Concepts): Understand the fundamental principles, concepts, and methods of the natural sciences.

SUBDOMAIN: Quantitative Reasoning
MATC-203  Competency (Quantitative Fluency, Level B): Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.
MATC-103  Competency (Quantitative Literacy, Level A): Explain accurate calculations and symbolic operations used to interpret social and economic trends.

SUBDOMAIN: Social Sciences
SOSC-110  Competency (Behavior and Cognition): Evaluate individual, organizational, and social behavior.
SOSC-115  Competency (Social Systems): Using a social systems perspective, investigate global problems and develop possible solutions.

II. DOMAIN: Business Core
The Brandman University Business Core requirements are comprised of 7 Subdomains and 34 Competencies.

SUBDOMAIN: Accounting, Economics and Finance
ACCC-215  Competency (Accounting Cycle & Transaction Analysis): Demonstrate an understanding of the accounting cycle and the analysis of accounting transactions.
ACCC-230 Competency (Accounting for Long-Term Investing and Financing Decisions): Demonstrate how to account for long-term investment and financing decisions.

ACCC-240 Competency (Accounting for Managerial Decisions): Demonstrate knowledge and application of managerial accounting tools and techniques used in making decisions.

ACCC-225 Competency (Accounting for Working Capital): Demonstrate an understanding of working capital management decisions and issues involving short-term credit and the management and accounting for cash, accounts receivable, and inventory.

ACCC-235 Competency (Financial Planning and Control): Demonstrate knowledge and application of the 3 key steps of financial planning – (1) forecasting the firm’s short-term and long-term financial needs; (2) developing budgets to meet those needs; and (3) establishing financial controls to see if the company is achieving its goals.

ACCC-220 Competency (Financial Reporting): Demonstrate an understanding of financial reports and their use by decision-makers.

ACCC-360 Competency (Financial Statement Analysis): Analyze the financial performance of a business using financial statement analysis.

ACCC-210 Competency (Fundamentals of Accounting): Demonstrate an understanding of the fundamentals of accounting.

FINC-305 Competency (Fundamentals of Finance): Demonstrate an understanding of the fundamentals of finance.

ECNC-201 Competency (Fundamentals of Macroeconomics): Demonstrate an understanding of the structure of economies and the impact of policies on their performance.

ECNC-202 Competency (Fundamentals of Microeconomics, Level A): Understand the basic principles and concepts of supply and demand and consumer behavior.

ECNC-205 Competency (Fundamentals of Microeconomics, Level B): Explain firm (producer) behavior, market structures and the different forms of competition.

MGTC-400 Competency (Global Economics): Understand the fundamentals and significance of international trade theories and systems.

BUSC-305 Competency (Managerial Economics): Apply macroeconomic and microeconomic theories in making economic business decisions in forecasting.

SUBDOMAIN: Business Law and Ethics

MGTC-315 Competency (Consumer Protection): Demonstrate an understanding of a business’s legal and ethical responsibilities for warranties, product liability, and consumer protection.

MGTC-310 Competency (Contracting and Negotiation): Demonstrate an understanding of whether a contractual relationship exists and satisfies legal requirements.

OLCC-350 Competency (Ethics and Social Responsibility): Describe the importance of ethical principles and social responsibility to business decisions.

MGTC-305 Competency (Legal Environment): Demonstrate an understanding of the U.S. legal system and the legal environment of business.

MGTC-330 Competency (Risk Management): Identify and describe the different types of risk and the techniques used by businesses to control risk.
SUBDOMAIN: Business Strategy
MGTC-415 Competency (Competitive Advantage): Demonstrate knowledge of competitive advantage and strategic positioning.
BUSC-300 Competency (Implementing and Monitoring Business Plan): Demonstrate the ability to prepare a business plan and evaluate organizational performance.
MGTC-420 Competency (Strategic Development): Demonstrate an understanding of the appropriate tools and options for developing business strategies.
MGTC-410 Competency (Strategic Fundamentals and Environment): Demonstrate an understanding of the business environment and the fundamentals of strategy.

SUBDOMAIN: Information Technology
CSCC-200 Competency (Fundamentals of Information Technology): Develop an understanding of information technology fundamentals.

SUBDOMAIN: Management and Leadership
MGTC-301 Competency (Fundamentals of Management): Demonstrate an understanding of management theory and practice.
OLCC-430 Competency (Human Resources): Develop an understanding of human resource management best practices (e.g., identifying talent and motivating, developing, and directing people as they work).
OLCC-425 Competency (Leadership in Diverse and Multicultural Organizations): Demonstrate an understanding of leadership in the context of diverse and multicultural organizations.
MGTC-405 Competency (Organizational Change): Demonstrate an understanding and application of effective change strategies to enhance business performance.
OLCC-355 Competency (Organizational Dynamics): Demonstrate an understanding of the impact organizational dynamics has on performance.

SUBDOMAIN: Marketing
MKTC-305 Competency (Fundamentals of Consumer Behavior): Demonstrate an understanding of consumer behavior fundamentals (e.g., demographics and purchasing behavior) and promotional practices.
MKTC-301 Competency (Fundamentals of Marketing): Develop an understanding of marketing fundamentals.

SUBDOMAIN: Supply Chain/Operations Management (Logistics)
MGTC-325 Competency (Fundamentals of Supply Chain): Develop an understanding of supply chain fundamentals including project management.
MGTC-335 Competency (Negotiating and Managing Supplier Relationships): Develop an understanding of how to negotiate and manage supplier relationships.
MGTC-320 Competency (Operations Management): Develop an understanding of the role of operations management in business.
III. DOMAIN EMPHASIS AREAS

INFORMATION SYSTEMS MANAGEMENT
The Brandman University Information Systems Management Emphasis requirements are comprised of 7 Subdomains and 9 Competencies.

SUBDOMAIN: Computer Systems Organization
CSCC-251 Competency (Computer Systems Architecture): Demonstrate an understanding of computer systems architecture.

SUBDOMAIN: Database
CSCC-408 Competency (Database): Demonstrate an understanding of database systems, their applications and tools used to develop databases.

SUBDOMAIN: Fundamentals of Management Information Systems
CSCC-315 Competency (Organizations, Management, and the Networked Enterprise): Demonstrate an understanding of information systems in global business.

SUBDOMAIN: Networking
CSCC-353 Competency (Networking): Demonstrate an understanding of networks, and create a network.

SUBDOMAIN: Programming
CSCC-205 Competency (Computer Programming): Demonstrate an understanding of computer programming and its applications.
CSCC-210 Competency (Program Applications): Develop a program for a business application (e.g. mobile or web-based applications).

SUBDOMAIN: Project Management
CSCC-383 Competency (Project Management): Demonstrate an understanding of project management, applications and tools used.
CSCC-410 Competency (Systems Analysis and Design): Demonstrate an understanding of systems analysis and design, applications and tools used.

SUBDOMAIN: Security
CSCC-315 Competency (Security): Demonstrate an understanding of information system security, applications, and the tools used.

MANAGEMENT AND ORGANIZATIONAL LEADERSHIP
The Brandman University Management and Organizational Leadership Emphasis requirements are comprised of 5 Subdomains and 12 Competencies.
SUBDOMAIN: Human Resource Management and Diversity
OLCC-303 Competency (Managing Change): Demonstrate an understanding how leaders effectively implement and manage change.
OLCC-300 Competency (Organizational Behavior): Demonstrate an understanding of organizational behavior factors, processes and theoretical concepts as they relate to organizational effectiveness and productivity.
OLCC-325 Competency (Personal Leadership): Develop a personal philosophy of leadership through a personal assessment, and focused on personal and professional development.
HRCC-406 Competency (Workforce Diversity): Develop an understanding of the impact a diverse workforce can have on an organization.

SUBDOMAIN: Leading and Controlling
HRCC-430 Competency (Conflict Management): Develop and apply conflict management skills in an organizational setting.
OLCU-445 Competency (Operations Control): Understand and apply the tools used for operational control.
OLCC-440 Competency (Organizational Control): Develop an understanding of organizational control systems and the related use of qualitative and quantitative tools for an organization.

SUBDOMAIN: Organizational Structures and Culture
OLCC-400 Competency (Organizational Structure and Culture): Demonstrate an understanding of the impact organizational structure and culture has on organizations.
OLCC-414 Competency (Team Building): Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

SUBDOMAIN: Project Management
CSCC-383 Competency (Project Management): Demonstrate an understanding of project management, applications and tools used.

SUBDOMAIN: Social Responsibility and Risk
MGTC-435 Competency (Social Responsibility and Risk): Apply an understanding of how to integrate the theoretical concepts of sustainability and social responsibility and risk throughout the supply chain.

MARKETING
The Brandman University Marketing Emphasis requirements are comprised of 7 Subdomains and 14 Competencies.
SUBDOMAIN: Ethical Issues Affecting the Marketplace
MKTC-415 Competency (Marketing Ethics): Understand and apply marketing ethics.

SUBDOMAIN: Marketing Communications
MKTC-450 Competency (Advertising, Public Relations, Direct Marketing, and Sales Promotion): Develop an understanding of advertising, public relations, direct marketing, and sales promotion.
MKTC-460 Competency (Interactive Marketing and Customer Relationship Management): Develop and apply interactive marketing strategies using the internet and social media for customer relationship management.
MKTC-445 Competency (Integrated Marketing Communications and Promotions): Understand the fundamentals of integrated marketing communications and promotions.

SUBDOMAIN: Strategic Marketing
MKTC-425 Competency (Marketing Planning): Develop an understanding of strategic marketing and prepare a marketing plan.
MKTC-310 Competency (Marketing Research and Analysis): Develop an understanding of marketing research and analysis.

SUBDOMAIN: Understanding and Targeting the Marketplace
MKTC-320 Competency (Consumer Behavior): Develop an understanding of consumer behavior in marketing.
MKTC-410 Competency (Global Marketing): Understand and evaluate global markets and strategies.
MKTC-325 Competency (Segmentation Targeting and Positioning): Understand and apply segmentation targeting and positioning.

SUBDOMAIN: Value Capture
MKTC-440 Competency (Branding and Packaging Decisions): Explain the various components of brand equity.
MKTC-420 Competency (Pricing and Methods): Understand and apply pricing strategies.

SUBDOMAIN: Value Creation
MKTC-430 Competency (Product Development): Develop an understanding of how to increase value to an organization through the improvement in the design and/or implementation of products and services.

SUBDOMAIN: Value Delivery
MKTC-470 Competency (Middlemen and Multichannel Marketing): Understand and apply principles of multichannel marketing.
SUPPLY CHAIN MANAGEMENT AND LOGISTICS

The Brandman University Supply Chain Management and Logistics Emphasis requirements are comprised of 8 Subdomains and 9 Competencies.

SUBDOMAIN: Materials and Inventory Management
   MGTC-350 Competency (Materials and Inventory Management): Utilize inventory management tools to create value.

SUBDOMAIN: Product Development
   MKTC-430 Competency (Product Development): Develop an understanding of how to increase value to an organization through the improvement in the design and/or implementation of products and services.

SUBDOMAIN: Project Management
   CSCC-383 Competency (Project Management): Demonstrate an understanding of project management, applications and tools used.

SUBDOMAIN: Quality
   MGTC-430 Competency (Quality): Develop an understanding of the necessity of quality and the measurements for continuous quality improvement and target setting.

SUBDOMAIN: Social Responsibility and Risk
   MGTC-435 Competency (Social Responsibility and Risk): Apply an understanding of how to integrate the theoretical concepts of sustainability and social responsibility and risk throughout the supply chain.

SUBDOMAIN: Sourcing (Sourcing Analysis and International, Domestic, Local and In-sourcing)
   CSCC-325 Competency (International, Domestic, Local and In-sourcing): Develop an understanding of advantages and disadvantages of international, domestic, local, and in-sourcing options to source goods and services, including total cost of ownership.
   CSCC-320 Competency (Sourcing Analysis): Develop the ability to identify, select and manage appropriate sources for procurement.

SUBDOMAIN: Supplier Relationship Management
   MGTC-425 Competency (Supplier Relationship Management): Develop an understanding of the opportunities to create value through supplier relationship management (SRM).

SUBDOMAIN: Transportation
   MGTC-345 Competency (Transportation): Apply an understanding of the principles and methods for moving people or goods by air, rail, sea, road, pipeline, or digitally, including the benefits, costs, and risks associated with each option.
BAChElOR oF sCIENCE IN COnPUTING tECHnOlOGy

This program of study emphasizes the foundations of Information Technology (IT) and the latest practical technologies. Students interested in working in the areas of IT analysis and design, administration of network systems, management of information security and/or IT project management would benefit from this degree program.

Mission:
The Bachelor of Science degree program in Computing Technology (BSCT) prepares the graduates for career opportunities, advancements, and participation in IT innovations.

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

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

Common Requirements (36 credits)
COMU 410 Organizational Communication 3
CSCU 220 Object-oriented Programming I 3
CSCU 251 Introduction to Computing Systems Organization 3
CSCU 270 Information Systems Security 3
CSCU 315 Organizational Information Systems 3
CSCU 415 System Quality Assurance and Testing 3
CSCU 498 Capstone Project 3
ECNU 201 Principles of Macroeconomics 3
MATU 104 Pre-calculus 3
MATU 203 Introduction to Statistics 3
OLCU 350 Leadership and Professional Ethics 3
OLCU 414 Team Building 3
Emphasis Requirements (select one):

Information Technology (12 credits)
- CSCU 353 Data Communications and Computer Networks 3
- CSCU 408 Database Management 3
- CSCU 410 Structured Systems Analysis and Design 3
- CSCU 453 Network Implementation 3

Business Systems Administration (12 credits)
- CSCU 353 Data Communications and Computer Networks 3
- CSCU 375 Data Encryption and Information Security 3
- CSCU 453 Network Implementation 3
- CSCU 458 Advanced Web Based Database Applications 3

Project Management (12 credits)
- CSCU 383 Introduction to Project Management 3
- CSCU 385 Project Work Structure and Resources Management 3
- CSCU 483 Project Risk Management 3
- MGTU 301 Principles of Management 3

Total Credits 48

Students with IT professional certification(s) may substitute courses as outlined below upon Dean approval provided that their certification(s) are unexpired and currently recognized in the field. Refer to MyBrandman for additional information on IT certification substitutions.

<table>
<thead>
<tr>
<th>Professional Certification</th>
<th>Substitution Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSA- Server Administrator, CCNP</td>
<td>CSCU 353 and CSCU 453</td>
</tr>
<tr>
<td>Oracle DBA, MCSA-SQL Administrator</td>
<td>CSCU 408 and CSCU 453</td>
</tr>
<tr>
<td>A+</td>
<td>CSCU 251</td>
</tr>
<tr>
<td>Network+</td>
<td>CSCU 453</td>
</tr>
<tr>
<td>Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CISSP</td>
<td>CSCU 270 and CSCU 375</td>
</tr>
<tr>
<td>CEH</td>
<td>CSCU 270 and CSCU 375</td>
</tr>
<tr>
<td>Project+</td>
<td>CSCU 383</td>
</tr>
<tr>
<td>PMP</td>
<td>CSCU 383 and CSCU 385</td>
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<tr>
<td>CCNA</td>
<td>CSCU 353</td>
</tr>
</tbody>
</table>
Graduate Degree Programs

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

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

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

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

The MAOL 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.

Requirements for Admission
The prospective graduate student in the MAOL program 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.

**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 calculated over the most recent graded 30 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. A satisfactory score on an accepted graduate admissions exam is required.
a. Graduate Record Exam (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE. (Minimum score for Quantitative: 141, minimum score for Verbal: 150, minimum score for Analytic Writing: 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.

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 field of Organizational Leadership.

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

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

• Project Management Certificate Twelve Credit Transfer: Brandman University will award 12 elective credits toward the MAOL upon receipt of appropriate official documentation of successful completion of the UC, Irvine Extension Project Management Certificate provided that all certificate courses were completed with a grade of “B” or better.

• Military Coursework Fifteen Credit Transfer: Active Duty, Reserve, National Guard, retired and prior military service members may qualify for a transfer of fifteen credits toward the MAOL degree for completion of military coursework comparable OLCU 614, OLCU 641, OLCU 643, HRCU 618, HRCU 646. Qualifications and provisions of this fifteen credit transfer opportunity follow:
  o The service member must qualify for admission to the MAOL program. (See Graduate Admission section of this catalog).
  o Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
  o Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and a basic officer career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers
must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.

- All military coursework considered for the fifteen credit transfer must meet required military standards upon completion. Partial transfer of credits is not authorized.
- The seven year rule for completion of all coursework toward the MAOL degree applies. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
- Recipients of the fifteen credit transfer must complete all remaining coursework for the MAOL degree from Brandman University (online or on ground) in accordance with academic policy.
- This is not an online only program. Service members who qualify may enroll in the MAOL program at a nearby campus or as an online student.

Specific Requirements for the Degree

The MAOL consists of four segments. The first segment consists of 12 credits related to the theoretical foundation 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 to enhance the Leadership program of study; and the fourth is an integrative capstone course to reinforce the application of concepts and theories learned throughout the degree program (3 credits).

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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 501</td>
<td>Organizational Research</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the MAOL Transfer of Coursework section, may
substitute for the described MAOL electives. OLCU 625 may be repeated for elective credit, provided that the leadership competencies addressed in each course vary. Not all courses may be offered at all sites or in all sessions. Consult with the Brandman campus nearest you.

IV. Integrative Capstone (3 credits)
OLCU 681 Leadership Capstone Seminar 3

Total Credits 36

Graduate Certificate: Organizational Leadership

The graduate certificate program in organizational leadership allows students to achieve a firm grasp of contemporary leadership theory and practice. It is designed for individuals in leadership positions who wish to enhance their ability to lead.

The 15-credit program is designed to enhance a leader’s conceptual and interpersonal skills, allowing them to include value-centered, service-driven leadership in their everyday operating philosophy and style. Students in the certificate program develop a heightened awareness of their capabilities and limitations and a corresponding commitment to uniting one’s organizational colleagues around the creation and attainment of a common vision.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

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. 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 a minimum grade of “C” and 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 and Leadership 3
OLCU 602 Self, Systems, and Leadership 3
Elective Courses (6 credits)

Two of the following:

OLCU 613  Seminar in Organizational Dynamics  3
OLCU 614  Leadership and Team Development  3
OLCU 615  Organization Development and Change  3
OLCU 618  Cultural Dimensions of Global Leadership  3
OLCU 621  Frontiers of Public and Nonprofit Leadership  3
OLCU 625  Selected topics in Leadership  3
OLCU 626  Dynamics of Public and Nonprofit Leadership  3
OLCU 630  Leadership Lives in Film  3
OLCU 632  Leadership and Innovation  3
HRCU 630  Conflict and Negotiation  3
HRCU 645  Human Resources Systems  3
HRCU 646  Training and Development  3

Total Credits  15

Executive Certificate: Public and Nonprofit Leadership

The executive certificate in public and nonprofit leadership is a 6-credit graduate-level program intended for executives, managers and other professionals from the non-profit, public or civic sectors who wish to enhance their ability to lead volunteers. In a situation where participation cannot be demanded or extracted, the importance of inspiring commitment through the power of mutual influence (as opposed to the power of one’s position) becomes paramount. That is the essence of voluntary leadership.

The certificate is awarded upon successful completion of OLCU 621 and OLCU 626 with a minimum grade of “C” and an overall grade point average of 3.0 or higher. No transfer credits may be used. Students who wish to pursue further graduate study in organizational leadership may use the above credits, providing the admissions requirements for the MAOL program are met.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

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. 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.

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

Requirements for Admission
The prospective graduate student in the MBA program 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.

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 calculated over the most recent graded 30 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. A satisfactory score on an accepted graduate admissions exam is required.

• Graduate Record Exam (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE. (Minimum score for Quantitative: 141, minimum score for Verbal: 150, minimum score for Analytic Writing: 4.5)
• Miller Analogies Test (MAT): achieve a minimum scaled score of 400.
• Graduate Management Admissions Test (GMAT): fulfill the formula GMAT + (GPA X 200) > 1000.

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 field of Business Administration.

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

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

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

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

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

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

Course Waiver Requirements

- Submit a Petition to the Dean within the first eight-week session of study.
- Produce evidence of substantially equivalent course content by attaching relevant course descriptions.
- 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 petitioned provided that official documents of currency in the field can be provided, i.e. resume or job description and letter from supervisor.
• 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</th>
<th>Course 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>
<tr>
<td>CMA</td>
<td>ACCU 640</td>
<td>Current certification at the time of application</td>
</tr>
<tr>
<td>CPA</td>
<td>ACCU 602</td>
<td>Current certification at the time of application</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 Code</th>
<th>Course Name</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 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>
<tr>
<td>BUSU 640</td>
<td>Business Strategy and Competitive Advantage Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Prior to enrolling in the MBA (BUSU 640) capstone course, all core classes must be satisfactorily completed with one exception; one core class may be taken concurrently with the capstone.
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, Human Resources, International Business, Organizational Leadership, Marketing, and Computer Science. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the Transfer Credit Policy, may substitute for the described MBA electives.

MBA Emphases (12 credits)
Instead of individualized electives, MBA students may specialize in one of the following designated areas:

Accounting Emphasis (12 credits)
ACCU 620 Contemporary Issues in Accounting 3
ACCU 625 International Accounting 3
ACCU 640 Strategic Cost Management 3
Plus one course from Finance. 3

Entrepreneurship Emphasis (12 credits)
ENTU 610 Entrepreneurship 3
ENTU 620 Entrepreneurial Finance 3
MKTU 624 Seminar in Marketing Research 3
MKTU 630 Seminar in New Product Development 3

Finance Emphasis (12 credits)
FINU 615 International Finance 3
FINU 620 Investments 3
FINU 630 Capital Markets 3
Plus one course from Accounting. 3

Health Administration Emphasis (12 credits)
HAUU 601 Healthcare Policy, Organization and Delivery 3
HAUU 641 Law, Ethics and Health Services 3
HAUU 645 Healthcare Economics 3

Plus one of the following courses:
HAUU 602 Innovations in Technology and Information Access 3
HAUU 651 Quality Management in Healthcare 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

**International Business Emphasis (12 credits)**

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

**Organizational Leadership Emphasis (12 credits)**

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

Plus one other course from Organizational Leadership or Human Resources 3

**Marketing Emphasis (12 credits)**

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

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

- CSCU 615 Information Technology Development and Innovation 3
- CSCU 641 Internet Based Systems Analysis and Development 3
- CSCU 683 Project Management for Business Majors 3
- CSCU 685 Risk Management 3

**Graduate Certificate: Business Administration**

The graduate certificate program in business administration allows students to achieve a firm grasp of contemporary business practices. It is designed for non-business majors serving within for-profit, public sector or nonprofit organizations who wish to enhance their administrative ability in the organizations in which they work.

The 15-credit program is designed to introduce conceptual and practical skills in operations, marketing, finance, and analytical decision making. Through these courses, students in the certificate program will develop a heightened awareness of their role as business administrators in their current or future organizations.
Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**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 with a minimum grade of “C” and an overall grade point average of 3.0 or above. No transfer credits may be used.

**Specific Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>MKTU 605</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus one of the following electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>FINU 607</td>
<td>Finance Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 645</td>
<td>HR Systems</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self Systems and Leadership</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>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Graduate Certificate: Business Sustainability**

The 15-credit graduate certificate in business sustainability allows students to integrate and align the most recent developments of the green movement within business environments. Companies are becoming increasingly aware that consumers and producers of goods and services must take into consideration the ethical and practical impact on society, the planet, and on company profits.

This certificate focuses on enabling individuals to analyze, evaluate and then create a financially viable Sustainable Business Plan in their organizations and in their lives.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.
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 with a minimum grade of “C” and an overall grade point average of 3.0 or above. No transfer credits may be used.

Specific Requirements
The Graduate Certificate in Business Sustainability consists of five courses. 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>
</tbody>
</table>

Total Credits 15
MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration curriculum focuses on 21st century theoretical and practical perspectives of public service leadership. Individualized programs of study can be tailored around specific areas of societal demand and student interest.

Mission:
The Master of Public Administration (MPA) degree prepares students for meaningful contributions in the world of public service, particularly for transformational leadership in local and state public agencies and non-profit organizations.

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

Requirements for Admission
The prospective graduate student in the MPA program 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.

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 calculated over the most recent graded 30 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. A satisfactory score on an accepted graduate admissions exam is required.

1. **Graduate Record Exam (GRE)**: achieve the required minimum scores on two out of three of the subsections of the GRE. (Minimum score for Quantitative: 141, minimum score for Verbal: 150, minimum score for Analytic Writing: 4.5)
2. **Miller Analogies Test (MAT)**: achieve a minimum scaled score of 400.
3. **Graduate Management Admissions Test (GMAT)**: fulfill the formula \( GMAT + (GPA \times 200) > 1000 \).
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 field of Public Administration.

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 elective or emphasis area credits.

MPA Core (27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADU 600</td>
<td>Intro to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADU 605</td>
<td>Public Finance or ACCU 602 Financial Reporting Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADU 607</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 610</td>
<td>Data Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>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>
Prior to enrolling in the capstone course (PADU 688), all core classes must be satisfactorily completed with one exception; one core class may be taken concurrently with the capstone.

**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, Human Resources, Business Administration, Organizational Leadership, Marketing, Computer Science and Public Administration courses. These electives may be used to acquire either specific leadership related competencies or greater knowledge about the student’s intended professional area.

Students may transfer up to nine elective credits into the MPA program of study.

**Emphasis Area (9 credits)**

**Organizational Leadership Emphasis:** This leadership focus is best suited for students interested in careers in the non-profit sector.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 621</td>
<td>Frontiers of Public and Nonprofit Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 626</td>
<td>Dynamics of Public and Nonprofit Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

And one course from the following selections:

<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 602</td>
<td>Self, Systems and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 36
MASTER OF SCIENCE IN HUMAN RESOURCES

The Master of Science in Human Resources (MSHR) is designed to provide practitioners and leaders with the knowledge, skills and tools to maximize employee engagement and optimize organizational performance. It is a degree designed to promote the career development of human resources professionals.

Mission:
The MSHR prepares graduates with the knowledge and skills needed to deliver innovative ideas and solutions to advance the practice of Human Resource Management in the 21st century.

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

Requirements for Admission
The prospective graduate student in the MSHR program 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.

**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 calculated over the most recent graded 30 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. A satisfactory score on an accepted graduate admissions exam is required.
a. Graduate Record Exam (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE. (Minimum score for Quantitative: 141, minimum score for Verbal: 150, minimum score for Analytic Writing: 4.5)

b. Miller Analogies Test (MAT): achieve a minimum scaled score of 400.

c. Graduate Management Admissions Test (GMAT): fulfill the formula $\text{GMAT} + (\text{GPA} \times 200) > 1000$.

**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 field of Human Resources.

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

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

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

**Course Substitutions:**

<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 Degree
The human resources program consists of three segments. The first segment is the 24-credit core; the second segment is the 9 credit elective area; and the third segment is the capstone course, HRCU 650, 3 credits.

Core Courses (24 credits)
OLCU 501 Organizational Research 3
HRCU 630 Conflict and Negotiation 3
HRCU 644 Recruitment and Selection 3
HRCU 645 Human Resources Systems 3
HRCU 646 Training and Development 3
HRCU 647 Compensation 3
HRCU 648 Legal Issues in Human Resources 3
HRCU 653 Benefits 3

Electives Courses (9 credits)
The student may choose among human resources graduate courses as well as graduate courses in Accounting, Business Administration, Computer Science, Economics, Entrepreneurship, Finance, Health Administration, Marketing, Organizational Leadership and/or Public Administration.

Capstone Course (3 credits)
*HRCU 650 Strategic Management of Human Resources 3

*Students may enroll in HRCU 650 if they have satisfactorily completed HRCU 645 and 12 credits of additional core courses.

Total Credits 36

Graduate Certificate: Human Resources

The Graduate Certificate in Human Resources is designed to develop professionals in human resources who need broad conceptual understanding of human resources, and a “working knowledge” of both human resource development and human resource management. The certificate is for those working in human resources who may not have formal training in the field, or for those individuals working in non-human resources departments who simply wish to increase their knowledge of human resources. This program allows a student to achieve an overview of the field of human resource development and/or human resource management.

The certificate has two areas of concentration: Human Resource Development and Human Resources Management. This allows students to specialize in the area that most interests them. Eligibility for the masters’ level certificate is granted to students who have completed a baccalaureate from a regionally
accredited institution. Students who wish to pursue a Master of Science in Human Resources, a Master of Arts in Organizational Leadership, or a Master of Health Administration may use the credits in this certificate program toward the master’s degree requirements, providing that the admission requirements to those masters’ degree programs are met.

**Course Substitutions:**

<table>
<thead>
<tr>
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<tr>
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<td>HRCU 645</td>
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<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>

**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 with a minimum grade of “C” and an overall grade point average of 3.0 or above. No transfer credits may be used.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**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. 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>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<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>
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</table>

And one course from the following:

<table>
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<tr>
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</tr>
</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>
</tbody>
</table>

**Total Credits** 18
Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**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):**

- HRCU 645  Human Resources Systems  
- HRCU 646  Training and Development  
- HRCU 647  Compensation  
- HRCU 653  Benefits  

And one course from any of the following master's degree program course offerings: (3 credits)

Human Resources, Organizational Leadership, or Health Administration

**Total Credits**  
15

**Graduate Certificate: Global Human Resources**

The Graduate Certificate in Global Human Resources 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 aligns 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. 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.

**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 with a minimum grade of “C” and an overall grade point average of 3.0 or above. No transfer credits may be used.
Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Required Courses (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSU 650</td>
<td>Corporate Responsibility: Ethics and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 625</td>
<td>Changing Environment of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 645</td>
<td>Human Resources Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 655</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 670</td>
<td>International Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

15
SCHOOL OF EDUCATION

Faculty:
Christine Geranios Zeppos, Ed.D. Dean, Professor
Kathy Theuer, Ed.D., Associate Dean and Director of Accreditation
Lynn Larsen, Ph.D., Associate Dean
Patricia Clark White, Ed.D., Associate Dean
Annie Hough-Everage, Ed.D., Brandman State Chair for Education Clinical Services

Tamerin Capellino, Ed.D.
James Cole, Ed.D.
Alan Enomoto, Ed.D.
Kimberly Greene, Ed.D.
Micaela Gomez, Ph.D.
Carlos Guzman, Ph.D.
William Hale, Ph.D.
Rienzi Haytasingh, Ph.D.
Len Hightower, Ph.D.
Raymond Hurst, Ed.D.
Keith Larick, Ed.D.
Jeffrey Lee, Ed.D
Betty McEady, Ed.D.
Jennifer Murphy, Ed.D.
Carla Piper, Ed.D.
Faith Polk, Ph.D.
Barbara Rodriguez, Ed.D., Professor Emeritus
Marilou Ryder, Ed.D.
Cheryl Sjostrom, Ed.D.
David Sloan, Ed.D.
Anne Spillane, Ph.D.
Michael Stuckhardt, Ed.D., Professor Emeritus
Care Terkelson, Ed.D., Professor Emeritus
Joseph Walsh, Ph.D.
Suzanne Yockelson, Ph.D.
Lois Zercher-Wynne, Ed.D.
Julianne Zvalo-Martyn, M.S.

Undergraduate Degree Program
Bachelor of Arts in Early Childhood Education
Teaching Credential Programs in Education
- Multiple Subjects (SB 2042)
- Single Subject (SB 2042)
- Preliminary Education Specialist
  - Mild/Moderate
  - Moderate/Severe
  - Mild/Moderate and Moderate/Severe
  - Early Childhood Special Education

Service Credential Programs in Education
- Pupil Personnel Services
- Preliminary Administrative Services, (Previously Tier I)
- Clear Administrative Services, (Previously Tier II)

Professional Authorizations in Education
- California Teacher of English Learners (CTEL) that leads to the English Learner (EL) Authorization
- Multiple Subject Added Authorization
- Single Subject Added Authorization
- Autism Spectrum Disorders, Added Authorization
- Early Childhood Special Education, Added Authorization

Graduate Degree Programs in Education
- Master of Arts in Education (MAE) in:
  - Curriculum and Instruction
  - Educational Leadership
  - Instructional Technology: Teaching the 21st Century Learner
  - Leadership in Early Childhood Education
  - Teaching and Learning
- Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential (Formerly Tier I)
- Master of Arts in Special Education
- Education Specialist Degree in School Psychology (Ed.S.) /Master of Arts in Educational 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
  - Preliminary Education Specialist, mild/moderate and/or moderate/severe
- Ed.D. in Organizational Leadership

Please note that not all programs are offered at every Brandman University campus.
**Mission:**
The School of Education develops strategic, innovative and caring leaders, scholars, and practitioners who are empowered to fulfill the promise and purpose of education in a pluralistic and democratic society by promoting constructive change within local, state, national and global communities.

**Professional Dispositions**
The School of Education has adopted a set of professional behaviors or dispositions and candidates are expected to demonstrate these dispositions throughout all education programs. Dispositions are evaluated by course instructors at different points in the program and candidates do a self-assessment at the beginning and end of the program. The Professional Dispositions are provided to all education students at their initial advising session and can also be found on the University Student Code of Conduct section and on the School of Education Student Services page.

**Minimum Grade Requirement**
All graduate courses within the School of Education must be passed with a grade equivalent of “B-” or higher. A grade of “C+” or lower is considered unacceptable and the course must be repeated. A cumulative GPA of 3.0 is required for graduation and recommendation for a credential.

**Intake Interview**
All applicants to a graduate program in the School of Education, including those transferring from another institution, must successfully participate in an intake interview with a faculty member within the first session of enrollment.

**Verification of Clearance**
The School of Education programs involve observations, practicum, and/or tutoring experiences throughout a candidate’s coursework. Due to this requirement, all candidates must have a valid active Certificate of Clearance done prior to any coursework that would require such experiences. Information about obtaining a Certificate of Clearance is provided to all students at their initial advising session and can be found on the School of Education Student Service Page MyBrandman. All candidates must notify the School of Education if they have violated the clearance of their fingerprinting prior to starting or continuing coursework or risk dismissal from the School of Education.

**Exit Survey**
All Education Programs require candidates to complete an exit survey at the end of their program. Exit survey results are used to evaluate program effectiveness and for program improvement.
BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION

The Bachelor of Arts (B.A.) in Early Childhood Education prepares individuals for careers in early care and education. Based on the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards for Initial Licensure, this program focuses on building the knowledge, skills and dispositions that early childhood educators need to provide high quality, inclusive early care and education for children ages birth to eight in a variety of settings. Students will explore areas including, but not limited to, the following: child development and learning; relationships, interactions and guidance; screening, observation, assessment and documentation; learning environments, meaningful content and curriculum. Culture, equity and diversity are introduced in lower division coursework and then embedded throughout the program. The early childhood education program provides students with the depth of study required for entry into graduate studies in early childhood.

The program is designed to complement previous early childhood educational training and fieldwork typically received in community colleges. Lower division coursework mirrors the Curriculum Alignment Project Eight (CAP 8) and is designed to provide the foundations for the upper division content and experiences. The upper division early childhood education coursework encapsulates current thinking and research in early childhood education. Throughout the program, students apply their learning through fieldwork experiences in at least one of the following age groups: birth to three, three to five, and five to eight. Fieldwork experiences must be completed in at least one of the following settings: primary or elementary school, childcare center or home, and Head Start. Moreover, two practicums offer the opportunity for students to demonstrate their teaching competencies under guided supervision. The capstone course requires students to integrate their knowledge and skills to develop and maintain healthy, safe, supportive and challenging learning environments for young children.

Program Learning Outcomes:

- **Research-based Practice**: Integrate brain research and evidence based practices that support development and learning across the curriculum
- **Child Development**: Integrate child development theories into classroom practices
- **Reciprocal Relationships**: Develop plans to promote child, family and community relationships that enhance children’s development and learning.
- **Responsive Environments**: Create learning environments that maximize child development, learning, health, and safety.
- **Comprehensive Assessments**: Employ formal and informal assessment procedures to gather child and family information to provide meaningful programs and curricula.
- **Ethical Practice**: Implement the NAEYC Code of Ethics and demonstrate professional behaviors.
- **Embracing Diversity**: Create classroom environments and curriculum that acknowledge and celebrate children and families’ diversity.
Bachelor's Degree in Early Childhood Education Program Information and Requirements

Certificate of Clearance or Child Development Permit
A Certificate of Clearance Application (including fingerprints) or a copy of a valid Child Development Permit must be submitted within the first session of enrollment. No student will be permitted to register for a course requiring field experience until the Certificate of Clearance or Child Development Permit has been verified.

Tuberculosis Test
A current "negative" tuberculosis test, that is not more than two years old and covers the period within which the student will complete both practicums, must be submitted to the School of Education within the first session of enrollment. A student whose tuberculosis test is “positive” may submit results from a chest x-ray that verifies that he/she does not have active tuberculosis.

Minimum Grade Requirement
All courses taken in the major program must be passed with a grade equivalent of "C" or higher.

Transfer Credit Policy
The Curriculum Alignment Eight (CAP 8) or equivalent may be transferred in from a community college. A request to transfer coursework may be granted if a) the course(s) can be shown to be equivalent in content to the CAP 8 course(s) and b) is approved by the Associate Dean. An Associate’s degree in Child Development or Early Childhood Education earned at a regionally accredited institution may be used to fulfill the CAP 8 requirement.

Degree Requirements (48 credits)

Curriculum Alignment Project Eight (24 credits)
ECED 100 Child Growth and Development (CDEV 100) 3
ECED 110 Child, Family and Community (CDEV 110) 3
ECED 120 Principles and Practices of Teaching Young Children (ECE 120) 3
ECED 130 Introduction to Curriculum for Young Children (ECE 130) 3
ECED 200 Observation and Assessment of Young Children (ECE 200) 3
ECED 210 Practicum in Early Childhood Education I (ECE 210) 3
ECED 220 Health, Safety and Nutrition (ECE 220) 3
ECED 230 Teaching in a Diverse Society (ECE 230) 3

Core Courses (9 credits)
ECED 300 The Professional Early Childhood Educator 3
ECED 301 Effective Support for Children with Exceptional Needs and Their Families 3
ECED 330 Dual Language Learners and their Families 3
### Content Courses (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 302</td>
<td>Social and Emotional Competence in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 303</td>
<td>Integrating Learning Standards in Early Childhood Settings: Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECED 304</td>
<td>Integrating Learning Standards in Early Childhood Settings: Math and Science</td>
<td>3</td>
</tr>
<tr>
<td>ECED 398</td>
<td>The Intentional, Reflective Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ECED 399</td>
<td>Integrated Practice in Early Childhood Education—Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>ECED 401</td>
<td>The Early Childhood Teacher as Decision Maker (Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 51
The School of Education offers several teaching credential programs for initial licensure. For those interested in becoming teachers at the elementary or secondary levels, the School of Education offers programs that lead to the Preliminary 2042 Multiple Subject or 2042 Single Subject California Teaching Credential. For those interested in becoming teachers in special education, the School of Education offers the Preliminary Mild/Moderate and Moderate/Severe Education Specialist California Teaching Credentials. The Early Childhood Special Education Credential is designed for candidates who want to work with infants, toddlers and preschool age children with identified special needs.

Admission Requirements

1. Applicants must complete the formal application process, with all required documents including official (sealed) transcripts, a “Statement of Intent” and three recommendation forms. 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.

2. Proof of a passing score on the California Basic Education Skills Test (CBEST) or any CTC approved basic skills tests is required for admission to all credential programs. The one exception to this requirement is that Multiple Subject candidates may use the passage of the Multiple Subject CSET (all four subsets) in place of the CBEST.

3. All Multiple Subject, Single Subject and Education Specialists credential candidates must prove subject matter competency by providing evidence that they have registered for, have taken or have passed the appropriate subject matter examination (CSET) prior to admission to the program. This is not a requirement for the Early Childhood Special Education Credential.

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 one’s 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. Applicants to the Single Subject or Education Specialist 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.

6. 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 prerequisites, until successful completion of an entrance examination:
Graduate Record Examination (GRE): achieve the required minimum scores on two out of the three subsections. The minimum acceptable score for the Quantitative section is 141. The minimum acceptable score for the Verbal section is 150. 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).

7. 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 6 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. To petition for admission candidates must submit all required admission documents specified in #1 above and each of following:
   a. Petition for exceptional admission.
   b. Letter from the candidate specifying exceptional admission criteria and how those criteria have been met.
   c. Passing scores on CBEST and passing scores on one of the approved graduate admission exams listed in #6 above.
   d. Three letters of reference.
   e. A letter of support from the local campus education committee. The panel has three members and must include one faculty member.

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.

**Credential Program Information and Requirements**

**Transfer Credit**
Teacher preparation coursework is not automatically transferable from another institution and transferability of coursework cannot be determined until a student is admitted to a credential program. 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) is approved by the 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. Up to 6 credits may be transferred into the credential programs. Transfer course grades must meet the Graduate School of Education scholarship policy.

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 or up to 12 credits of their coursework plus Directed Teaching at Brandman University.

Early Field Experience
Prior to admission, or within the first session of enrollment, applicants must complete 40 hours of field experience in a public school educational setting that reflects the credential sought. Candidates who add another credential area must complete an additional 20 hours of field experience in the setting that reflects the second credential area. Candidates in the Early Childhood Special Education Credential program must complete fieldwork in private or public programs serving infants, toddlers and/or preschoolers identified as having special needs.

Subject Matter Competency
In order to be considered “highly qualified” teachers and meet the No Child Left Behind guidelines, 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 or Education Specialist candidates working in a Single Subjects area only) or verification of a passing score indicating passage of all subtests for the appropriate subject matter examination (CSET). 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 subtests results can be no older than five (5) years. The CSET is not required for the Early Childhood Special Education credential. Students may request for Brandman University to receive their scores directly from Pearson so students will not have to submit passing scores to a campus.

Certificate of Clearance
A Certificate of Clearance (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. Candidates who do not submit verification of a certificate of clearance cannot advance in any credential coursework that
requires observation or fieldwork in a K-12 setting. 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 School of Education within the first session of enrollment. Candidates who do not submit have verification of a negative T.B. test cannot advance in any credential coursework that requires observation or fieldwork in a K-12 setting. 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.

**Cardiopulmonary Resuscitation (CPR) Certification**
All candidates must have valid CPR certification for pediatric and adult. The CPR certification must verify both categories and must be submitted prior to student teaching and be current when a candidate applies for their preliminary credential.

**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.
4. One of the following Brandman University undergraduate courses (HISU 101, 303, 324, 358, POSU 110, 343, 344).

**RICA Exam**
Multiple Subject and Education Specialist credential candidates (with the exception of candidates in the Early Childhood Special Education program) must pass the state Reading Instruction Competence Assessment (RICA) prior to an exit interview. The RICA should not be taken until EDMU 520 and 521 has been successfully completed. Education Specialist credential candidates that hold a multiple or single subject credential are exempt from this requirement. Students may request for Brandman University to receive their scores directly from Pearson so students will not have to submit passing scores to a campus.

**Student Teaching – Multiple Subject, Single Subject or Education Specialist**

**Advancement to Student teaching**
Applications for Student Teaching must be submitted online by the candidate on the SOE Services MyBrandman site at least two terms prior to the session in which a student plans to begin student
teaching (or by the deadline established at the campus of residence). Subject matter competency and all requirements listed above must be met prior to enrolling in Student Teaching except the RICA exam. Candidates also need to have completed all credential coursework with the exception of EDUU 544 and EDUU 545, maintaining a 3.0 cumulative GPA. Multiple and Single Subject candidates must have passed the first California Teaching Performance Assessment (CalTPA) task.

**Directed Teaching**

1. Directed Teaching in the Multiple and Single Subject programs consists of two sessions of full-day directed teaching at two different grade levels that meet the cross-cultural criteria. For special education only credentials, the candidate has two sessions of full-day directed teaching assignment that meets the cross-cultural criteria.
2. Directed Teaching placements must be completed in public schools.
3. The Campus Clinical Coordinator, not the student, will determine the student’s placement in Directed Teaching. Placement requests are not permitted.
4. University personnel will supervise all student teachers.
5. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject or Multiple Subject Credentials. Summer school placements are not acceptable unless in year-round public schools.

Under certain conditions a candidate may petition to waive the first session of Directed Teaching (a maximum of 3 credits). 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.

Candidate performance in 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 (TPEs). A grade of No Pass indicates that the candidate has not met the TPEs and must meet with the Campus Clinical Coordinator. Students in this situation may have to complete an additional Directed Teaching assignment or may be dismissed from the program.

**California Teaching Performance Assessment (CalTPA)**

The California Teaching Performance Assessment is required for Multiple and Single Subject candidates. The assessment consists of four performance tasks. Candidates must pass the first task prior to Directed Teaching. The remaining three tasks must be passed prior to the exit interview. Candidates must achieve
a minimum cumulative score of 12, with no task scoring lower than a 3 to pass. Tasks are submitted through LiveText and candidates pay a fee per task. Candidates who fail a task must retake the task.

**Portfolio**
After successfully completing Directed Teaching and all other program requirements and coursework, candidates submit a portfolio demonstrating their competency based on the CTC’s Teaching Performance Expectations (TPE’s) through LiveText and pay a fee to have the portfolio evaluated. Portfolio requirements and directions are located on the SOE Services MyBrandman site.

**Exit Interview**
An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC’s Teaching Performance Expectations have been met and to prepare candidates for the transition to induction programs. All coursework, non-coursework requirements, and the credential portfolio must be completed and/or passed prior to the exit interview.

**Recommendation for Credential**
Upon successfully completing all credential, program requirements and coursework, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete the on-line Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department candidates can submit the credential fee to the CTC for the credential.
2042 MULTIPLE SUBJECT CREDENTIAL PROGRAM

The 2042 Multiple Subject Credential program prepares individuals 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). Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses on the use of technology in the classroom and the development of 21st Century skills.

Program Learning Outcomes:

- **Focused Inquiry:** Examine classroom, school and the community contexts and use information to plan and design learning experiences.
- **Positive Learning Environment:** Develop and utilize classroom management strategies that support student learning and encourage positive social interaction.
- **Curriculum Design:** Create learning experiences that make subject matter accessible and comprehensible to students.
- **Instruction:** Design differentiated instruction based on the needs of students.
- **Assessment:** Utilize multiple methods of assessment to monitor student learning and inform instruction.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.

Prerequisites (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 513</td>
<td>Student Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 514</td>
<td>Physical Education for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDUU 551*</td>
<td>Educational Application of Computers Level One</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

*A waiver of the technology requirement may be granted based on successful completion of both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of acceptable regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

Introductory Block (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 521</td>
<td>Literacy and Language in K-8 Classrooms II</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 523</td>
<td>History, Social Science and Visual/Performing Arts in K-8 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 524</td>
<td>Teaching and Learning Math in K-8 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 525</td>
<td>Teaching and Learning Science in K-8 Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clinical Practice (10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMU 582</td>
<td>Directed Teaching I and EDUU 544 Student Teaching Seminar I</td>
<td>3, 2</td>
</tr>
<tr>
<td>EDMU 583</td>
<td>Directed Teaching II and EDUU 545 Student Teaching Seminar II</td>
<td>3, 2</td>
</tr>
</tbody>
</table>

**Total Credits (not including Prerequisites)**  34
2042 SINGLE SUBJECT CREDENTIAL PROGRAM

The 2042 Single Subject Credential program prepares individuals to teach a specific subject, such as math or English, in a departmentalized (K-12) classroom. 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. Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses on the use of technology in the classroom and the development of 21st Century Skills.

Program Learning Outcomes:

- **Focused Inquiry**: Examine classroom, school and the community contexts and use information to plan and design learning experiences.
- **Positive Learning Environment**: Develop and utilize classroom management strategies that support student learning and encourage positive social interaction.
- **Curriculum Design**: Create learning experiences that make subject matter accessible and comprehensible to students.
- **Instruction**: Differentiate instruction based on the needs of students.
- **Assessment**: Utilize multiple methods of assessment to monitor learning and inform instruction.
- **Clinical Practice**: Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.

Prerequisites (8 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 513</td>
<td>Student Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 551*</td>
<td>Educational Application of Computers Level One</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 324</td>
<td>Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

* A waiver of the technology requirement may be granted based on successful completion of both subsets of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or the submission of an electronic portfolio (under certain conditions).

Introductory Block (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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>
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</table>

Content Area Block (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDSU 530</td>
<td>Theories, Methods and Materials for Teaching English Language</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>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>
</tr>
<tr>
<td>EDSU 534</td>
<td>Preparing 21st Century Learners: A Collaborative and Integrated Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clinical Practice (10 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSU 592</td>
<td>Directed Teaching I and EDUU 544 Student Teaching Seminar I</td>
<td>3, 2</td>
</tr>
<tr>
<td>EDSU 593</td>
<td>Directed Teaching II and EDUU 545 Student Teaching Seminar II</td>
<td>3, 2</td>
</tr>
</tbody>
</table>

**Total Credits (not including Prerequisites)** 34
SPECIAL EDUCATION – PRELIMINARY EDUCATION SPECIALIST

Brandman University offers the Preliminary Education Specialist teaching credentials in three areas of exceptionality: Mild/Moderate (M/M), Moderate/Severe (M/S), and Early Childhood Special Education (ECSE). The special education program, once completed, authorizes the holder to teach in special education in K-12 special education classes (M/M and M/S) or in Birth through Pre-Kindergarten special education programs (ECSE). Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses on the use of technology in the classroom and the development of 21st Century Skills for all learners.

Program Learning Outcomes:

- **Collaboration:** Integrate skills and knowledge related to understanding appropriate collaborative partnerships with multidisciplinary teams that include families/guardians/caregivers, community members, and educational personnel.
- **Diversity:** Demonstrate professional practices and attitudes that reflect value of and knowledge about children and families from diverse backgrounds and experiences.
- **Instruction:** Implement and promote evidence-based and multifaceted teaching methodologies and strategies, including those incorporating appropriate technology to meet students’ individualized needs.
- **Assessment:** Critically analyze, select, and use formal and informal assessments that are appropriate for each child’s culture, language and unique learning needs. Candidates will incorporate assessment results for IEP/IFSP/ITP development, Response to Intervention (RTI), instruction, and interventions.
- **Behavioral Strategies:** Implement Positive Behavior Supports, social skills instruction, and environmental arrangement to support developmentally appropriate social and educational behaviors.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings.

Credential Program Information

Candidates entering the Preliminary Education Specialist Credential Program who hold a valid general education credential may waive certain courses in the program. Please see an academic advisor to determine which courses can be waived. Those who do not hold such a credential must take EDUU 510 and a minimum of 12 credits of coursework plus Directed Teaching at Brandman University to establish residency. To obtain the Preliminary Education Specialist credential, candidates must meet the following requirements and those listed under teaching credential programs.
Candidates can earn both education specialist and general education credentials at the same time. However, candidates entering both the education specialist and general education credential programs are responsible for ALL program requirements outlined within each specific credential program.

**Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s)**

**Prerequisites (8 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 513</td>
<td>Student Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 551*</td>
<td>Educational Application of Computers I</td>
<td>3</td>
</tr>
</tbody>
</table>

*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).

**Core Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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 649</td>
<td>Data-Based Decision Making in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 602</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>

**Literacy Content (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 521</td>
<td>Literacy and Language in K-8 Classrooms I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDSU 532</td>
<td>Effective Literacy for Single Subject Candidates</td>
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</tbody>
</table>

**Emphasis Course (3-6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 current 1059 (with CLAD) or 2042 Multiple or Single Subject(s) Credential.
4. Successfully complete the following courses in addition to EDMU 520 and EDMU 521.
   EDMU 523  History, Social Studies, and Visual/Performing Arts in K-8 Classrooms 3
   EDMU 524  Teaching and Learning Math in K-8 Classrooms 3
   EDMU 525  Teaching and Learning Science 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
   EDSU 534  Preparing 21st Century Learners: A Collaborative and Integrated Approach 3

6. Successfully complete the following courses and a portfolio for the CTEL certificate:
   EDUU 570  Voice, Diversity, Equity, and Social Justice 3
   EDUU 526  Theories of Language Development 3
   EDUU 527  Language Development: A Teaching and Learning Process 3
   EDUU 528  Content-based Instruction for Linguistic Minority Students, Sheltered Academics 3

Clinical Practice (10 credits)
   EDTU 572  Directed Teaching I, Mild/Moderate and EDUU 544 Student Teaching Seminar I 3, 2
   EDTU 592  Directed Teaching II, Mild/Moderate and EDUU 545 Student Teaching Seminar II 3, 2
   EDTU 573  Directed Teaching I, Moderate/Severe and EDUU 544 Student Teaching Seminar I 3, 2
   EDTU 593  Directed Teaching II, Moderate/Severe and EDUU 545 Student Teaching Seminar II 3, 2

Candidates seeking both a Mild/Moderate and Moderate/Severe Credential will be required to complete at least 2 sessions ofDirected Teaching at two different age levels.

Total Program Credits (not including Prerequisites) 40-55

Preliminary Education Specialist Credential – Early Childhood Special Education

Prerequisites (17 credits)
   PSYU 323  Child Development 3
   EDUU 513  Student Health and Safety 2
   EDUU 551*  Educational Application of Computers I 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECED 100</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 303</td>
<td>Integrating Learning Standards in Early Childhood Settings: Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECED 330</td>
<td>Dual Language Learners and Their families</td>
<td>3</td>
</tr>
</tbody>
</table>

*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).

**Core (15 credits)**

- EDUU 510 Introduction to Teaching: 3 credits
- EDUU 511 Collaboration for Inclusive Schooling: 3 credits
- EDUU 512 Art and Craft of Teaching: 3 credits
- EDUU 602 Positive Behavioral Supports: 3 credits
- EDUU 603 Communication, Language and Literacy: 3 credits

**Emphasis area (18 credits)**

- EDUU 639 Pedagogical Leadership in Early Childhood Education: 3 credits
- EDUU 665 Historical, Philosophical, and Legal Foundations of Early Intervention/Early Childhood Special Education: 3 credits
- EDUU 666 Family Guided Practices in Early Intervention and Early Childhood Special Education: 3 credits
- EDUU 667 Assessment in Early Intervention and Early Childhood Special Education: 3 credits
- EDUU 668 Curriculum and Intervention in Early Intervention and Early Childhood Special Education: 3 credits
- EDUU 669 Consultation and Advanced Strategies in Early Intervention and Early Childhood Special Education: 3 credits

**Clinical Practice (10 credits)**

- EDTU 594 Directed Teaching (Infant and Toddlers) and EDUU 544 Student Teaching Seminar I: 3, 2 credits
- EDTU 595 Directed Teaching (Preschool) and EDUU 545 Student Teaching Seminar II: 3, 2 credits

**Total Program Credits (not including Prerequisites)**: 43
Adding a Mild/Moderate or Moderate/Severe Options to an Existing Credential

**Option: 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.

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 being sought. Internship experience may not be used to waive student teaching credits. Students must establish residency with at least 9 credits.

Candidates adding a Preliminary Education Specialist Credential must successfully complete an exit portfolio consisting of signature assignments and artifacts from required coursework, an exemplary lesson plan, evaluation and observation from student teaching, and reflective essays. Students will submit their portfolio to their faculty advisor for evaluation upon meeting all other program requirements.

Per CTC, holders of a clear education specialist credential may complete another preliminary specialty area program and add the new specialty area to their Clear credential. These individuals do not need to verify completion of an Induction program and will be issued a new clear credential with the additional specialty area.

**Emphasis Course (3 credits)**
EDUU 519 Teaching Students with Mild/Moderate Disabilities 3
or EDUU 560 Teaching Students with Moderate/Severe Disabilities 3

**General Education Elective (3 credits)**
EDUU 511, EDUU 512, EDUU 570, EDUU 599, EDUU 609, EDMU 520, EDMU 521, EDSU 532 3

**Clinical Practice (10 credits) in Mild/Moderate setting for those seeking a Mild/Moderate Credential**
EDTU 572 Directed Teaching I Mild/Moderate and EDUU 544 Student Teaching Seminar I 3, 2
EDTU 592 Directed Teaching II, Mild/Moderate and EDUU 545 Student Teaching Seminar II 3, 2
Clinical Practice (10 credits) in Moderate/Severe setting for those seeking a Moderate/Severe Credential

EDTU 573 Directed Teaching I, Moderate/Severe and EDUU 544 Student Teaching Seminar I 3, 2
EDTU 593 Directed Teaching II, Moderate/Severe and EDUU 545 Student Teaching Seminar II, 3, 2

Total Credits (not including Prerequisites) 16

INTERNSHIP CREDENTIAL PROGRAMS – Multiple Subject, Single Subject and Preliminary Education Specialist

Brandman University offers Commission on Teacher Credentialing (CTC) approved Internship Credential Programs in Multiple Subject, Single Subject and Education Specialist. The Internship Credential has the same legal status as the CTC Preliminary Credential, except that it is valid only in a specifically designated school district or consortium and is only valid for a 2 year consecutive time period. For this reason, interns must obtain an employment contract before a credential can be issued. 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. To be eligible for a Brandman University Internship Credential candidates must have a 3.0 cumulative GPA or above in credential program courses.

Each intern candidate must work under the direct and continuing supervision of a Brandman University Supervisor and District Support Mentor who provides support at the classroom level of the cooperating school. Interns receive a minimum of 144 hours of support/mentoring and supervision each school year. Interns without a valid English Language Authorization or Cross-cultural, Language and Academic Development (CLAD) authorization receive an additional 45 hours of support each school year.

Internship Admission 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. Proof of a passing score on the California Basic Education Skills Test (CBEST) or any CTC approved basic skills tests is required for admission to all credential programs. The one exception to this requirement is that Multiple Subject candidates may use the passage of the Multiple Subject CSET (all four subsets) in place of the CBEST.
3. A passing score for the appropriate CSET exam or a verification letter from a CTC approved subject matter preparation program with an authorized signature from the institution where the program was completed (Single Subject Credential Program or Special Education 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. A Copy of Certificate of Clearance or any permit issued by the CTC to teach P-12 in a public school;

7. A completed Verification of Employment Form from the school district that states beginning date of employment and grade(s) and subject(s) to be taught and identifies the district mentor(s) assigned to support the intern;

8. Completed Application for Internship Credential on the SOE Services MyBrandman site.

9. Completion of program specific 120-hour pre-service requirements for Internship Credentials.

All internship candidates must enroll in Supported Teaching courses and the co-requisite Intern Seminars for the fall and spring trimesters in each academic year that the credential is valid. Candidates are also required to maintain a log of hours documenting support/mentoring and supervision (144 hours of general support/mentoring per school year). Interns without a valid English Language Authorization or Cross-cultural, Language and Academic Development (CLAD) authorization must log an additional 45 hours of support/mentoring specific to the needs of English learners per school year.

Students coming to the Brandman University Internship program from another University must end their current internship credential with their previous University and complete the restriction change on the SOE Services MyBrandman site.

An intern who does not enroll in courses for two or more consecutive sessions may be ineligible for the intern credential. If a student’s internship is terminated by the district or the student, the student must contact the campus clinical coordinator.

**Multiple Subject Intern Option**
Interns must be continuously enrolled in supported teaching (EDMU 580 or EDMU 581) and the appropriate co-requisite internship seminars (EDUU 546, EDUU 547, EDUU 548, EDUU 549) for the duration of their internship employment. An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

**Single Subject Intern Option**
Interns must be continuously enrolled in supported teaching (EDSU 590 or EDSU 591) and the appropriate co-requisite internship seminars (EDUU 546, EDUU 547, EDUU 548, EDUU 549) for the duration of their internship employment. An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

**Education Specialist: Mild/Moderate Intern Option**
Interns must be continuously enrolled in supported teaching (EDTU 570 or EDTU 590) and the appropriate co-requisite internship seminars (EDUU 546, EDUU 547, EDUU 548, EDUU 549) for the duration of their internship employment. An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.
**Education Specialist: Moderate/Severe Intern Option**
Interns must be continuously enrolled in supported teaching (EDTU 571 or EDTU 591) and the appropriate co-requisite internship seminars (EDUU 546, EDUU 547, EDUU 548, EDUU 549) for the duration of their internship employment. An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

**Education Specialist: Early Childhood Special Education Intern Option**
Interns must be continuously enrolled in supported teaching (EDTU 560 or EDTU 561) and the appropriate co-requisite internship seminars (EDUU 546, EDUU 547, EDUU 548, EDUU 549) for the duration of their internship employment. An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

See a campus clinical coordinator for complete details about these internship credential options.

**EARLY COMPLETION OPTIONS (Multiple and Single Subject Only)**

**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). See an academic advisor or the Teacher accreditation Department for complete details regarding this program option.

**SB 57 Private School Option (Multiple and Single Subject Only)**
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 an academic advisor or the teacher Accreditation Department for complete details regarding this program option.
ADMINISTRATIVE SERVICES CREDENTIALS

Both the Preliminary and Clear Administrative Services Credential programs are designed to mentor and prepare candidates to successfully assume the complex 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. Please note that federal financial aid is unavailable to students enrolled in service credential programs.

Preliminary Administrative Services Credential

Upon completion of the program, the candidate receives a Certificate of Eligibility for the Preliminary Administrative Services Credential. The credential is issued by CTC when the candidate receives an appropriate offer of employment.

Program Learning Outcomes:

- **Vision**: Organize the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- **Instructional Leadership**: Create, nurture and sustain a school culture and instructional program conducive to student learning and professional growth.
- **Management**: Design the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Collaboration**: Collaborate with stakeholders, respond to diverse community interests and needs, and mobilize community resources to promote the success of all students.
- **Ethics**: Construct and model a professional code of ethics and develop professional leadership capacity.
- **Advocacy**: Advocate for the success of all students by influencing the larger political, social, economic, legal, and cultural context of schools.

Candidates for the Preliminary Administrative Services 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 Preliminary Administrative Service credential candidates who are in or wish to accept an administrative position while completing the coursework for this program.

Admission Requirements

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) and possess a valid California clear prerequisite credential.
2. Proof of passing or evidence that applicant has registered for a basic skills test, e.g. CBEST or hold a pre-requisite credential that required passing a basic skills test.
3. Candidates must submit a resume and a letter of intent.
4. Two letters of recommendation from individuals who are familiar with the applicant’s academic/professional ability to undertake graduate studies.

5. If the candidate is not currently employed in a position requiring a “basic” CTC credential, he/she must submit a letter identifying the school and principal under whom field work assignments will be completed. The supervising principal must hold a clear Professional Administrative Services Credential.

Credential and Program Requirements

1. A minimum of five years of verified full time employment under a prerequisite CTC credential at the time of recommendation for the Preliminary Administrative Services credential.

2. Possession of a clear prerequisite credential at the time of application for the PASC.

3. Passing score on CBEST or evidence of meeting the basic skills requirement prior to filing for the credential.

4. Fieldwork Portfolio.

5. Exit Interview.

6. 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 internship credential recommendation form is completed when a student meets with their campus advisor and clinical coordinator. The recommendation on-line form is reviewed and credential recommended by the Teacher Accreditation Department.

Candidates serving under an Internship Credential will be required to enroll in EDAU 691 and meet with the Campus Clinical Coordinator who will assign a University Supervisor for additional support. Candidates who begin to serve under an Internship Credential before they have completed at least 12 credits from the following courses, EDAU 670, EDAU 672, EDAU 674, EDAU 675, EDAU 677, EDAU 678 and EDAU 679 must take an additional 3 credits of EDAU 691. EDAU 691 will provide the support needed to ensure the candidate’s success during his/her Internship assignment. A University Supervisor will assist the candidate as s/he develops a Professional Development Plan that is appropriate for the candidate and her/his responsibilities.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAU 670</td>
<td>Collaborative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 672</td>
<td>21st Century Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 674</td>
<td>Instructional Leadership, Supervision and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 675</td>
<td>Politically Intelligent Leadership and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 677</td>
<td>Educational Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 678</td>
<td>Culturally Responsive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 679</td>
<td>School Finance and Resource Allocation</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 691</td>
<td>Directed Fieldwork in Administrative Services</td>
<td>3-6</td>
</tr>
</tbody>
</table>
Total Credits (not including Prerequisites) 24-27

Clear Administrative Services Credential

The Clear Administrative Services Credential Program is designed to develop the professional competencies of practicing educational leaders. 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.

The requirements to earn a Clear Administrative Services Credential have changed and, therefore, admission into the current Clear Administrative Services Credential program will cease beginning with Summer II 2015 session. According to CTC requirements, candidates admitted to the current Clear Administrative Services Credential program have until June 30, 2017 to complete the requirements for the current program.

Admission Requirements

1. Possess a valid Preliminary Administrative Services California credential.
2. Hold a current position as an administrator in an approved setting. Form CL-777 titled Verication of Employment as an Administrator must be turned in prior to being admitted and enrolled in the first course.
3. 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.

Credential and Program Requirements

1. Intake Interview with faculty prior to the end of the second week of enrollment.
2. Two years of full-time administrative service under a Preliminary Administrative Services credential at the time of recommendation of the credential application for Professional Administrative Services Credential.
3. Professional Induction Portfolio.
4. Exit Interview.

*Students must be admitted to this credential before they can enroll in courses EDAU 710 and EDAU 720.

Required Courses

*EDAU 710  Professional Clear Mentoring of Candidates II 3
Multiple Subject Added Authorization

A candidate who has completed the requirements for the Single Subject Credential can add a Multiple Subject Content Authorization to the credential by:

1. Taking EDMU 521;
2. Taking EDMU 523, or 524 or 525 (3 credits);
3. Demonstrating subject matter competency by passing the CSET Multiple Subject exam.
4. Passing the RICA examination.

Single Subject Added Authorization

Candidates who have completed the requirements for the 2042 Multiple Subject Credential can add a Single Subject Authorization to their credential by:

1. Taking EDSU 533 (3 credits)
2. Demonstrating subject matter competence through coursework or by passing the appropriate CSET.

Single Subject candidates seeking to add another content area to a credential must pass the appropriate CSET for that content area, with the exception of candidates who are:

1. Adding a new science content area to an existing science credential.
2. Upgrading a Foundational Level Mathematics credential to a full Math credential.
3. Adding an additional World Language content area to an existing World Language Credential.

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. The CTEL program follows all school of education graduate policies and procedures, including GPA and grade requirements.

Up to 3 credits may be transferred. At least 9 credits must be taken at Brandman University.

Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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</td>
<td></td>
</tr>
</tbody>
</table>
Demonstration of Mastery
Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses and includes a reflective essay that applies course content to CTEL. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. The portfolio handbook containing requirements and a scoring rubric can be found on the SOE Services My Brandman site.

Eligible candidates that can be recommended for the English Learner (EL) Authorization are those with an appropriate and valid CTC designated credential. Questions regarding the eligibility of specific credentials should be directed to the Teacher Accreditation Department at 949-341-9899. Questions regarding schedules, program requirements, and registration should be directed to Extended Education via their web site at http://www.brandman.edu/exed or by calling 800-632-0094.

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 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 Autism Spectrum Disorders added Authorization 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 Autism Spectrum Disorders added Authorization, 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 Autism Spectrum Disorders added Authorization may serve students in grades K-12 through age 22.

Please note that admissions requirements for the Autism Spectrum Disorders added Authorization are different than those for other credentials and certificates.

Admissions Requirements
1. Eligible candidates are those with an appropriate valid CTC designated credential. Questions regarding the eligibility of specific credentials should be directed to the Teacher Accreditation Department at 949-341-9899. Questions regarding schedules, program requirements, and registration should be directed to Extended Education by visiting their web site at http://www.brandman.edu/exed or by calling 800-632-0094.
2. Applicants must complete and submit the Brandman University application.
3. Applicants must submit a copy of his/her active CA teaching credential.

**Required Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 575</td>
<td>Introduction to Autism Spectrum Disorders: Etiologies and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 675</td>
<td>Programming for 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>

No more than 3 credits may be transferred into the ASDA.

**Demonstration of Mastery**

Candidates must submit via LiveText a Portfolio of Evidence demonstrating abilities or competence in the courses which includes a reflective essay that applies course content to Autism. This portfolio is completed as part of EDUU 677. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

**Early Childhood Special Education, added Authorization**

This program provides eligible candidates with a CTC designated authorization to serve children with disabilities, ages birth to pre-K. The Early Childhood Special Education added authorization (ECSEAA) authorizes the holder to conduct assessments, provide instruction, and special education related services to children with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates the skills required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological age, developmental differences, and disability-specific needs.

Eligible candidates are those with an appropriate, valid CTC designated credential. Questions regarding the eligibility of specific credentials should be directed to the Teacher Accreditation Department at 949-341-9899. Please note that admissions requirements for the ECSEAA are different than those for other credentials and certificates.

**Admissions Requirements**

Applicants must:

1. Submit a copy of their appropriate, valid, CTC designated credential in special education.
2. Complete and submit the Brandman University application.

**Required Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 665</td>
<td>Historical, Philosophical, and Legal Foundations of Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>EDUU 666</td>
<td>Family Guided Practices in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 667</td>
<td>Assessment in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 668</td>
<td>Curriculum and Intervention in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 669</td>
<td>Consultation and Advanced Strategies in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 670</td>
<td>Field Experience in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

*Candidates can only transfer in 3 credits for this program and must take EDUU 670 at Brandman University.*
MASTER OF ARTS IN EDUCATION (MAE)

This program is designed for individuals seeking career or advancement opportunities in education or related fields. None of the five emphasis areas leads to a license or credential in the K-12 education system. All students complete six MAE core courses and one emphasis area cluster of courses. Five emphasis areas are offered: curriculum and instruction*, educational leadership, instructional technology: teaching the 21st Century learner*, leadership in early childhood education and teaching and learning. 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.

Program Learning Outcomes:

- Research: Evaluate the various educational research paradigms and develop a theoretical research project utilizing one or more of the methodologies.
- Democratic Schools: Apply democratic principles to an authentic educational context.
- Global Perspectives: Analyze best practices of global educational systems.
- Learning Theory: Utilize theories of learning and brain research to enhance teaching and student learning.
- Curriculum Design: Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- Ethics: Analyze issues and make ethical decisions within an educational context.

Program Learning Outcomes by Emphasis Area:

- Curriculum and Instruction: Pedagogical Expertise- Apply understanding of curriculum and instruction to a contemporary issue in curriculum design.
- Instructional Technology: Teaching the 21st Century Learner- Facilitate transferable, curricular-based, assessable learning opportunities to specific student audiences (K-12 and/or higher education) through selection, and professional application of a variety of appropriate 21st century tools, strategies, and skills.
- Educational Leadership – Leadership: Apply facilitative leadership skills to promote effective problem-solving and collaborative decision-making in specific organizational situations.
- Leadership in Early Childhood Education – Leadership and Program Quality: Analyze the effectiveness of an Early Childhood Education program based on NAEYC standards.
- Teaching and Learning – Differentiated Instruction: Apply pedagogical concepts in educational settings to meet the diverse needs of students.

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): achieve the required minimum scores on two out of the three subsections. The minimum acceptable score for the Quantitative section is 141. The minimum acceptable score for the Verbal section is 150. The minimum acceptable score for the Analytic Writing is 4.5
   b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
   c. State Teacher Examinations: successfully complete the appropriate California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination.
3. Applicants who have successfully completed any of the Brandman University Preliminary Credential programs and have passed the CSET, MSAT, SSAT or PRAXIS examination automatically qualify for admission to MAE program.
4. Applicants to the MAE/Educational Leadership must submit a resume and a letter of intent, indicating their purpose in acquiring this degree and potential career goals.
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, Single Subject Credential Home Economics, Child Development Associate Credential or a comparable credential. Applicants who hold Multiple Subject Credentials must complete at least 12 units of upper division early childhood coursework prior to admission.
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 Information and Requirements

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.
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.

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. For the Master of Arts in Education, Teaching and Learning emphasis, 12 credits of block transfer are allowed.

Time Limitations
With the exception of Prerequisites, all requirements for a master's degree, including courses accepted for transfer credit, must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.

Demonstration of Mastery
See each emphasis area for specific demonstration of mastery requirements.

Core Courses (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
<tr>
<td>EDUU 607</td>
<td>Seminar in Comparative Education</td>
<td>3</td>
</tr>
<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 take this course first.

Emphasis Area Elective Courses

Master of Arts in Education – Curriculum and Instruction (12 credits)
Prerequisite: Candidates must have a current teaching credential or must take EDUU 515-Teaching the Adult Learner, before beginning any coursework in the MAE, Curriculum and Instruction. Candidates may take EDUU 515 concurrently with EDUU 600.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 631</td>
<td>Differentiated Instruction in Multicultural and Multi-Ability Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 632</td>
<td>Assessing Student Learning</td>
<td>3</td>
</tr>
</tbody>
</table>
EDCI 634  Contemporary Issues and Trends in Curriculum: Expertise Paper Development  3

Choose one elective (3 credits) from the following:
EDUU 511, 512, 519, 526, 527, 528, 551, 552, 560, 570, 575, 612, 613
EDMU 520, 521, 523, 524, 525
EDSU 530, 531, 532, 533, 534
EDAU 674

Demonstration of Mastery
Candidates for the Master of Arts in Education degree with an emphasis in Curriculum and Instruction must successfully complete an expertise paper that integrates theory with application in EDCI 634 and must earn a “B” or better in the course.

Master of Arts in Education – Instructional Technology: Teaching the 21st Century Learner (12 credits)
Prerequisites: Candidates must have a current teaching credential or must take EDUU 515, Teaching the Adult Learner before beginning any coursework in the MAE, Instructional Technology: Teaching the 21st Century Learner. Candidates may take EDUU 515 concurrently with EDUU 600. 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 Courses (12 Credits)
EDUU 624  Foundations of 21st Century Teaching  3
EDUU 625  Design and Assessment of 21st Century Teaching  3
EDUU 628  Advanced Design and Assessment of 21st Century Teaching  3
EDUU 629  Teaching the 21st Century Learner Capstone  3

Demonstration of Mastery
Candidates for the Master of Arts in Education degree with an emphasis in Instructional Technology: Teaching the 21st Century Learner must successfully complete a portfolio submitted in EDUU 629 that includes both artifacts and simulations that demonstrate excellence and professionalism with online and blended pedagogy/andragogy depending on the individual candidate’s focus.

Master of Arts in Education – Leadership in Early Childhood Education (12 credits)

Emphasis Required Courses (12 credits)
EDUU 640  Foundations of Leadership in Early Childhood Settings  3
EDUU 641  Public Policy and Fiscal Planning for Early Childhood Leaders  3
EDUU 642  Leadership and Human Resources in Early Childhood Settings  3
EDUU 643  Early Childhood Program Evaluation: Capstone  3
Demonstration of Mastery
Candidates for the Master of Arts in Education degree with an emphasis in Leadership in Early Childhood Education must successfully develop a program evaluation of a local preschool or infant/toddler program. Candidates submit their program evaluation plans in EDUU 643 and must earn a B or better in the course.

Master of Arts in Education – Teaching and Learning (12 credits)
Emphasis Block Transfer (12 credits)
Brandman University awards a block of 12 semester credits for successful completion of a Multiple or Single Subjects SB 2042 BTSA Induction Clear Credential Program. Please see an advisor for more details.

Demonstration of Mastery
Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the core courses and includes a reflective essay that applies course content to teaching and learning. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Master of Arts in Education – Educational Leadership (12 credits)
This program is designed for those seeking to develop their 21st century leadership skills but are not interested in pursuing a Preliminary Administrative Services Credential for public school administration.

Emphasis Courses (12 credits)
Students will customize and strengthen their program of study to meet their individual career goals by choosing twelve credits from 500 or 600-level EDAU, EDCI, or EDUU courses (excluding EDAU-691)Three of the twelve credits may be taken in one of the following related disciplines, human resources, public administration, organizational leadership, or business administration. Courses completed as part of a general or special education credential program shall not be accepted as fulfilling the 12 credit emphasis area.

Demonstration of Mastery
A candidate for the MAE in Educational Leadership must successfully complete a portfolio that reflects mastery of course content. Candidates may submit the portfolio during the last remaining course or at the conclusion of their program of study.

Total Credits 30
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

This program is designed for individuals seeking to develop their 21st century leadership skills and seek a career in school administration and educational leadership. All students complete three core courses and seven courses in Educational Leadership and Administration and one fieldwork based practicum course. Synchronous online meetings or seminars may be required in online classes.

This MA program includes the California requirements for an Administrative Services Certificate of Eligibility and Preliminary Administrative Services Credential. While enrolled, students who are offered an opportunity for employment as a District or School Administrator may qualify for an Internship credential.

Candidates who complete the content and capstone courses may be eligible to be recommended for their certificate of eligibility or preliminary administrative services credential as District or School Administrator. After completion of the MA program, all graduates may receive their Master of Arts in Educational Leadership and Administration degree.

Program Learning Outcomes:

• **Vision:** Organize the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

• **Instructional Leadership:** Create, nurture and sustain a school culture and instructional program conducive to student learning and professional growth.

• **Management:** Design the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

• **Collaboration:** Collaborate with stakeholders, respond to diverse community interests and needs, and mobilize community resources to promote the success of all students.

• **Ethics:** Construct and model a professional code of ethics and develop professional leadership capacity.

• **Advocacy:** Advocate for the success of all students by influencing the larger political, social, economic, legal, and cultural context of schools.

• **Research:** Utilize educational research paradigms to examine best practices in education.

Admission Requirements

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) and possess a valid California clear prerequisite credential.
2. Proof of a passing score on the California Basic Education Skills Test (CBEST) or any CTC approved basic skills tests is required for admission to all credential programs or a valid California Credential that required passage of basic skills to receive the credential.

3. Candidates must submit a resume and a letter of intent.

4. Two letters of recommendation from individuals who are familiar with the applicant’s academic/professional ability to undertake graduate studies.

5. If the candidate is not currently employed in a position requiring a “basic” CTC credential, he/she must submit a letter identifying the school and principal under whom field work assignments will be completed.

Credential and Program Requirements

1. A minimum of five years of verified full time employment under a prerequisite CTC credential at the time of University recommendation for the credential.

2. Fieldwork portfolio.

3. Exit Interview.

4. Demonstration of Mastery portfolio.

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. While six transfer credits may be requested to waive an equivalent course, except for field experience, the credits accepted do not reduce the number of credits that must be taken at Brandman for the MA ELA degree.

Time Limitations

No pre-requisites. 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.

The requirements to earn a Preliminary Administrative Services Credential have changed and therefore, enrollment into the current Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential program will cease beginning with the 2015-16 academic year. According to CTC requirements, candidates enrolled in the current Master of Arts in Educational Leadership with Preliminary Administrative Services Credential program have until September 1, 2018 to complete the requirements for the current program.

Demonstration of Mastery

Candidates for the Master of Arts degree in Educational Leadership and Administration with Preliminary Administrative Services Credential must successfully complete a portfolio that reflects mastery of Program Learning Outcomes for content courses.
Foundation Courses (9 credits)
Requirements:
EDUU 600  Research and Evaluation Methods (should be taken in first or second session of enrollment) 3
EDUU 606  Seminar in Learning Theory 3
EDUU 607  Seminar in Comparative Education 3

Content Courses (21 credits)
EDAU 670  Collaborative Leadership 3
EDAU 672  21st Century Human Resource Management 3
EDAU 674  Instructional Leadership, Supervision and Accountability 3
EDAU 675  Politically Intelligent Leadership and Governance 3
EDAU 677  Educational Law and Ethics 3
EDAU 678  Culturally Responsive Leadership 3
EDAU 679  School Finance and Resource Allocation 3

Capstone Course (3-6 credits)
EDAU 691  Directed Fieldwork in Administrative Services 3-6

(An extra 3 credits will be required for those candidates who obtain an administrative internship)
Total Credits (not including prerequisite) 33-36

Directed Fieldwork EDAU-691
Candidates serving under an Internship Credential will be required to enroll in EDAU 691 by completing the Student Practicum Application two terms prior to EDAU-691. Once the student has been approved to enter into EDAU-691 they will meet with a Campus Clinical Coordinator who will assign a University Supervisor for additional support at the start of their program. 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.

Internship Eligibility
Students who wish to pursue an Internship must meet all of the admission requirements of the standalone California Administrative Services Internship Credential program. Internship candidates must provide verification that they have five years of full time experience under a valid prerequisite credential and written evidence that they have been offered an administrative position (Brandman University Verification of Employment for Internship Credential Form) to the Campus Clinical Coordinator. The online internship recommendation credential application form and proof of employment (Form 41-4) can be obtained on MyBrandman, School of Education Services page. These forms must be completed by the candidate.

Candidates serving under an Internship Credential will be required to enroll in EDAU 691 by completing the Student Practicum Application when they receive their official offer of internship. Once the student
has been approved as an intern they must meet with a Campus Clinical Coordinator who will assign a
University Supervisor and register for their first 3 units of EDAU 691. This must be done at the start of
their internship. Candidates who begin to serve under an Internship Credential before they have
completed at least 12 credits from the following courses, EDUU 609, EDAU 670, EDAU 672, EDAU 674,
EDAU 675, EDAU 677, EDAU 678 and EDAU 679 must take an additional 3 credits of EDAU 691, for a
total of 6 credits of EDAU 691. EDAU 691 will provide the support needed to ensure the candidate’s
success during his/her Internship assignment. A University Supervisor will assist the candidate as s/he
develops a Professional Development Plan that is appropriate for the candidate and her/his
responsibilities.
Master of Arts in Educational Leadership – Professional Learning Community (30 credits)

A Memorandum of Understanding between a County Office of Education and Brandman University is required to accept students into this program.

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 the Preliminary 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 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 in this program will be initially identified by the District/County Education Office and admission eligibility is determined by Brandman University and the Associate Dean for Educational Leadership. For this program, students may transfer a maximum of 15 credits from CTC approved programs in School District or County Offices of Education with which Brandman University has a Memorandum of Understanding in place. The Memorandum of Understanding will determine the number of units that are transferable. Official transcripts of CTC approved School District or County Office of Education coursework will be reviewed and must be approved by Dean/Associate Dean.

This degree program is designed for a team of educational leaders 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;
- Embraces collegiality as a tool to enhance professional effectiveness to increase student learning and improve and implement School and/or District services.

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) Preliminary Administrative Services Credential program. The MOU will determine the amount of transfer units. No other transfer courses may be allowed other than the CTC approved School District or County Office of Education program.

Core courses (3 credits)

EDUU 600       Research and Evaluation Methods       3
Electives (Minimum 12-15 credits)
Electives are selected by the candidates with approval of the Associate Dean after completing EDUU 500 that would enhance their professional effectiveness to increase student learning and to meet school and/or district needs. Electives must be from the 500 or 600 level EDAU, EDCI, or EDUU courses, excluding EDAU 691. The Associate Dean will determine the PLC’s educational path to determine the best way to serve this community.

Demonstration of Mastery
Candidates for the Master of Arts in Educational Leadership – Professional Learning Community must successfully complete a portfolio that reflects mastery of Program Learning Outcomes or a capstone research project in a specific emphasis.
EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY (ED.S.) AND A MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY WITH A PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL PSYCHOLOGY (PPSP)

Program Learning Outcomes:
- **Law:** Interpret legal mandates and regulations to determine possible special education eligibility.
- **Interpersonal:** Demonstrate group counseling interventions.
- **Assessment:** Identify the ability level of students using empirically-based, valid, standardized instruments.
- **Behavior:** Design a behavior plan based on a functional analysis using the NASP guidelines.
- **Communication:** Present a comprehensive written report that combines different kinds of information gathered from various sources to evaluate students’ abilities.

Brandman University offers an Education Specialist degree in School Psychology and a Master of Arts degree in Educational 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 Educational 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) including meeting the grade point average for a graduate program.
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 credits) 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): achieve the required minimum scores on two out of the three subsections. The minimum acceptable score for the Quantitative section is 141. The minimum acceptable score for the Verbal section is 150. 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 experience with the candidate in an academic setting and have knowledge of the candidate’s academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate works with children.
   b) A current resume which includes experiences working with children.
   c) 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 designated faculty members.

Credential and Program Requirements
The school psychology program requires 69 credits of coursework. Students entering or by the end of the first session of complete admission in 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 credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Students who do not have verification of being issued a certificate of clearance cannot advance in any School Psychology coursework that requires observation or fieldwork in a K-12 setting. 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. Students who do not have verification of a negative T.B. test cannot advance in any School Psychology coursework that requires observation or fieldwork in a K-12 setting. 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 – Mentoring and Supervision
Applications for fieldwork courses must be filed on the practicum application on the MyBrandman SOE Services site at least two terms prior to the session in which a student plans to begin supervision and mentoring courses. All the Credential and Program requirements must be met prior to any fieldwork courses being taken. 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.

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 of their 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.

Applications for internship courses must be filed on the practicum application on the MyBrandman SOE Services site at least two terms prior to the session in which a student plans to begin supervision and mentoring courses. All the Credential and Program requirements must be met prior to any practicum courses being taken.

Exit Interview:
Candidates must successfully complete an oral exit interview, a professional portfolio, and a capstone project to exit the program.

Completion of Programs:
Candidates must meet all course requirements and earn a score of 147 or better on the ETS Praxis exam in school psychology (#0401).

Completion of Credential:
Upon successful completion of all degree and credential and program requirements, graduates may apply to be recommended to the CTC for their PPSP credential. Candidates may do this by filling out the on-line Recommendation Form on the SOE Service page on MyBrandman. The candidate’s application is then reviewed and recommended by the Teacher Accreditation Department to the CTC for the credential.

Degree Requirements
Required Courses
CSPU 500 Introduction to Counseling and Intervention 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSPU 510</td>
<td>Introduction to the Ethical Practice of School Psychology</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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<tr>
<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>
<td>3</td>
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<td>CSPU 516</td>
<td>Children and Youth in Developmental Context</td>
<td>3</td>
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<tr>
<td>CSPU 534</td>
<td>Practicum in School Psychology I</td>
<td>3</td>
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<tr>
<td>CSPU 535</td>
<td>Practicum in School Psychology II</td>
<td>3</td>
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<tr>
<td>CSPU 616</td>
<td>Leadership and Systems Change</td>
<td>3</td>
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<tr>
<td>CSPU 622</td>
<td>Supervision and Mentoring in School Psychology I</td>
<td>3</td>
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<tr>
<td>CSPU 623</td>
<td>Supervision and Mentoring in School Psychology II</td>
<td>3</td>
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<tr>
<td>CSPU 624</td>
<td>Supervision and Mentoring in School Psychology III</td>
<td>3</td>
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<tr>
<td>CSPU 625</td>
<td>Supervision and Mentoring in School Psychology IV</td>
<td>3</td>
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<tr>
<td>CSPU 636</td>
<td>Cognitive and Neuropsychological Assessment for Intervention</td>
<td>3</td>
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<tr>
<td>CSPU 637</td>
<td>Psychoeducational Assessment I</td>
<td>3</td>
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<tr>
<td>CSPU 638</td>
<td>Psychoeducational Assessment II</td>
<td>3</td>
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<tr>
<td>CSPU 639</td>
<td>Advanced Positive Behavioral Supports</td>
<td>3</td>
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<tr>
<td>CSPU 640</td>
<td>Consultation and Indirect Intervention</td>
<td>3</td>
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<tr>
<td>CSPU 641</td>
<td>Best Practices in School Psychology</td>
<td>3</td>
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<tr>
<td>EDUU 519</td>
<td>Teaching Students with Mild and Moderate Disabilities</td>
<td>3</td>
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<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
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<tr>
<td>EDUU 602</td>
<td>Positive Behavioral Supports</td>
<td>3</td>
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<td>EDUU 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
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<tr>
<td>EDUU 655</td>
<td>Individualized Education Plan Development and Special Education Law</td>
<td>3</td>
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**Total Credits** 72
MASTER OF ARTS IN SPECIAL EDUCATION

Special education teachers are an exceptional group of educators - advocates for social justice and the dignity of all people including those with disabilities. The Master of Arts in Special Education program provides teachers with advanced knowledge based on the Council for Exceptional Children’s Advanced Content Standards to address educational learning problems and improve teaching strategies to enhance student performance. It should be noted that candidates completing this program will not have met the requirements for the preliminary education specialist credential.

Program Learning Outcomes:

- **Leadership and Policy**: advocate for policy and curriculum development by utilizing the breadth and depth of special education history, pedagogy, and latest research.
- **Program Development & Organization**: apply and expand content and professional knowledge to enhance instructional programs and curricula through evidence-based and innovative practices that reflect the needs of diverse populations.
- **Research & Inquiry**: evaluate current research studies and methodologies using evidence-based educational research to improve curricula, instruction, or interventions.
- **Student and Program Evaluation**: evaluate and analyze student achievement and program effectiveness utilizing nonbiased instruments and knowledge of research-based best practices.
- **Professional Development and Ethical Practice**: exemplify professional, legal, and ethical behavior by participating in and providing opportunities for professional development that best support children with special needs, their families, schools, and the community.
- **Collaboration**: implement culturally responsive collaborative and consultation structures to enhance the opportunities for students with exceptional learning needs.

Program Learning Outcomes by Emphasis Area:

- **Advanced Methodology emphasis**: Utilize data based strategies to meet the individual needs of students with disabilities.
- **Autism emphasis**: Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.
- **Early Childhood in Special Education emphasis**: Apply ECSE best practice in all aspects of service coordination and delivery.
- **Behavior Analysis emphasis**: Design behavior intervention which targets and defines a socially significant behavior, creates data collection tools, implements behavior change procedures, and evaluates progress in behavior change.

Admissions Requirements

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) including meeting the grade point average for a graduate program.
2. Two Letters of Recommendation.
3. Candidates must have a current special education teaching credential or take EDUU 511.
4. Students admitting into the Behavior Analysis emphasis area must be employed at least part-time in a field of employment which uses Applied Behavior Analysis (i.e., education, medicine, social work, occupational or speech therapy).

Transfer of Coursework
In the Master of Arts in Special 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 the emphasis area; no transfer credit is permitted for the six core courses. Courses cannot be transferred into the Behavior Analysis emphasis area. Only one course transfer is allowed in the Autism and Early Childhood Special Education emphasis areas. EDUU 670 is not available for transfer.

Brandman University awards 6 semester credits towards the Advanced Methodology emphasis area for successful completion of an Education Specialist Clear Induction Program. The Education Specialist Clear Induction program must be completed prior to the student being awarded these 6 units, and will be evaluated for credit hour compliance. These 6 units can only be used towards the Advanced Methodology emphasis area.

Authorizations within the Master of Arts in Special Education: Candidates who complete an emphasis area that leads to an authorization may be eligible to be recommended prior to the completion of their degree.

Second Emphasis Area
It is possible to complete the MASE 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.

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 area will appear on the student’s official Brandman University transcript.

Core (18 units):
EDUU 600 Research and Evaluation Methods 3
EDUU 630 Leadership and Policy in Special Education 3
EDUU 631 Program Development and Organization in Special Education 3
EDUU 632 Advanced Assessment and Program Evaluation in Special Education 3
EDUU 661 Collaborative and Cooperative Teaching 3
EDUU 633 Special Education Capstone 3
Emphasis Area courses (12-18 units)
When applying, students must select one emphasis area from the options listed below and complete all courses under the chosen emphasis.

Advanced Methodology: EDUU 638, EDUU 660, EDUU 650, CSPU 639
Autism: EDUU 575, EDUU 675, EDUU 676, EDUU 677
Early Childhood Special Education: EDUU 665, EDUU 666, EDUU 667, EDUU 668, EDUU 669, EDUU 670
Behavior Analysis: EDUU 636, EDUU 637, EDUU 656, EDUU 657, EDUU 658, EDUU 659

Total Credits (not including pre-requisites) 30-36

Demonstration of Mastery
Candidates must successfully complete an action research project in EDUU 633.
MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching is designed for individuals pursuing careers as teachers. The program combines an Elementary, Secondary or Preliminary Education Specialist credential with a master’s degree. Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses the use of technology in the classroom and the development of 21st Century Skills. Advanced courses in research, learning theory and curriculum design prepare candidates to engage in systematic inquiry into their own teaching, and enhance their ability to make sound pedagogical decisions.

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 under “Credential Program Requirements”. In addition, applicants must possess a grade point average (GPA) of 3.0 in the last 30 graded semester credits (45 quarter credits) completed in either a baccalaureate or post baccalaureate program, including credits earned toward another credential. Candidates in the MAT program are governed by both graduate degree 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 credits) 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): achieve the required minimum scores on two out of the three subsections. The minimum acceptable score for the Quantitative section is 141. The minimum acceptable score for the Verbal section is 150. 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. Exceptional admission candidates must submit all required admission documents and each of following:

a. Petition for exceptional admission.

b. Letter from the candidate specifying exceptional admission criteria and how those criteria have been met.
c. Passing scores on CBEST and passing scores on one of the approved graduate admission exams listed above. 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.
d. Three letters of reference.
e. A letter of support from the local campus education committee. The panel has three members and must include one faculty member.

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 credits may be used to meet course content requirements but will not meet unit requirements.

NOTE: Candidates who are currently enrolled in a credential standalone program and would like to enroll in the M.A.T. program need to complete a new application and the Change of Academic Level form. Candidates must meet all the Admission requirements for the M.A.T. and have no less than 24 remaining credits in the proposed M.A.T. program to be admitted.

Demonstration of Mastery
All Master of Arts in Teaching degree candidates, as part of their demonstration of mastery, must write an Action Research Proposal (ARP) paper. The ARP paper is begun in EDUU 610 and completed in EDUU 611. A detailed description of requirements and guidelines for the ARP are presented in the MAT Handbook available on the SOE Services MyBrandman site. Candidates must have a cumulative GPA of 3.0 or better for all of the courses completed prior to starting the Action Research Proposal.

Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential

Program Learning Outcomes:
- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Instruction:** Differentiate instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.
- **Action Research:** Create an action research proposal that seeks to solve a personal educational dilemma.
Required Coursework
Please note that the required Prerequisites for the credential are completed outside of the degree program.

Prerequisites (9 credits)
EDUU 513    Student Health and Safety       2
EDUU 514    Physical Education for Elementary Teachers     1
EDUU 551*   Educational Application of Computers, Level One    3
PSYU 323    Child Development

*A waiver of the technology requirement may be granted upon successful completion of both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

Introductory Block (9 credits)
EDUU 510    Introduction to Teaching       3
EDUU 511    Collaboration for Inclusive Schooling        3
EDUU 512    The Art and Craft of Teaching

Content Area Block (15 credits)
EDMU 520    Literacy and Language in K-8 Classrooms I     3
EDMU 521    Literacy and Language in K-8 Classrooms II    3
EDMU 523    History, Social Science and Visual/Performing Arts in K–8 Classrooms    3
EDMU 524    Teaching and Learning Mathematics in K-8 Classrooms     3
EDMU 525    Teaching and Learning Science in K-8 Classrooms    3

Clinical Practice (10 credits)
EDMU 582    Directed Teaching I and EDUU 544 Student teaching Seminar I             3, 2
EDMU 583    Directed Teaching II and EDUU 545 Student teaching Seminar II             3, 2

Advanced Core Courses (15 credits)
EDUU 600**    Research and Evaluation       3
EDUU 606    Seminar in Learning Theory     3
EDUU 609    Seminar in Curriculum Studies and Assessment    3
EDUU 610***  Teacher as Scholarly Practitioner     3
EDUU 611    Action Research Development    3

Total Credits (not including Prerequisites)         39-49

If student teaching is waived because candidates are completing the MAT program under the Private School SB-57 Option, student teaching credits are not required to be replaced in the degree.
** EDUU 600 must be taken prior to EDUU 610
*** EDUU 610 must be taken prior to EDUU 611

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

Program Learning Outcomes:
- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Instruction:** Differentiate instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.
- **Action Research:** Create an action research proposal that seeks to solve a personal educational dilemma.

Required Coursework
Please note that the required Prerequisites and fieldwork component for the credential are completed outside of the degree program.

**Prerequisites (8 credits)**
- EDUU 513 Student Health and Safety 2
- EDUU 551* Educational Application of Computers, Level One 3
- PSYU 324 Adolescence 3

*A waiver of the technology requirement may be granted upon successful completion both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

**Introductory Block (9 credits)**
- EDUU 510 Introduction to Teaching 3
- EDUU 511 Collaboration for Inclusive Schooling 3
- EDUU 512 The Art and Craft of Teaching 3

**Content Block (15 credits)**
- EDSU 530 Theories, Methods and Materials for Teaching English Language Learners 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSU 531</td>
<td>Secondary Instructional Strategies for Language/Culturally Diverse Classrooms</td>
<td>3</td>
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<tr>
<td>EDSU 532</td>
<td>Effective Literacy for Single Subject Candidates</td>
<td>3</td>
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<tr>
<td>EDSU 533</td>
<td>Content Specific Strategies for Single Subjects (Series)</td>
<td>3</td>
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<tr>
<td>EDSU 534</td>
<td>Preparing 21st Century Learners: A Collaborative and Integrated Approach</td>
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</table>

**Clinical Practice (10 credits)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSU 592</td>
<td>Directed Teaching I and EDUU 544 Student Teaching Seminar I</td>
<td>3, 2</td>
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<tr>
<td>EDSU 593</td>
<td>Directed Teaching II and EDUU 545 Student Teaching Seminar II</td>
<td>3, 2</td>
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**Advanced Core Courses (15 credits)**

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

**Total Credits (not including Prerequisites)** 39-49

If student teaching is waived because candidates are completing the MAT program under the Private School SB-57 Option, student teaching credits are not required to be replaced in the degree.

** ** EDUU 600 must be taken prior to EDUU 610.

***EDUU 610 must be taken prior to EDUU 611

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

**Program Learning Outcomes:**

- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Instruction:** Differentiate instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings and continually reflect on and evaluate the effects of decisions and actions on others.
- **Action Research:** Create an action research proposal that seeks to solve a personal educational dilemma.
Prerequisites (8 credits)

PSYU 323 Child Development 3
EDUU 513 Student Health and Safety 2
EDUU 551* Educational Application of Computers I 3

*A waiver of the technology requirement may be granted upon successful completion both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

Core Courses (21 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

Literacy Content (6 credits)

EDMU 520 Literacy and Language in K-8 Classrooms I 3
EDMU 521 Literacy and Language in K-8 Classrooms I 3
or
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 523 History, Social Studies, and Visual/Performing Arts in K-8 Classrooms 3
EDMU 524 Teaching and Learning Mathematics in K-8 Classrooms 3
EDMU 525 Teaching and Learning Science 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
EDSU 534  Preparing 21st Century Learners: A Collaborative and Integrated Approach 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

Clinical Practice (10 credits)
EDTU 572  Directed Teaching I, Mild Moderate and EDUU 544 Student Teaching Seminar I 3, 2
EDTU 592  Directed Teaching II, Mild/Moderate and EDUU 545 Student Teaching Seminar I 3, 2
EDTU 573  Directed Teaching I, Moderate/Severe and EDUU 544 Student Teaching Seminar I 3, 2
EDTU 593  Directed Teaching II, Moderate Severe and EDUU 545 Student Teaching Seminar II 3, 2
EDTU 594  Directed Teaching I, Early Childhood Special Education and EDUU 544 Student Teaching Seminar I 3, 2
EDTU 595  Directed Teaching II, Early Childhood Special Education and EDUU 545 Student Teaching Seminar II 3, 2

Advanced Core Courses (15 credits)
EDUU 600*  Research and Evaluation Methods 3
EDUU 606  Seminar in Learning 3
EDUU 609  Seminar in Curriculum Studies 3
EDUU 610**  Teacher as Scholarly Practitioner 3
EDUU 611  Action Research Development 3

* EDUU 600 must be taken prior to EDUU 610
**EDUU 610 must be taken before EDUU 611

Total Program Credits (not including Prerequisites) 55-70
Ed.D. IN ORGANIZATIONAL LEADERSHIP

Mission:
The Ed.D. Program in Organizational Leadership develops visionary leaders who are creative agents of change in transforming their diverse organizations through collaboration, innovation, positive influence, strategic thinking and a profound commitment to lifelong learning.

Program Learning Outcomes:

- **Transformational Leadership**: Create a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.
- **Diversity**: Integrate the strengths that individual and cultural differences contribute to create an organization that is equitable, respectful, responsive and morally accountable in a global society.
- **Collaborative Relationships**: Build a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.
- **Political Intelligence**: Generate organizational influence to ethically advocate for causes and changes that will advance the organization’s vision and mission.
- **Strategic Thinking**: Construct a systems-oriented learning organization to develop, implement, and assess effective, futures-based plans that facilitate innovation, problem solving and continuous improvement.
- **Creativity and Sustained Innovation**: Develop a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.

Application Deadline
Applications are accepted annually. Applications close on May 1 and the deadline for receiving the non-refundable enrollment deposit is May 31. An extension may be granted for extenuating circumstances.

Admission Requirements
Admission to the Doctoral Program in Organizational Leadership may be achieved by fulfilling the graduate admission requirements as stated in the catalog.

1. Transcripts documenting successful attainment of a Masters Degree with a minimum GPA of 3.0.
2. Submission of a portfolio consisting of the following: two writing samples that show graduate level writing and analytical skills; a resume showing leadership experience, professional development, achievement awards or professional recognition; two letters of reference from persons who can attest to the applicant’s ability to do graduate level work; and a letter of intent explaining reasons for wanting to enter this program.
3. If the applicant is not in a leadership position, a letter must be submitted explaining his/her plans for addressing assignments in nearly every course that involve working with individuals and groups in an organization to bring about important change.
4. All applicants must successfully participate in an intake interview with a doctoral faculty member designated by the Associate Dean.
Transfer Credit Policy
Transfer credits from other degrees or programs will not be accepted.

Course Waivers
Course waivers will not be permitted.

Degree Requirements

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDOL 700</td>
<td>Transformational Leadership</td>
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<tr>
<td>EDOL 705</td>
<td>Organizational Communication and Conflict Management</td>
<td>3</td>
</tr>
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<td>EDOL 706</td>
<td>Team and Group Dynamics</td>
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<td>EDOL 707</td>
<td>Organizational Theory and Development</td>
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<td>EDOL 708</td>
<td>Strategic Thinking</td>
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<td>EDOL 709</td>
<td>Assessment, Evaluation, and Accountability</td>
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<td>EDOL 720</td>
<td>Creativity, Innovation, and Sustainable Change</td>
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<tr>
<td>EDOL 721</td>
<td>The Ethics and Politics of Decision Making</td>
<td>3</td>
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<tr>
<td>EDOL 722</td>
<td>Diversity and Intercultural Aspects of Leadership</td>
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<tr>
<td>EDOL 723</td>
<td>Innovation in Resource Management</td>
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<td>EDOL 724</td>
<td>The Leader as Change Agent</td>
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<tr>
<td>EDOL 750</td>
<td>Writing for Research and Publication I</td>
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<td>EDOL 751</td>
<td>Writing for Research and Publication II</td>
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<td>EDOL 752</td>
<td>Quantitative Research Methods I</td>
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<td>Quantitative Research Methods II</td>
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<td>EDOL 754</td>
<td>Qualitative Research Methods I</td>
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<td>EDOL 780</td>
<td>Transformational Change Field Experience</td>
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<tr>
<td>EDOL 790</td>
<td>Developing the Dissertation Prospectus</td>
<td>3</td>
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<tr>
<td>EDOL 791</td>
<td>Dissertation I</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 792</td>
<td>Dissertation II</td>
<td>3</td>
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</tbody>
</table>

Total Credits 57

Transformational Change Project
To integrate change theory into real world settings and provide an opportunity for clinical practice, each student will design, implement, and assess a Transformational Change Project (TCP), which will be operationalized in a real organization. The Transformational Change Project will be introduced and explored in various courses throughout the program, beginning with the first course, EDOL 700 Transformational Leadership. Field-based assignments in which students begin to work on projects and deliverables that will be used in their second year TCP will spiral through every content course in their first year.
In Year 2, students will implement the TCP in selected organizations while enrolled in EDOL 780 Transformational Field Experience, which will be a 16 week field experience. In EDOL 724 the Leader as Change Agent, the students will deconstruct their experience implementing the Transformational Change Project. They will also reflect on the political dilemmas they encountered and how they might have improved outcomes with ethical political strategies. At their final Immersion in June of their second year, students will participate in a Transformational Change Symposium, in which they will present their findings, implications for practice, and recommendations for further research.

**Advancement to Candidacy**

In the second semester of their second year, students will participate in a faculty review of their work to date. Students will present their dissertation prospectus and their Transformational Change Leader Portfolio, which consists of their Transformational Leadership Development Plan, and their Transformational Change Project artifacts and analysis. Candidates who successfully meet all criteria required in the Dissertation Handbook will be advanced to candidacy, allowed to petition for a Dissertation Chair, and be permitted to register for Dissertation I.

**PROGRAM DESIGN**

The Ed.D. Program is a rigorous program that is designed to serve the needs of working professionals. Courses are organized around an 8-week hybrid format of online instruction with face to face support. Individual online work and study will be augmented with extended activities through required participation in cohort meetings, immersion sessions, and synchronous online meetings or seminars. The learning environment is one of collaboration balanced with independent learning. Instructional strategies include experiential activities, large and small group activities, presentations, discussions, and opportunities for real world application. Additionally, online instructional strategies, including threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, access to a digital library of books and journals, and the use of audio/video synchronous and asynchronous multimedia tools.

**Cohorts**

Cohorts are a “laboratory for learning,” in which students work together to develop their leadership competencies. Students will be assigned to a local cohort with others in their geographical area. Students who are in outlying areas may be assigned to a virtual cohort. Each cohort will have a cohort leader, who is an adjunct faculty member and leading practitioner in the field. These experienced leaders will mentor students in their career development and lead students in dialogue and practice around the application of theory and skills in the real world. Working in small groups, students will deepen their understanding, build collaboration skills, and practice teamwork. Cohort leaders will also coach and assess students as they create individual action plans to develop leadership competencies and serve as mentors in exploring and developing dissertation topics. Students will meet with their local cohorts for half a day each month, scheduling to be determined by the cohort members and leader.
Interdisciplinary Degree
The Ed.D. in Organizational Leadership is an interdisciplinary degree, integrating the latest theory and best practices from both Education and Organizational Leadership. It will draw on both fields to produce transformational leaders who collaboratively design and implement innovative changes and creative solutions in their diverse organizations.

360 Degree Assessment
Each student will have the opportunity twice during the doctoral program for 360 degree feedback on their leadership performance skills. In addition to a self-analysis, students will request colleagues, supervisors, and subordinates to respond to a confidentially administered electronic survey assessing their strengths and growth areas. Students will review the compiled results and develop Transformational Leadership Development Plan (TLDP) to address growth goals over the course of the program. The cohort leader will coach students on their plan and their progress in achieving personal goals. This leadership performance assessment will be offered at the beginning of the first year and again during the second year.

Immersions
The program includes six immersions, where all students from throughout the program will meet near the Irvine campus for extensive relationship-building with faculty and students program-wide, presentations by expert speakers, and in-depth engagement in learning. Immersions will introduce major themes for the coming term and culminate learning from previous terms. They will also offer an opportunity to receive guided practice in mastering leadership competencies. Students will be able to dialogue with faculty and experts from the field about the content they are learning. Immersions also feature more exposure to research development in preparation for the dissertation and offer students the opportunity to get acquainted with faculty members who may serve as potential dissertation chairs.

Attendance
The Ed.D. in Organizational Leadership program uses the best of online learning and face-to-face support through local and virtual cohort meetings, three immersion sessions a year, and synchronous online meetings or seminars. The Brandman commitment to learning requires that students be present and participate fully in all activities. For Immersion sessions, cohort meetings and online learning to be successful, everyone’s ideas, feedback and participation is imperative. It is required that students attend all sessions and be on time.

To maximize learning and in fairness to colleagues, students should not ask to be excused from all or part of an Immersion session, synchronous online meeting, seminar or cohort meeting. If an emergency (such as personal illness, death in the immediate family, job requirement, or child birth and adoption) requires absence for part or all of an Immersion it is the student’s responsibility to meet with the Associate Dean to determine a contract for making up the time and work. If a student is required to be absent from a cohort meeting, the student will be responsible for discussing the absence and makeup contract with the Cohort Mentor in advance if possible. Faculty may require that the student attend
outside sessions related to the content missed which may involve additional expense. Absence from an online meeting or webinar must be arranged with the instructor in advance if possible and will require the student to complete makeup work with the course instructor.

Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

Interrupted Enrollment
Although the university has an interrupted enrollment policy that applies to other programs, the School of Education has a separate policy for the Ed.D. in Organizational Leadership program. If a student needs to interrupt enrollment from the program for personal or professional reasons, it will be necessary to complete the form entitled, Leave of Absence Application: Ed.D program, stating the reasons for the absence and the expected date of return. This form must be submitted to the Associate Dean for approval at least four weeks prior to the term in which the leave is requested.

When a student interrupts enrollment in the Ed.D. program, course sequence and program design makes it necessary to reenter the program at the same term a year or two years later, depending on the length of the leave. Students who interrupt enrollment for more than two years will need to reapply.

Program Completion Timeline
It is expected that most students will complete the dissertation within one to two years after coursework, but the deadline for completion of all program requirements, including the dissertation, is seven years from the student’s program start date.

Continuing Candidacy Fees
Students who have been advanced to candidacy are eligible to request a Dissertation Chair and register in EDOL 791. Dissertation I. At the conclusion of this course, students who have made satisfactory progress, according to predetermined criteria in the Handbook, will register for EDOL 792, Dissertation II. Students who have not made satisfactory progress according to Handbook criteria, are not eligible to register in EDOL 792, Dissertation II, and will be required to pay a Continuing Candidacy Fee of $500 per term until they have progressed sufficiently to enroll in EDOL 792, as determined by the criteria discussed in the Dissertation Handbook. Students who are enrolled in EDOL 792 but have not completed the Dissertation at the end of the term, will be permitted to continue in that course until the Dissertation is completed or until the student’s seven year program completion timeline has expired, by paying the required Continuing Candidacy Fee of $500.

Dissertation: Professional Standards/APA Style Review
After students successfully pass the Oral Defense of their Dissertation and completed all modifications requested by the committee and ordered by the Chair, they must submit the dissertation for a Professional Standards/APA Style Review. In this process, a university reviewer determines if the paper meets all the standards required in the APA Publication (latest edition) and the Brandman University
Dissertation Handbook. If errors are found, the dissertation will be returned to the student to make the necessary corrections. If the paper still does not meet the required standards, the student will be obligated to retain a Professional Editor who is on Brandman’s approved list of editors before submitting the document a third time. While a student will be eligible to participate in commencement before this process is completed, the doctoral degree will not be conferred and posted until all requirements have been met.

Ed.D. Candidates will be permitted to participate in commencement ceremonies if they successfully complete the Oral Defense of their Dissertation not later than April 15 prior to Commencement. Students receiving their degrees in subsequent sessions are entitled to participate in the following Spring commencement ceremonies.
MARYBELLE AND S. PAUL MUSCO SCHOOL OF NURSING
AND HEALTH PROFESSIONS

Faculty:
Tyke Hanisch, DNP, APRN, FNP-c, Interim Dean
Jody Orfield, DNP, APRN, FNP-BC, PNP-BC, Associate Dean, Director Immersive Learning and Simulation Center
Judith Connell, Dr.PH., Director, Health Professions
Tyke Hanisch, DNP, APRN, FNP-c, Director RN to BSN Program
Vanessa Kalis, DNP, APRN, ACNP-BC, PNP-AC Director Acute Care NP Programs
Teresa Kiresuk, DNP, APRN, AGPCNP-BC, Director Adult-Gerontology Primary Care NP Program
Kathleen McCoy, DNSc, APRN-BC, FAANP, Director Psychiatric-Mental Health NP Program
George Peraza-Smith, DNP, APRN, GNP-BC, CNE, Director Post Masters to DNP Program
Joan Newby, DNP, APRN, NNP-BC, Director Neonatal NP Program
Cynthia Ann Leaver, PhD, APRN, FNP-BC
Ruth Milstein, DNP, APRN, PMHNP-BC, LMHC

Undergraduate Degree Program
Bachelor of Science in Nursing

Graduate Degree Program
Master of Healthcare Innovation (MHI)

Doctorate Degree Program
Doctor of Nursing Practice (DNP)

Undergraduate Certificate
Nutrition and Wellness Certificate (offered through the School of Arts and Sciences)

Graduate Certificate
Health Administration

Post Doctoral Certificates
Adult Gerontology Acute Care Nurse Practitioner
Adult Gerontology Primary Care Nurse Practitioner
Gerontology Primary Care Nurse Practitioner
Neonatal Nurse Practitioner
Pediatric Nurse Practitioner-Acute Care
Psychiatric-Mental Health Nurse Practitioner

Certificates are offered through the Musco School of Nursing and Health Professions. Students seeking a certificate program only may not be eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

Catalog Year
Students admitted to the Musco School of Nursing and Health Professions are admitted to the catalog year that is in effect the date when they begin the program (either Fall I or Spring I).

Musco School of Nursing and Health Professions Mission Statement: To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing healthcare system.
BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science Degree in Nursing (BSN) is designed for the registered nurse (RN) with an Associate Degree in Nursing who is ready to change healthcare delivery to patients. This degree builds on nursing practice skills and experience integrating new and innovative methods to advance healthcare. Emphasis is placed on the professional nursing role including patient-centered care, use of technology, improving outcomes, innovative leadership while using evidence as a foundation for integrating practice.

Program Learning Outcomes:
The Bachelor of Science Degree in Nursing provides a curriculum that links theory and practice to promote nine program learning outcomes:

- **Liberal Education:** Integrate knowledge, skills, and values from the arts and sciences into nursing practice.
- **Leadership:** Incorporate managerial and leadership principles to achieve desired healthcare outcomes.
- **Scholarship:** Implement evidence-based thinking into practice.
- **Information and Patient Care Technology:** Utilize information and patient care technology in practice.
- **Healthcare Policy, Finance, and Regulatory:** Demonstrate responsibility and accountability as a manager of care.
- **Interprofessional Communication:** Engage in effective interprofessional, personal and collaborative communication.
- **Clinical Prevention and Population Health:** Provide population focused nursing care with emphasis on health promotion and disease prevention across healthcare 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 from a regionally accredited institution. Students take 6 credits per 8-week session and complete the nursing core courses in 1 year of full time study.

The Musco School of Nursing and Health Professions program blends three instructional strategies to produce an engaged learning curriculum. The first is immersion: our programs include face-to-face meetings conducted at the Irvine campus or regional locations in 3 to 4 day sessions. There is one immersion session for the RN to BSN program, at the beginning of the program to introduce students to their cohort, the University and to orient them to our digital platforms. During the immersion sessions, students may receive orientation instruction, work as teams, and participate in demonstrations,
exercises, assessments, and evaluations. Students are invited to present their evidence-based baccalaureate leadership change projects at a subsequent immersion. The second is practicum experience: our program includes a community practicum and evidence-based leadership experience conducted where students live or work. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, and/or other homework. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions.

Attendance: Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

Admission to the Program
Admission into the RN to BSN is twice a year in September (Fall 1) and January (Spring 1).

Entry Options
There are two entry options for this degree program. The first entry option is for the registered nurse (RN) with an Associate Degree (or has evidence of a scheduled National Council Licensure Examination [NCLEX]) and has completed all of the requirements for direct admission including all prerequisites into the core nursing courses.

The second entry option is for the nursing student or registered nurse who wants to apply to the RN to BSN program but has not completed all of the prerequisites with an earned minimum grade of B- in each course. This option allows students to complete one or more of the prerequisite courses at Brandman and apply for financial aid. Students admitted to the RN to BSN who are missing prerequisites will be moved into the next available cohort upon completion of the prerequisite courses and all admission requirements and submission of an “activation of the degree” form.

Application Option Deadlines
Entry Option #1:
• Priority application deadline for Fall 1, 2014 admission is May 15, 2014.
• Final completed application deadline for Fall 1, 2014 admission is August 15, 2014.
• Priority application deadline for the Spring 1, 2015 admission is October 30, 2014.
• Final completed application deadline for Spring 1, 2015 admission is December 1, 2014.

Entry Option #2:
Application may be made for the RN to BSN prerequisites option every session on a rolling admission basis. Prerequisite courses may be started immediately. During the session when the last prerequisite course is taken, the student may submit the “activation of the degree” form to be admitted into the next available cohort.
Admission Requirements:

1. Complete a Musco School of Nursing and Health Professions RN to BSN application 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, or have an Associate Degree or Bachelor’s Degree from a regionally accredited institution and an Associate Degree in Nursing from a CCNE or NLN accredited program with a minimum cumulative GPA of 2.0.
3. Official transcripts from all colleges and universities attended. Only credits from 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.
4. Complete all five prerequisite foundation courses with an earned minimum grade of B- in each course. The prerequisite foundation courses are:
   - Written Communication and Critical Thinking (3 credits)
   - Introduction to Chemistry, with a lab (4 credits)
   - Introduction to Statistics (3 credits)
   - 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 letters of recommendation.
7. Unencumbered Registered Nurse (RN) license in the state where you plan to do your practicum experiences (or has evidence of a scheduled National Council Licensure Examination [NCLEX]*).

*The NCLEX must be passed by the end of the first session of enrollment to continue in the program.

CertifiedBackground.com (required by the end of the first session):

1. Proof of negative Tuberculosis (TB) skin test.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of Measles/Mumps/Rubella (MMR) or titer.
4. Proof of Tetanus/Diphtheria (Tdap) immunization within the past 5 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background Clearance.
7. Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
8. Proof of negative drug screen.
10. Additional laboratory tests, immunizations, and/or documentation may be required for practicum experiences.
Transfer Credit
Brandman University awards a maximum of 72 semester credits in a block transfer for successful completion of an Associate Degree in Nursing from an accredited institution. Additional transfer credits will be granted per Brandman University Transfer Credit Policy.

Specific Requirements for the Bachelor of Science Degree in Nursing: (120 credit hours)
In addition to the general education requirements as described below, the Bachelor of Science Degree in Nursing consists of three components. The first component consists of pre-requisite foundation courses as listed in the admissions requirements. The second component consists of 36 credits of upper division nursing core requirements. The third component consists of possible elective credits to satisfy the 120 undergraduate credits for the degree.

Requirements for pre-requisite 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 are embedded in block transfer.

Students in the BSN degree program must meet the minimum 42 general education credits. Credits are satisfied with the following:

Basic Skills (12 credits)
Written Communication: 6
ENGU 103 and ENGU 104

Oral Communication: 3
Communication or a college level course in critical thinking

Quantitative Fluency: 3
MATU 203 or other statistics course

Breadth Requirements (30 credits)
Humanities 9
Natural Science 12
Social Sciences 9

Total General Education Credit Requirements 42
Pre-requisite Foundation Courses (16 credits)
These credits may be embedded in block transfer and satisfy General Education Requirements for course content. If these credits are embedded in the block transfer, additional credit may be required to meet the 120 total credit hours for the degree.

- Written Communication and Critical Thinking 3
- Introduction to Chemistry (with a lab) 4
- Introduction to Statistics 3
- Growth and Development across the Lifespan 3
- Humanities (Foreign Language or Sign Language preferred) 3

Total 16

Nursing Core 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 403 Managing Healthcare Reform 3
NURU 404 Healthcare Communication and Collaboration 3
NURU 405 Evidence-based Thinking for Scholarship and Practice 3
NURU 406 Improving Patient Healthcare 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 Practicum in the Community Setting (96 required clinical practicum hours) 3
NURU 411 Transformational Leadership and Management in Nursing 3
NURU 412 Practicum in Transformational Leadership and Management in Nursing (80 required practicum hours) 3

Total Nursing Core Credits 36

Additional Credit hours 84

Block Transfer (68-72 credit hours)

**Pre-requisite foundation Credits (16 credit hours)

Total Credit Hours for the Degree 120

* Students in these courses are required to attend a face to face immersion.

**Electives: If pre-requisite foundation courses are embedded in block transfer, students may need additional elective credits to satisfy the degree requirement of 120 credit hours.
Undergraduate Certificate: Nutrition and Wellness

Please see certificate information and course requirement details under the School of Arts and Sciences.
MASTER OF HEALTHCARE INNOVATION

The Master of Healthcare Innovation (MHI) is recommended for individuals who want to establish and strengthen their future in a leadership position for healthcare change and technology. The MHI program provides courses that establish competencies and skills to challenge status quo positions, lead organizational change, assess technological innovations, and support and safeguard quality of care. Students will gain the knowledge and skills to introduce and apply new ideas, processes, and products as healthcare delivery moves towards prevention and patient-centered care.

Program Learning Outcomes:
The curriculum is designed to integrate theory and practice, combining both technical and communication skills and abilities to effectively integrate innovation into health services delivery systems. The MHI program learning outcomes are:

- **Systems change and innovation**: Appraise the process of change.
- **Evidence-based practice**: Evaluate integration of research, clinician values, and patient needs in the decision-making process.
- **Culture and communication**: Exhibit communication skills and awareness of cultural challenges in leading an organization and its clients through the process of innovation.
- **Data-driven decision making**: Apply metrics for population management and outcomes evaluation.
- **Technology**: Assess innovative technology applications that have the power to increase affordability, improve clinical outcomes, and enhance quality of care.
- **Diffusion**: Employ the environmental and operational strategies of adoption, regulatory processes, and operational strategies for implementation and management of healthcare innovation.

Career Opportunities
The MHI degree is appropriate for individuals who are working in the healthcare 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 understand and manage innovation in a variety of healthcare settings, graduates may also secure positions in related areas such as administration, product development, education, and government.

Course Delivery
The MHI program is designed for the working adult with an earned baccalaureate or masters degree from a regionally accredited institution. The program is structured to be completed in 2 years of part-time study with students taking 1 course per 8-week session.

The MHI program emphasizes self-directed study; all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework. Students receive support through virtual immersion sessions at which students receive orientation instruction, work as teams with peers
and mentors, participate in demonstrations, exercises, assessments or evaluations; or present their work on capstone projects to peers, faculty, and community members. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions.

**Attendance:** Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

**Admission to the Program**

Admission into the MHI is twice a year in September (Fall 1) and January (Spring 1)

**Admission Requirements**

All graduate admissions options listed below require an earned baccalaureate or post-baccalaureate degree from a regionally accredited institution. Admission to the MHI program is granted to individuals who apply and meet the standards for admission to a graduate program. The prospective graduate student in the MHI program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options.

**Entry Option One**

1. Complete a Musco School of Nursing and Health Professions application available online at [www.brandman.edu/nursing](http://www.brandman.edu/nursing).
2. 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.

**Entry Option Two**

1. Complete a Musco School of Nursing and Health Professions application available online at [www.brandman.edu/nursing](http://www.brandman.edu/nursing).
2. A GPA between 2.5 and 2.99 calculated over the most recent graded 30 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. A satisfactory score on an accepted graduate admissions exam is required.
   a. Graduate Record Exam (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE. (Minimum score for Quantitative: 141, minimum score for Verbal: 150, minimum score for Analytic Writing: 4.0)
   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.
Entry Option Three
1. Complete a Musco School of Nursing and Health professions application available online at www.brandman.edu/nursing.
2. An earned masters degree or higher from a regionally accredited institution.

Entry Option Four
1. Complete a Musco School of Nursing and Health professions application available online at www.brandman.edu/nursing.
2. 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 field of Healthcare Innovation.

Application Deadline:
- Priority application deadline for Fall 1, 2014 admission is May 15, 2014.
- Final completed application deadline for Fall 1, 2014 admission is August 15, 2014.
- Priority application deadline for the Spring 1, 2015 admission is October 30, 2014.
- Final completed application deadline for Spring 1, 2015 admission is December 1, 2014.

Transfer of Coursework
A maximum of 9 semester credits may be transferred into the MHI degree program (see Academic Policies and Procedures section of the Brandman University catalog).

In addition to university policies concerning transfer of coursework, the MHI program will accept transfer of military coursework to fulfill elective 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

MHI Degree Requirements
In addition to a healthcare Innovation Portfolio, thirty-six semester credits in healthcare innovation and related courses must be completed.

Required Core Courses (27 credits)
MHI 600 Concepts and Principles of Healthcare Innovation 3
*HAUU 602 Innovations in Technology and Information Access 3  
MHI 610 The Business Case for Healthcare Innovation 3  
MHI 620 Population Health: Metrics and Payment Models 3  
MHI 640 Diffusion of Healthcare Innovation 3  
*HAUU 651 Quality Management in Healthcare 3  
DNPU 706 Transforming Healthcare through Outcomes Management 3  
MHI 660 Health Policy and Regulation 3  
MHI 670 Healthcare Innovation Capstone 3  

**Total Core credits** 27  

**Elective Courses (9 credits)**  
Students may choose either a health administration emphasis (see below) or nine credits from 500/600/700-level courses approved by the MHI program director. Approved courses may include various disciplines such as health administration, organizational leadership, health communication, and/or business administration.  

**Health Administration Emphasis (9 credits)**  
HAUU 601 Healthcare Organization, Policy, and Delivery 3  
HAUU 641 Law, Ethics, and Health Services 3  
HAUU 645 Healthcare Economics 3  

**Total elective credits** 9  
**Total Credits** 36  

**Healthcare Innovation Portfolio**  
Successful completion of a comprehensive portfolio showing evidence of mastery of all course objectives for each of the MHI 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.  

MHI student advisement begins with an explanation of portfolio development strategies and best practices. During the program of study, student advisement focuses on the relationship of all course learning objectives to each other and to the overall MHI Program Learning Outcomes. In the capstone course, advisement centers on the application of knowledge and skills documented in the portfolio as students create 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.
Graduate Certificate: Health Administration

This certificate program allows students to obtain specialized knowledge and expertise in health administration. Healthcare professionals with a baccalaureate or post-baccalaureate degree from a regionally accredited college or university may opt to pursue a non-degree curriculum in health administration and receive a graduate certificate.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

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

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 course credits may be transferred into the certificate program.

Required Courses (9 credits):
* HAUU 601 Healthcare Policy, Organization and Delivery 3
  HAUU 641 Law, Ethics, and Health Services 3
  HAUU 645 Healthcare Economics 3

Electives (3 credits) Choose one of the following:
  HAUU 602 Innovation in Health Technology and Information Access 3
  HAUU 651 Quality Management in Healthcare 3

Total Credits 12

*Must be the first course taken for this certificate.
DOCTOR OF NURSING PRACTICE (DNP) DEGREE IN NURSING

The Doctor of Nursing Practice (DNP) Degree is designed for the registered nurse or advanced practice nurse who is ready to take a leadership role in the professional clinical practice of nursing. This degree builds on the nursing practice skills and experience that each student possesses. These skills will be integrated with new and innovative ways to advance the healthcare system. An innovative, technology-enriched, educational approach will be used to create advanced practice clinical nursing experts who base decisions on the best evidence available to provide patient-centered, culturally appropriate care. Emphasis will be placed on the use of technology, improving outcomes, innovative leadership, scholarship and using evidence as a foundation for practice.

Program Learning Outcomes:
The Doctor of Nursing Practice program provides a curriculum that links theory and practice to promote eight program learning outcomes:

- **Scientific Underpinnings for Practice**: Integrate nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing and new approaches to care delivery.
- **Organizational and Systems Leadership**: Create environments that support quality improvement across systems.
- **Clinical Scholarship**: Create and disseminate innovations in evidence-based practice.
- **Information Systems and Patient Care Technology**: Evaluate emerging technologies for their utility in advanced nursing practice.
- **Health Care Policy**: Evaluate health policy and advocate for patients and the discipline.
- **Interprofessional Collaboration**: Create collaborative interprofessional relationships to improve patient and population health outcomes.
- **Clinical Prevention and Population Health**: Evaluate the social, cultural, and environmental dimensions of population health in practice patterns/systems.
- **Advanced Practice Registered Nursing**: Independently assess, diagnose, treat, and manage undifferentiated patients.

Entry Options
There are four entry options for the degree.

Entry Option #1:
The first entry option is for the advanced practice registered 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. These students apply directly to the Post Masters (PM) to DNP program.
Entry Option # 2:
The second entry option is for the registered nurse with a Bachelor of Science Degree in Nursing who is ready to complete the clinical doctoral degree and move into advanced practice in one of five specialties. The specialties offered are Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Pediatric Nurse Practitioner-Acute Care (PNP-AC), Neonatal Nurse Practitioner (NNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), and Adult Gerontology Primary Care Nurse Practitioner (AGPCNP). These students apply to the BSN to DNP program in a chosen specialty. After admission, students in the BSN to DNP may add a second specialty to their program of study. The second specialty will be completed within the DNP. This may add up to 5 courses to the program of study.

Entry Option # 3:
The third entry option is for the registered nurse who has a Master of Science Degree in Nursing (MSN), who is not an advanced practice registered nurse, but is ready to complete the clinical doctoral degree and move into advanced practice in one of the five specialties. These students will apply to the BSN to DNP program in a chosen specialty. Courses from the MSN may be transferred after review by the Musco School of Nursing and Health Professions Petition Committee.

Entry Option # 4:
The fourth entry option is for the registered nurse who has a Master of Science Degree in Nursing (MSN), who is a certified nurse practitioner, and wants to add one of our five specialties. These students will apply to the PM to DNP program and identify the specialty of interest during the admission process. An individualized program of study will be developed after admission.

Post Masters (PM) to Doctor of Nursing Practice (DNP) Entry Option # 1

Course Delivery
The Post Masters to DNP program is designed for the working advanced practice registered nurse. Students take 1 course for nine 8 week sessions and 2 courses for one 8 week session. The program is completed in 10 sessions.

The Musco School of Nursing and Health Professions program blends 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 or regional locations in 3 to 4 day sessions. Immersion sessions are conducted 2 times during the program; at the beginning and at the middle 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, and present their clinical scholarly projects (CSP) to peers, faculty, and/or community members. The second strategy is practicum experience: our programs include clinical practice residencies conducted where the student lives or works. The third strategy is self-directed study: courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, and/or other homework. Many courses may
include additional real-time instruction via web conference, phone conference, and/or live chat sessions.

**Attendance:** Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

**Admission to the Program**

Admission into the Post Master’s Degree to DNP is twice a year in September (Fall 1) and January (Spring 1).

**Application Deadline: Post Masters to DNP**

- Priority application deadline for Fall 1, 2014 admission is May 15, 2014.
- Final completed application deadline for Fall 1, 2014 admission is August 15, 2014.
- Priority application deadline for the Spring 1, 2015 admission is October 30, 2014.
- Final completed application deadline for Spring 1, 2015 admission is December 1, 2014.

**Admission Requirements**

1. Complete a Musco School of Nursing and Health Professions application 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. National certification as an advanced practice registered nurse (or eligible to take National Certification exam).
4. Official transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed or attempted.
5. Current and detailed resume or curriculum vita.
6. Self-evaluation and goal statement.
7. Three letters of recommendation.
8. Unencumbered Registered Nurse (RN) license in state where you plan to do your clinical hours.
9. Unencumbered Advanced Practice RN license in state where you plan to do your clinical hours.
10. Unencumbered Advanced Practice RN license is not required of CNS or other advanced practice registered nurse if license is not required by their state to practice, or if in the process of taking national certification exam in specialty.
11. Personal interview as needed.

**CertifiedBackground.com (required by the end of the first session):**

1. Proof of a negative TB Skin Test.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of Tetanus/Diphtheria (Tdap) immunization within the past 5 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background Clearance.
7. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
8. Proof of current negative drug screen.
10. Additional laboratory tests, immunizations, and/or documentation may be required for clinical residency hours by certain health care agencies.

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. Credits transferred as a block credit from the Master of Science degree in Nursing may be transferred regardless of the year the courses for the degree were taken. This supersedes the University’s seven-year rule limitation.

Degree requirements for the Post Masters to Doctor of Nursing Practice entry option: (73 credit hours).
To be awarded the Doctor of Nursing Practice Degree, students may transfer a maximum of 40 hours from the MSN degree, and must take a minimum of 33 credit hours, which includes 510 clinical residency hours at Brandman University. The transfer of any additional course credits requires approval by petition. This program is designed to follow the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN). All courses must be passed with a grade of “B” or higher. Clinical courses are graded Pass/No Pass. A Pass is equivalent to a “B” grade.

<table>
<thead>
<tr>
<th>Course</th>
<th>DNP Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNPU 700</td>
<td>Healthcare 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</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</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 706</td>
<td>Transforming Healthcare through Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 707</td>
<td>Clinical Residency I</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 708</td>
<td>Application of DNP Clinical Scholarly Project</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 709</td>
<td>Clinical Residency II</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 710</td>
<td>Seminar in Evidence-Based Thinking for Scholarship and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Course Credits in Post Masters Program 33
Transfer from Master of Science Degree 40
Total Credits for the DNP 73

* Students in these courses are required to attend the face-to-face immersion.

** If a student does not complete his/her clinical scholarly project during the core courses, he/she will be enrolled in DNPU 799 Independent Project Practicum (1 credit) per 8 week session to finish his/her project. Financial aid is generally not available to students who are solely enrolled in a 1-credit course.

Students Adding a Specialty:

Upon admission to the post masters program, students who desire to add a specialty are required to submit a petition via their academic advisor. The Program Director will be notified and interview the student for admission to the specialty. If awarded admission, the Program Director will conduct a transcript review with gap analysis to determine required coursework. The academic advisor will create an individual education plan based on the required specialty courses and courses determined as needed by the gap analysis.

National certifying bodies require that all students applying for new certification must have taken advanced health assessment, advance pathophysiology and advanced pharmacology courses (all across the lifespan). For students who have not taken these courses as part of their MSN, these courses embedded within the education plan. Upon completion of the DNP, including all courses required for the additional specialty, a student will be eligible to take the national certification exam for their chosen specialty.

Students adding a specialty do not take DNPU 707 or DNPU 709 as they are taking their clinical hours for the DNP as supervised hours in their two added clinical practicum courses. Students do not take DNPU 710 when adding a specialty as they are required to take an alternative specialty course pertinent to each specialty program.

Total Course Credit in Post Masters Program 27
Transfer Credits from Master of Science Degree 40
Added Specialty (see below) 25

** Adult-Gerontology Acute Care Nurse Practitioner Specialty **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</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 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURU 606</td>
<td>Advanced Pharmacotherapeutics across the Lifespan</td>
<td>3</td>
</tr>
<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-Gerontology Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 633</td>
<td>Practicum in Adult-Gerontology Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 634</td>
<td>Complex and Chronic Problems in Adult-Gerontology Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>**NURU 635</td>
<td>Practicum for Complex and Chronic Problems in Adult-Gerontology Acute Care</td>
<td>3</td>
</tr>
</tbody>
</table>
Total Credits for the DNP adding a specialty 92

**Adult Gerontology Primary Care Nurse Practitioner Specialty**
* NURU 603 Advanced Health Assessment across Lifespan and Cultures 4
NURU 605 Advanced Pathophysiology across the Lifespan 3
NURU 606 Advanced Pharmacotherapeutics across the Lifespan 3
NURU 631 Palliative Care and Pain Management 3
* NURU 662 Management of Common Problems in the Adult and Aging Adult 3
* NURU 663 Practicum in Care of the Adult and Aging Adult 3
* NURU 664 Complex and Chronic Problems in the Adult and Aging Adult 3
* NURU 665 Practicum for Complex and Chronic Problems in the Adult and Aging Adult 3
Total Credits for the DNP adding a specialty 92

**Psychiatric and Mental Health Nurse Practitioner Specialty**
* NURU 603 Advanced Health Assessment across Lifespan and Cultures 4
NURU 605 Advanced Pathophysiology across the Lifespan 3
NURU 606 Advanced Pharmacotherapeutics across the Lifespan 3
NURU 641 Psychopharmacology across the Lifespan 3
* NURU 642 Management in Lifespan Psychiatric and Mental Health Care 3
* NURU 643 Practicum in Psychotherapeutic Treatment Modalities 3
* NURU 644 Complex and Chronic Problems in Psychiatric and Mental Health Care 3
** NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care 3
Total Credits for the DNP adding a specialty 92

**Gerontology Primary Care Nurse Practitioner Specialty**
* NURU 603 Advanced Health Assessment across Lifespan and Cultures 4
NURU 605 Advanced Pathophysiology across the Lifespan 3
NURU 606 Advanced Pharmacotherapeutics across the Lifespan 3
NURU 631 Palliative Care and Pain Management 3
* NURU 662 Management of Common Problems in the Adult and Aging Adult 3
* NURU 664 Complex and Chronic Problems in the Adult and Aging Adult 3
* NURU 667 Practicum in Care of the Aging Adult 3
** NURU 669 Practicum in Care of Complex and Chronic Problems in the Aging Adult 3
Total Credits for the DNP adding a specialty 92

**Neonatal Nurse Practitioner**
* NURU 603 Advanced Health Assessment across Lifespan and Cultures 4
NURU 605 Advanced Pathophysiology across the Lifespan 3
NURU 606 Advanced Pharmacotherapeutics across the Lifespan 3
NURU 651 Embryology 3
* NURU 652 Advanced Practice Nursing in Neonatal Acute Care 3
*NURU 653  Practicum for Neonatal Acute Care  3
*NURU 654  Complex and Chronic Problems in Neonates  3
*NURU 655  Practicum for Complex and Chronic Problems in Neonates  3
Total Credits for the DNP adding a specialty  92

**Pediatric Nurse Practitioner-Acute Care Specialty**

*NURU 603  Advanced Health Assessment across Lifespan and Cultures  4
NURU 605  Advanced Pathophysiology across the Lifespan  3
NURU 606  Advanced Pharmacotherapeutics across the Lifespan  3
*NURU 622  Management in Pediatric Acute Care  3
*NURU 623  Practicum in Pediatric Acute Care  3
*NURU 624  Complex and Chronic Problems in Pediatric Acute Care  3
*NURU 625  Practicum for Complex and Chronic Problems in Pediatric Acute Care  3
NURU 651  Embryology  3
Total Credits for the DNP adding a specialty  92

* Students in these courses are required to attend the face-to-face immersion

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**Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option #2**

**Course Delivery**

The Bachelor of Science Degree in Nursing (BSN) to Doctor of Nursing Practice (DNP) program is designed for the registered nurse who desires to be an advanced practice registered nurse. Students complete the program in 3 years: 2 years of the program as part-time study, taking 1 course per 8-week session and a third year as full-time study, taking 2 courses per 8 week session. When students are in the third year of the program, they may need to reduce work hours to accommodate time to complete clinical hours.

The Musco 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 or regional locations 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, and/or present their work on scholarship projects to peers, faculty, and community members. The second strategy is practicum experience: our programs include supervised clinical practice residencies conducted where the student lives or works. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, and/or other homework. Many courses may include additional real-time instruction via web conference, phone conference, and/or live chat sessions.
**Attendance:** Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

**Admission to the Program**

Admission into the BSN to DNP is once a year in January (Spring I).

**Application Deadline**

- The First Priority application deadline for Spring 1, 2015 admission is April 1, 2014.
- Priority application deadline for Spring I, 2015 admission is October 30, 2014.
- Final completed application deadline for Spring I, 2015 admission is December 1, 2014.

**Admission Requirements**

1. Admission to the BSN to DNP program is granted to individuals who apply and meet the standards for admission to a graduate program.
2. Complete a Musco School of Nursing and Health Professions application available online at www.brandman.edu/nursing.
3. Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program. Applicants who have a Bachelors in something else and have completed either a Post-Baccalaureate Certificate in Nursing, or the equivalent of the BSN in the first year of a Master Entry Nursing Program, passed the NCLEX and are licensed, may be considered for admission.
4. Official transcripts from all regionally accredited institutions where baccalaureate and/or post-baccalaureate coursework was completed or attempted.
5. Graduate Record Exam (GRE): Analytical Writing Score (minimum score of 4.0) from the General Test. Request that scores be sent electronically to Brandman University. See web site http://www.ets.org/gre. (not required if you have a masters degree or higher from a regionally accredited institution.)
6. Current and detailed resume or curriculum vita.
7. Self-evaluation and goal statement.
8. Three recommendations.
9. Unencumbered RN 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. The NCLEX must be passed by the end of the first session of enrollment to continue in the program.

11. Personal interview as needed.

**CertifiedBackground.com (required by the end of the first session)**

1. Proof of a negative TB Skin Test.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of Tetanus/Diphtheria (Tdap) immunization within the past 5 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background Clearance.
7. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
8. Proof of current negative drug screen.
10. Additional laboratory tests, immunizations, and/or documentation may be required for clinical courses by certain health care agencies.

Transfer Credit
A maximum of 15 semester graduate credits may be transferred per the Transfer Credit policy (see Graduate Academic Policies and Procedures).

Degree Requirements
To be awarded the Doctor of Nursing Practice Degree, students must complete 73 credit hours, which includes clinical residency and 1020 precepted clinical practicum hours. This program is designed following the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN) and the National Association of Nurse Practitioner Faculty (NONPF).

All students must take the following:
- Graduate Science Core Courses (15 credits)
- Advanced Practice Core Courses (19 credits)
- DNP Essentials (24 Credits)
- Specialty Courses (15 credits)

Students will choose one of the following specialties:
- Adult Gerontology Acute Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Nurse Practitioner-Acute Care

Students graduating from this program will be eligible to take the national certification examination of their chosen specialty (American Nurses Credentialing Center [ANCC] American Academy of Nurse Practitioners [AANP], Pediatric Nursing Certification Board [PNCB] and/or National Certification Corporation) and apply for licensure as an advanced practice registered nurse in the state where they plan to practice.

All courses must be passed with a grade of “B” or higher. Clinical residency courses are graded Pass/No Pass. A Pass is equivalent to a “B” grade.
### Graduate Science Core

<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>NURU 601</td>
<td>Transitions in Practice: The Advanced Practice Nurse as DNP</td>
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</tr>
<tr>
<td>NURU 602</td>
<td>Developmental, Cultural and Spiritual Care across the Lifespan</td>
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<td>*DNPU 701</td>
<td>Biostatistics for Clinical Practice</td>
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<tr>
<td>*DNPU 704</td>
<td>Evidence-based Thinking for Scholarship and Practice III</td>
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**Total Credits for Graduate Science Core** 15

### DNP Essentials

<table>
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<tr>
<td>DNPU 700</td>
<td>Healthcare Policy, Organization and Delivery</td>
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<tr>
<td>DNPU 702</td>
<td>Innovations in Technology and Information Access</td>
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</tr>
<tr>
<td>DNPU 703</td>
<td>Leading through Innovation</td>
<td>3</td>
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<tr>
<td>DNPU 705</td>
<td>Health Communication</td>
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<td>DNPU 706</td>
<td>Transforming Healthcare through Outcomes Management</td>
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<td>DNPU 707</td>
<td>Clinical Residency I</td>
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<td>DNPU 708</td>
<td>Application of DNP Clinical Scholarly Project</td>
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<td>DNPU 710</td>
<td>Seminar in Evidence-Based Thinking for Scholarship and Practice</td>
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**Total Credits for DNP Essentials** 24

### Advanced Practice Core

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>*NURU 603</td>
<td>Advanced Health Assessment across the Lifespan and Cultures</td>
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<td>*NURU 604</td>
<td>Clinical Practicum: Advanced Health Assessment across the Lifespan and Cultures</td>
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<td>NURU 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
<td>3</td>
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<td>NURU 606</td>
<td>Advanced Pharmacotherapeutics across the Lifespan</td>
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<tr>
<td>NURU 609</td>
<td>Genetics across the Lifespan</td>
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<td>NURU 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
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**Total Credits for Advanced Practice Core** 19

### Neonatal Nurse Practitioner Specialty

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NURU 651</td>
<td>Embryology</td>
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<tr>
<td>*NURU 652</td>
<td>Advanced Practice Nursing in Neonatal Acute Care</td>
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<tr>
<td>*NURU 653</td>
<td>Practicum for Neonatal Acute Care</td>
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<tr>
<td>*NURU 654</td>
<td>Complex and Chronic Problems in Neonates</td>
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<td>*NURU 655</td>
<td>Practicum for Complex and Chronic Problems in Neonates</td>
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**Total Credits for Neonatal Nurse Practitioner** 15

### Pediatric Nurse Practitioner-Acute Care Specialty

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
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<td>*NURU 623</td>
<td>Practicum in Pediatric Acute Care</td>
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<td>*NURU 624</td>
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</table>
*NURU 625 Practicum for Complex and Chronic Problems in Pediatric Acute Care 3

Total Credits for Pediatric Nurse Practitioner-Acute Care 15

**Adult Gerontology Acute Care Nurse Practitioner Specialty**

NURU 631 Palliative Care and Pain Management 3
* NURU 632 Management in Adult-Gerontology Acute Care 3
* NURU 633 Practicum in Adult-Gerontology Acute Care 3
* NURU 634 Complex and Chronic Problems in Adult-Gerontology Acute Care 3
* NURU 635 Practicum for Complex and Chronic Problems in Adult-Gerontology Acute Care 3

Total Credits for Adult Gerontology Acute Care Nurse Practitioner 15

**Psychiatric and Mental Health Nurse Practitioner**

NURU 641 Psychopharmacology across the Lifespan 3
* NURU 642 Management in Lifespan Psychiatric and Mental Health Care 3
* NURU 643 Practicum in Psychotherapeutic Treatment Modalities 3
* NURU 644 Complex and Chronic Problems in Psychiatric and Mental Health Care 3
* NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care 3

Total Credits for Psychiatric Mental Health Nurse Practitioner 15

**Adult-Gerontology Primary Care Nurse Practitioner**

NURU 631 Palliative Care and Pain Management 3
* NURU 662 Management of Common Problems in the Adult and Aging Adult 3
* NURU 663 Practicum in Care of the Adult and Aging Adult 3
* NURU 664 Complex and Chronic Problems in the Adult and Aging Adult 3
* NURU 665 Practicum for Complex and Chronic Problems in the Adult and Aging Adult 3

Total Credits for Adult-Gerontology Primary Care Nurse Practitioner 15

Total Specialty Course Credits 15

Total Course Credits for the Doctor of Nursing Practice Degree 73

* Students in these courses are required to attend the face-to-face immersion

**Students Adding a Second Specialty:**
Students who desire to add a second specialty are required to submit a petition via their academic advisor after they have completed 510 clinical hours in their first specialty. The Program Director will be notified and interview the student for admission to the second specialty. If approved for admission, the academic advisor will create an individual education plan based on the required specialty courses.
These students are not required to take DNPU 707 and will instead bring in the additional 510 clinical hours by taking the 2 additional clinical courses in the added specialty for a total of 1275 clinical hours and take an additional 15 credits in the second specialty for a total of 85 total credits.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Graduate Science Core Courses</td>
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<tr>
<td>Advanced Practice Core Courses</td>
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<tr>
<td>DNP Essentials Courses</td>
<td>21</td>
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<tr>
<td>First Specialty Courses</td>
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<tr>
<td>Second Specialty Courses</td>
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</table>

**Total Course Credits for BSN to DNP with added specialty**  
85

**Post Doctoral Nurse Practitioner Certificates**

These certificates are designed for the advanced practice registered nurse (NP or CNS) with a Ph.D. or DNP who wants to add a specialty in one of our six nurse practitioner specialty options.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Course Delivery:**
The Musco School of Nursing and Health Professions programs blend three instructional strategies to produce an engaged learning curriculum. The first strategy is immersion: our programs include face to face meetings conducted at the Irvine campus. During these immersion sessions, students may receive orientation instruction; work as teams with peers and mentors; participate in demonstrations, exercises, assessments or evaluations; complete hands-on skills training in a simulation center using standardized patients, manikins; present their work on capstone projects to peers, faculty, and/or community members. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions. The second is practical experience: our programs include internships or supervised clinical practice residencies conducted where the student lives or works. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework.

Students in the Certificate program are required to attend 3 immersion sessions; the first is a virtual immersion in January to learn how to be a virtual student and to be oriented to the resources of the University. The second immersion is for 3-4 days before starting the initial precepted clinical practicum course to learn and practice procedures. The third immersion is for 3-4 days before starting the final precepted clinical practicum course for competency examination.

**Attendance:** Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.
Admission Requirements:

1. Complete a Musco School of Nursing and Health Professions application available online at www.brandman.edu/nursing.
2. Official transcripts from a Ph.D or DNP degree from a regionally accredited Institution.
3. Current and detailed resume or curriculum vita.
4. Unencumbered Registered Nurse (RN) license in the State where you plan to do your precepted clinical practicum hours.
5. Unencumbered Advanced Practice Registered Nurse license in your current specialty. (this is not needed for the CNS adding the nurse practitioner specialty).
6. Self-evaluation and goal statement.
7. Three recommendations.
8. Personal interview as needed.

CertifiedBackground.com (required by the end of the first session):

1. Proof of a negative TB Skin Test.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of Tetanus/Diphtheria immunization within the past 5 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background clearance.
7. Copy of CPR Level “C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
8. Proof of current negative drug screen.
10. Additional laboratory tests, immunizations, and/or documentation may be required for clinical experiences.

As part of the application process, the Program Director of the chosen specialty may interview the applicant for admission to the specialty. If approved for admission, the Program Director will conduct a transcript review with gap analysis to determine required coursework. The academic advisor will create an individual education plan based on the required specialty courses and courses determined as needed by the gap analysis.

National certifying bodies require that all students applying for new certification must have taken advanced health assessment, advance pathophysiology and advanced pharmacology courses (all across the lifespan). For students who have not taken these courses as part of their MSN, Ph.D. or DNP, these courses will be embedded within the education plan. Upon completion of the certificate, including all courses required for the specialty, a student will be eligible to take the national certification exam for their chosen specialty.
### Adult-Gerontology Acute Care Nurse Practitioner Post Doctoral Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*NURU 603</td>
<td>Advanced Health Assessment across Lifespan and Cultures</td>
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<tr>
<td>NURU 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
<td>3</td>
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<tr>
<td>NURU 606</td>
<td>Advanced Pharmacotherapeutics across the Lifespan</td>
<td>3</td>
</tr>
<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-Gerontology Acute Care</td>
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<tr>
<td>*NURU 633</td>
<td>Practicum in Adult-Gerontology Acute Care</td>
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<tr>
<td>NURU 634</td>
<td>Complex and Chronic Problems in Adult-Gerontology Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 635</td>
<td>Practicum for Complex and Chronic Problems in Adult-Gerontology Acute Care</td>
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**Total Credits**: 25

### Adult Gerontology Primary Care Nurse Practitioner Post Doctoral Certificate

<table>
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<tr>
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<tbody>
<tr>
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<td>NURU 606</td>
<td>Advanced Pharmacotherapeutics across the Lifespan</td>
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</tr>
<tr>
<td>NURU 631</td>
<td>Palliative Care and Pain Management</td>
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</tr>
<tr>
<td>*NURU 662</td>
<td>Management of Common Problems in the Adult and Aging Adult</td>
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</tr>
<tr>
<td>*NURU 663</td>
<td>Practicum in Care of the Adult and Aging Adult</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 664</td>
<td>Complex and Chronic Problems in the Adult and Aging Adult</td>
<td>3</td>
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<tr>
<td>*NURU 665</td>
<td>Practicum for Complex and Chronic Problems in the Adult and Aging Adult</td>
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**Total Credits**: 25

### Psychiatric and Mental Health Nurse Practitioner Post Doctoral Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NURU 603</td>
<td>Advanced Health Assessment across Lifespan and Cultures</td>
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</tr>
<tr>
<td>NURU 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
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<td>NURU 606</td>
<td>Advanced Pharmacotherapeutics across the Lifespan</td>
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<td>NURU 641</td>
<td>Psychopharmacology across the Lifespan</td>
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<td>*NURU 642</td>
<td>Management in Lifespan Psychiatric and Mental Health Care</td>
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<td>*NURU 643</td>
<td>Practicum in Psychotherapeutic Treatment Modalities</td>
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<td>*NURU 644</td>
<td>Complex and Chronic Problems in Psychiatric and Mental Health Care</td>
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<td>*NURU 645</td>
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**Total Credits**: 25

### Gerontology Primary Care Nurse Practitioner Post Doctoral Certificate

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<td>Palliative Care and Pain Management</td>
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<td>*NURU 664</td>
<td>Complex and Chronic Problems in the Adult and Aging Adult</td>
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<td>*NURU 667</td>
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<td>NURU 669</td>
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**Neonatal Nurse Practitioner Post Doctoral Certificate**

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<tr>
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<td>NURU 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
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<td>Advanced Pharmacotherapeutics across the Lifespan</td>
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<td>NURU 651</td>
<td>Embryology</td>
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<tr>
<td>NURU 652</td>
<td>Advanced Practice Nursing in Neonatal Acute Care</td>
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<td>NURU 653</td>
<td>Practicum for Neonatal Acute Care</td>
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<td>NURU 654</td>
<td>Complex and Chronic Problems in Neonates</td>
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<td>Practicum for Complex and Chronic Problems in Neonates</td>
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**Pediatric Nurse Practitioner-Acute Care Post Doctoral Certificate**

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<tr>
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<td>NURU 605</td>
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<td>Advanced Pharmacotherapeutics across the Lifespan</td>
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<tr>
<td>NURU 622</td>
<td>Management in Pediatric Acute Care</td>
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<td>NURU 651</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>25</strong></td>
</tr>
</tbody>
</table>

* Students in these courses are required to attend a face-to-face immersion.
SCHOOL OF EXTENDED EDUCATION

Staff
Nancy Salzman, Esq., Dean Extended Education
Vicki Brannock, Senior Director
Ricardo Lorenzana, Director
Kathleen Wilson, Director
Kathryn Blacklock, Financial Analyst
John (Rocky) Hewitt, Outreach and Faculty Liaison

Program Support
Angela Cheng
Christi Curtin
Andrea Hood
Carol Howard
Ezra Huang
Danna Libao
Leree Nolan
Gloria Rayo
Tammy Robles
Saralyn Smith

School of Extended Education
The School of Extended Education provides academic credit and non-credit bearing courses, programs, and certificates providing opportunities for individuals, business organizations and governmental entities. Through Extended Education offerings, individuals can obtain lower cost academic credit toward Brandman degree programs before being admitted to the University or fully committing to a degree. Certificate and Certification programs allow students to prepare for new careers, augment degree programs, or demonstrate mastery over and above degrees already obtained, thereby providing specializations. Extended Education offerings also provide opportunities to obtain professional development and CEU credits often required to move up salary scales, maintain certifications and transition into new career paths. Businesses, government agencies and nonprofits utilize Extended Education custom solutions to develop and train their workforces. Courses are delivered face to face, online and in blended formats at campuses throughout the Brandman system as well as onsite for business clients and other cohort groups. All programming can be customized to align with needs and objectives of business clients and other cohorts. Education plans are prepared to assist students in utilizing Extended Education programming in order to align with career and personal goals.
Educational/Professional Development for Pre K-12 Teachers, Administrators and Paraprofessionals

Extended Education offers many academic credit courses and professional development opportunities for Pre K-12 teachers, administrators, and paraprofessionals. The programs and individual courses noted below are representative of the offerings available for educators interested in degree programs, clearing credentials, adding authorizations, moving up the salary scale, and enhancing professional skills and knowledge. From innovative online programs to partnerships with thought leaders in education, Brandman University is dedicated to enriching the lives and practice of educational professionals. For more information on available courses and programs for Pre K-12 professionals and paraprofessionals, see www.brandman.edu/exed.

Autism Spectrum Disorder, Added Authorization
Admissions requirements for this 12 credit, CTC-approved authorization can be found in the School of Education catalog section. Course descriptions can be found in course description catalog section. Each course awards 3 academic credits (graduate).

- EDUU 575 Introduction to Autism Disorders: Etiologies and Characteristics
- EDUU 675 Programming for 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
A Certificate of Completion will be awarded to students who wish to better understand students with autism and learn effective teaching strategies but do not need to obtain the Added Authorization. All four Added Authorization courses must be completed to earn the certificate. Admission is not required for those completing the certificate. Each course awards 3 academic credits (graduate).

- EDUU 575 Introduction to Autism Disorders: Etiologies and Characteristics
- EDUU 675 Programming for 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

Applied Behavior Analysis
Applied behavior analysis has been demonstrated as an effective approach to treating autism, related developmental disorders, dementia, and head trauma. The Applied Behavior Analysis certificate programs are designed to provide working professionals—including current behavior analysts or professionals in psychology, education, child care, speech and language pathology, and social services—a mastery of behavior analysis theories and procedures. The School of Extended Education offers two programs to meet the varied needs of these professionals: one for academic credit, the other for professional development.
Graduate Certificate: Applied Behavior Analysis (available also as an emphasis area within the Master of Arts of Special Education (MASE))

A certificate of completion will be awarded to students who complete these courses that incorporate the 4th edition of the Behavioral Analyst Certification Board (BACB) task list requirements. Students will gain the knowledge and skill required to sit for the Board Certified Behavioral Analyst (BCBA) certification examination. This six-course, fully online program is designed for individuals seeking a career as a certified behavioral analyst. While many certificants will enter the field in order to provide services to people with ASD, other fields benefit from the skills acquired through this program: namely, the fields of psychology (from which ABA is originally derived) and education. The level of expertise acquired by completing the coursework requirements has significant value, not just as a preparation for passing the exam, but as a general knowledge base gained to supplement other credentials.

The certificate, taken with additional course requirements, can lead to a Master’s degree in Special Education (MASE). The courses within this certificate are also an emphasis area within the MASE. Admission requirements and course descriptions for the degree program can be found in the School of Education catalog section. Each course awards 3 academic credits (graduate).

EDUU 636* Introduction to Applied Behavior Analysis  
EDUU 637 Procedures and Experimental Design in Applied Behavior Analysis  
EDUU 656 Basic Technologies of Behavior Change in Applied Behavior Analysis  
EDUU 657 Applied Behavior Analysis: Applications  
EDUU 658 Applied Behavior Analysis: Advanced Applications  
EDUU 659 Applied Behavior Analysis: Ethics

Prerequisites  
*EDUU 636 must be taken first. Courses must be taken sequentially.

Licensure  
Prepares students to sit for examination to become a Board Certified Behavior Analyst (BCBA)

Admissions Requirements  
1. Satisfactorily fulfill graduate admission requirements for Brandman University (see the Graduate Admissions section).  
2. Online application for graduate admission  
3. Two letters of recommendation  
4. Resume or CV showing current employment in a field related to Applied Behavior Analysis

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.
Restrictions
Courses are taken in sequential order at a maximum of one course per term. The six-course sequence requires a student be employed at least part-time in a field of employment which uses Applied Behavior Analysis (i.e. education, medicine, social work, occupational or speech therapy). Assignments in each course will require access to clients in order to complete a client-based project. The assignments give students the opportunity to practice and research the behavioral principles in a practical format. Fieldwork component requires a BACB certified supervisor.

The certificate is awarded upon successful completion of all coursework with a cumulative grade point average of 3.0 or above. No transfer credit may be used.

Effective January 1, 2016, the Behavior Analyst Certification Board will require all applicants for certification possess a master’s degree in behavior analysis, education or psychology.

Board Certified Behavior Analyst® (BCBA®) Certification Preparation-
The following professional development courses are based on The Behavior Analyst Certification Board, Inc.® (BCBA®) Fourth Edition Task List and enable students to apply for the behavior analyst professional exam. Each of the 5 self-paced fully online courses is awarded 45 clock hours/4.5 CEUs/3 PDUs and has been approved by the Behavior Analyst Certification Board, Inc.® (BCBA®). This option awards only professional development credit. See above for academic credit option.

- EDNU 9005 Applied Behavior Analysis Basic Principles and Characteristics of Behavior
- EDNU 9006 Behavioral Assessment and Ethics in Behavior Analysis
- EDNU 9007 Experimental Eval, Measurement, Data Display, Eval and Interpretation, and Ethical Considerations II
- EDNU 9008 Behavior Change Procedures and Systems Supports
- EDNU 9009 Advanced Topics in Applied Behavior Analysis & Ethics

- EDNU 9069 BCBA 3rd to 4th Task Edition Bridging Course - This course is an add-on to both BCBA Course 2 and 3 (3rd Task Edition). The purpose of this add-on course is to provide students who took the 3rd Task Edition courses 2 and 3 with the additional information provided in the 4th Task Edition BCBA Course 2 and 4th Task Edition Course 3.

225 clock hours/15 PDUs/22.5 CEUs
*Fieldwork component requires a BACB certified supervisor.

Effective January 1, 2016, the Behavior Analyst Certification Board will require all applicants for certification possess a master’s degree in behavior analysis, education or psychology.

SPNU 120 Spanish for Early Childhood Educators
This course is designed to provide early childhood educators with basic knowledge about Latino culture and Spanish language necessary to communicate with parents and students on a basic level. Students
will explore the culture of the monolingual Latino population. They will also learn and practice necessary vocabulary and phrases to communicate with Spanish speaking students and parents. No previous Spanish language experience is required. This course awards 3 academic credits (undergraduate).

CTEL
This program provides credentialed teachers or credential candidates with a CTC-designated authorization to serve limited English proficient students. These courses are also valuable for teachers and other education professionals seeking more information on how to work with English language learners. Admission requirements, course descriptions, and prerequisites can be found in this catalog in the School of Education section and course description section. Each course awards 3 academic credits (graduate).

- EDUU 526 Theories in Language Structure and Acquisition
- EDUU 527 English Language and Literacy Development
- EDUU 528 Content-based Instruction & Assessment for Linguistic Minority Students: SDAIE
- EDUU 570 Voice, Diversity, Equity and Social Justice

Clear Administrative Services Credential (formerly Tier II)
The Clear 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. Admission requirements and course descriptions can be found in this catalog in the School of Education section and course description section. Each course awards 3 academic credits (graduate).

The requirements to earn a Clear Administrative Services Credential have changed and, therefore, admission into the current Clear Administrative Services Credential program will cease beginning with Summer II 2015 session. According to CTC requirements, candidates admitted to the current Clear Administrative Services Credential program have until June 30, 2017 to complete the requirements for the current program.

- EDAU 710 Clear Mentoring of Candidates II
- EDAU 720 Clear Assessment of Candidate Competence II

Certificate in Teaching the 21st Century Learner (available also as an emphasis area within the Master of Arts in Education)
A Certificate of Completion will be awarded to students who complete these courses that incorporate the National Standards for Quality Online Teaching. Students will gain knowledge and skill needed to teach effectively in online and blended K-12 and higher education environments. This four course online program is designed for individuals seeking career or advancement opportunities in education or related fields.
This certificate, taken with additional course requirements, leads to a Master of Arts in Education with an emphasis in Instructional Technology, Teaching the 21st Century Learner. Admissions requirements and course descriptions for this program can be found in the School of Education catalog section. Each course awards 3 academic credits (graduate).

EDUU 624  Foundations of 21st Century Teaching  
EDUU 625  Design and Assessment of 21st Century Teaching  
EDUU 628  Advanced Design and Assessment of 21st Century Teaching  
EDUU 629  Teaching the 21st Century Learner Capstone

**Induction Program-Beginning Teachers Support and Assessment (BTSA) and Clear Induction Program Special Education**

The School of Extended Education partners with schools and districts throughout California to provide graduate-level professional development credit for induction work done by beginning teachers and support providers. Academic credit toward specific Brandman Master’s degree programs (listed below) may be awarded for successful completion of an induction program.

**Induction Credit toward Master’s Degree**

Brandman University has developed a pathway for teachers who successfully complete a CTC approved BTSA induction or the Clear Induction Special Education program to receive a block credit grant towards a Master’s degree.

Up to 12 credits from BTSA may be applied to the Master of Arts in Education, Teaching and Learning. This program is for educational professionals seeking to become transformational leaders and innovative teachers. Students will learn ground-breaking ideas and put them into practice immediately to transform their classrooms and the educational landscape in California.

Brandman University awards 6 semester credits towards the Advanced Methodology emphasis area for successful completion of an Education Specialist Clear Induction Program. The Education Specialist Clear Induction program must be completed prior to the student being awarded these 6 units, and will be evaluated for credit hour compliance.

**Certificate Program: Specialist in English Language Learning and Teaching**

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. A TESOL® Certificate of Completion will be awarded for each TESOL-approved course successfully completed. Complete 10 ELT Advantage courses, in a twelve-month period to earn the program certificate. Courses may also be taken individually.

- Each course 30 clock hours/2 PDUs/3 CEUs
- Certificate 300 clock hours/20 PDUs/30 CEUs
Certificate Program: Instructional Design
The fully online Certificate in Instructional Design was developed to meet the increasing challenges for training within academic, corporate, non-profit, and healthcare organizations. This certificate program provides participants with the opportunity to design and produce learning activities and interactive multimedia materials, and to make effective use of instructional technology in training and curriculum development. Participants seeking the certificate take a total of four courses, with an optional fifth course. Courses may also be taken individually.

XLSU 9023  Introduction to Instructional Design
XLSU 9024  Instructional Design in Corporate Environments
XLSU 9025  Instructional Design Technologies
XLSU 9026  Instructional Design Technologies: Advanced
XLSU 9027  Instructional Design Curriculum Development from End to End

Each course 45 clock hours/3 PDUs
Certificate 180 clock hours/12 PDUs

(See School of Extended Education Business Program Section for course requirements and descriptions.)

EDUU 9679 Art4Healing® Certificate
This certificate, developed by Art & Creativity for Healing, Inc., is designed for counselors, teachers, therapists, medical professionals, artists, and others interested in learning the Art4Healing® method and using the exercises in their own work with children and adults suffering from abuse, illness, grief or stress. Participants will learn how to use the language of color as a way to facilitate creativity and emotional expression through abstract painting and other visual methods.

Certificate 60 clock hours/4 PDUs/6 CEUs.

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, common core, eco-literacy, organization and more. Depending on the course, students have the opportunity to earn 1, 2 or 3 graduate level professional development credits (one PDU is equal to 15 clock hours of coursework one CEU is equal to 10 clock hours of coursework). Graduate level professional development credits (PDUs) may be used for professional advancement on salary scales or for recertification.

EDIU 9007 Digging Deeper
Educators often participate in professional development in a variety of different formats; seminars, workshops, trainings, online courses, or webinars are all examples. Often participants in these types of professional development opportunities are presented with valuable information they hope to apply to
their everyday work. However, handouts and ideas get filed away when daily life takes priority. This course will help educators to prioritize the information presented, determine how to apply the most relevant information to their work, and plan or create a project demonstrating their ability to apply the strategies they discovered. Students have the opportunity to earn 1, 2 or 3 graduate level professional development credits (one PDU is equal to 15 clock hours of coursework one CEU is equal to 10 clock hours of coursework).

**Army Foundation Training and Certificate Program Infant, Toddler/Preschool**

This Infant, Toddler/Preschool training program includes thirteen courses 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDGU 8061</td>
<td>ECE Training Module 1: Safe</td>
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<tr>
<td>EDGU 8062</td>
<td>ECE Training Module 2: Healthy</td>
</tr>
<tr>
<td>EDGU 8063</td>
<td>ECE Training Module 3: Learning Environment</td>
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<tr>
<td>EDGU 8064</td>
<td>ECE Training Module 4: Physical</td>
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<tr>
<td>EDGU 8065</td>
<td>ECE Training Module 5: Cognitive</td>
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<tr>
<td>EDGU 8066</td>
<td>ECE Training Module 6: Communication</td>
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<tr>
<td>EDGU 8067</td>
<td>ECE Training Module 7: Creative</td>
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<tr>
<td>EDGU 8068</td>
<td>ECE Training Module 8: Self</td>
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<tr>
<td>EDGU 8069</td>
<td>ECE Training Module 9: Social</td>
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<tr>
<td>EDGU 8070</td>
<td>ECE Training Module 10: Guidance</td>
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<tr>
<td>EDGU 8071</td>
<td>ECE Training Module 11: Families</td>
</tr>
<tr>
<td>EDGU 8072</td>
<td>ECE Training Module 12: Program Management</td>
</tr>
<tr>
<td>EDGU 8073</td>
<td>ECE Training Module 13: Professionalism</td>
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</tbody>
</table>

Each module is equivalent to 16 clock hours/1PDUs/1.6 CEUs
Certificate is equivalent to 208 clock hours/13 PDUs/20.8 CEUs

**Army Foundation Training and Certificate Program Middle School/Teen**

This self-paced training program is designed to help adults who care for youth in after school programs learn how to plan and implement a developmentally appropriate program for youth in grades 6-12. Supervised work experience accompanies the module requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 8117</td>
<td>Middle School /Teen Training Module 1: Safe</td>
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<tr>
<td>EDUC 8118</td>
<td>Middle School/Teen Training Module 2: Healthy</td>
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<tr>
<td>EDUC 8119</td>
<td>Middle School/Teen Training Module 3: Program Settings</td>
</tr>
<tr>
<td>EDUC 8120</td>
<td>Middle School/Teen Training Module 4: Physical</td>
</tr>
<tr>
<td>EDUC 8121</td>
<td>Middle School/Teen Training Module 5: Education and Career Development</td>
</tr>
<tr>
<td>EDUC 8122</td>
<td>Middle School/Teen Training Module 6: Communication</td>
</tr>
<tr>
<td>EDUC 8123</td>
<td>Middle School/Teen Training Module 7: Creativity and the Arts</td>
</tr>
</tbody>
</table>
EDUC 8124  Middle School/Teen Training Module 8: Personal, Character, and Leadership Development
EDUC 8125  Middle School/Teen Training Module 9: Social
EDUC 8126  Middle School/Teen Training Module 10: Guidance and Human Relationships
EDUC 8127  Middle School/Teen Training Module 11: Families, School, and Communities
EDUC 8128  Middle School/Teen Training Module 12: Program Management
EDUC 8129  Middle School/Teen Training Module 13: Professionalism
EDUC 8130  Middle School/Teen Training Module 14: Programming

Each Module is equivalent to 16 clock hours/1 PDUs/1.6 CEUs
Certificate is equivalent to 224 clock hours/14 PDUs/22.4 CEUs

Army Foundation Training and Certificate Program Child Care
This self-paced training and certificate program is designed to help adults who care for children in their home to learn how to plan and implement a developmentally appropriate program for children ages 6 weeks through 12 years old. The training program is comprehensive, covering the key knowledge and skills needed by Family Child Care Providers working in a home setting.

EDGU 8104  Army Foundation Family Child Care Training, Module 1: Safe
EDGU 8105  Army Foundation Family Child Care Training, Module 2: Healthy
EDGU 8106  Army Foundation Family Child Care Training, Module 3: Environments
EDGU 8107  Army Foundation Family Child Care Training, Module 4: Physical
EDGU 8108  Army Foundation Family Child Care Training, Module 5: Cognitive
EDGU 8109  Army Foundation Family Child Care Training, Module 6: Communication
EDGU 8110  Army Foundation Family Child Care Training, Module 7: Creative
EDGU 8111  Army Foundation Family Child Care Training, Module 8: Self
EDGU 8112  Army Foundation Family Child Care Training, Module 9: Social
EDGU 8113  Army Foundation Family Child Care Training, Module 10, Guidance
EDGU 8114  Army Foundation Family Child Care Training, Module 11: Families
EDGU 8115  Army Foundation Family Child Care Training, Module 12: Program Management
EDGU 8116  Army Foundation Family Child Care Training, Module 13: Professionalism
EDGU 8121  Department of Army Middle School/Teen Training, Module 5: Education
EDGU 8123  Department of Army Middle School/Teen Training, Module 7: Creativity and the Arts
EDGU 8124  Department of Army Middle School/Teen Training, Module 8: Personal, Character, & Leadership
EDGU 8128  Department of Army Middle School/Teen Training, Module 12: Program Management
EDGU 8129  Department of Army Middle School/Teen Training, Module 13: Professionalism

Each Module is equivalent to 16 clock hours/1 PDUs/1.6 CEUs
Certificate is equivalent to 208 clock hours/14 PDUs/20.8 CEUs
Project Management

Project Management skills are required across almost all career paths, job titles and leadership levels. Brandman University offers online courses and simulations that meet the needs of employees building skills in critical areas as well as those earning Professional Development Units (PDUs) to qualify for Project Management Professional (PMP) certification.

(See School of Extended Education Business Programs for course descriptions.)

- BUSU 0026 Managing Real World Projects
  10 PDUs/Contact Clock hours
- BUSU 0027 Project Management Team Leadership
  18 PDUs/Contact Clock hours
- BUSU 8001 Project Management Level I
  24 PDUs/Contact Clock hours
- BUSU 8002 Project Management Level II
  30 PDUs/Contact Clock hours

Microsoft Office Desktop Applications Courses

Brandman University provides accessible, easy and affordable ways for business professionals to develop or enhance desktop application skills in Microsoft Office Suite versions 2003, 2007 and 2010. Each Microsoft Office application includes powerful tools to express ideas, solve problems, and connect with people. Microsoft Office has evolved from a suite of personal productivity products to a comprehensive and integrated system. Courses include multiple skill levels with curriculum that provides practical hands-on knowledge. Self-paced, online courses are available 24/7. Each course includes one-year access to learning modules that take students from beginning through advanced concepts. (See School of Extended Education Business Programs for course descriptions.)

- Microsoft Word
- Microsoft Excel
- Microsoft Outlook
- Microsoft PowerPoint

BUSINESS PROGRAMS

At Brandman University, business programs offered through the School of Extended Education provide solutions for those who want to transition into new career fields, enhance current careers, and expand expertise. Business offerings include professional certification exam prep courses, professional development programs, and custom solutions. Several available certifications provide academic credit toward completion of degree programs. We invest in our students by ensuring that programs are conveniently scheduled with the flexibility of either evening or weekend classes or fully online courses. Our large team of instructors is composed of working professionals with subject matter expertise in
their fields who bring real-world experience into the classroom. For more information on available courses and programs for Business and Management professionals, see www.brandman.edu/exed.

Human Resources
Certification as a Human Resources professional is becoming an integral step to building a successful career. Brandman’s curriculum is aligned with the body of knowledge recognized by Society for Human Resource Management (SHRM) as the knowledge, skills and abilities that must be mastered in order to obtain the human resource industry SHRM certifications. The programming noted below can be used for certification exam preparation. These courses are also good overviews for all entry level and more senior staff in human resources who need professional development or certification focused on the topic areas that comprise the focus of their daily work. A certificate of completion is provided following successful completion of each program.

Additional academic credit opportunities are noted below each program.

HRCU 0001 PHR/SPHR Certification Preparation
New research by PayScale, Inc. as documented in “Worth It? The Value of the PHR and SPHR” shows that a PHR/SPHR earns 20-30% more than a non-certified HR Professional. Prepare for the exam necessary to be distinguished in the HR community and join the ranks of 120,000 certified HR professionals. Course content reflects the general body of knowledge tested by the Human Resource Certification Institute (HRCI). Focus is on business strategic management, workforce planning and employment, HR development, compensation, benefits, employee and labor relations and risk management.

40 Clock hours
4.0 Continuing Education Units (CEUs)

Academic Credit Opportunities
Current certification may qualify as academic credit and substitute for specific courses in the Brandman University HR degrees, academic certificate programs and HR emphases in other undergraduate and graduate program areas.

- PHR Certification may be substituted for HRCU 445 or HRCU 645
- SPHR Certification may be substituted for HRCU 645

HRCU 0045 GPHR Certification Preparation
The Global Professional in Human Resources (GPHR) Certification course is designed to provide competencies needed to pursue careers in a variety of organizational markets and industries with multinational reach. For mid- or high-level practitioners, the Global HR skill set will accelerate career progression and growth in the international HR field. HR Professionals in the early stages of their HR careers interested in exploring HR topics central to the global marketplace will find the course valuable whether or not their intent is to sit for the GPHR Certification Exam.

30 Clock hours
3.0 Continuing Education Units (CEUs)
Recertification: Current PHRs and SPHRS may earn up to 3.0 CEUs or 30 Recertification Credit Hours (RCHs) for successfully completing this Global Learning System course.

**Academic Credit Opportunities**
Current certification may qualify as academic credit and substitute for specific courses in the Brandman University HR degrees, academic certificate programs and HR emphases in other undergraduate and graduate program areas.
- GPHR Certification may be substituted for HRCU 670

**HRCU 0046 California PHR/SPHR Certification Preparation**
**PREREQUISITE:** A current PHR or SPHR Certification is required in order to sit for the California PHR or SPHR Exam.
Individuals already currently PHR or SPHR Certified should take their certification one step further by earning the California specific certification. California PHR and SPHR professionals exhibit a comprehensive knowledge of California’s unique employment laws and regulations. The course focuses on Compensation and Benefits; Employee and Labor Relations; Benefits and Leaves of Absence; and Health, Safety and Security.
  - 15 Clock hours
  - 1.5 Continuing Education Units (CEUs)

**HRCU 0034 Essentials of HR Management**
Designed to provide a solid foundation in Human Resources (HR), this essentials course improves job performance across multiple job titles and functions. This course is especially valuable for:
- Those new to or interested in entering the HR field
- Supervisors and managers who need an introductory understanding of HR principles
- HR professionals whose experience has been limited to a narrow functional area.

Participants learn techniques for effectively handling daily HR and people management challenges by discussing real-life HR issues in the following topics:
- Human Resource Management
- Employment Law
- Recruitment and Selection
- Compensation and Benefits
- Employee Development
- Performance Management

  - 24 clock hours
  - 2.4 CEUs
  - 21 RCHs for PHR, SPHR and GPHR recertification through HRCI
Note: Basic HR overview curriculum; specifically designed for supervisors, managers and others needing to understand human resource principles and requirements in order to lead teams and supervise staff; can be customized for businesses, government entities and other organizations interested in incorporating best practices, policies and procedures.

Finance and Accounting
Today’s business environment and increasingly rigorous financial reporting standards and regulations require finance and accounting professionals to be experts in their fields and to utilize cutting edge practices. The School of Extended Education offers professional certification exam prep courses for the following finance and accounting fields: Certified Management Accountant (CMA), Fundamental Payroll Certification (FPC), Certified Payroll Professional (CPP), and Certified Treasury Professional (CTP). These courses are also ideal for entry level as well as experienced staff in accounting and finance focused jobs and career paths. A certificate is provided upon successful completion of each program.

Certified Payroll Professional

ORGU 0013 FPC/CPP Certification Preparation (PayTrain Fundamentals)
This fundamentals course is aligned with the American Payroll Association (APA) defined body of knowledge required for success as a payroll professional. The course 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. The curriculum provides basic knowledge and skills required to maintain payroll compliance and prevent costly penalties. ACE recommended academic credit re the FPC and CPP certifications is accepted toward Brandman degree completion.

30 Clock hours
3.0 Continuing Education Units (CEUs)

ORGU 0014 CPP Certification Preparation (PayTrain Mastery)
This mastery course is ideal for experienced payroll professionals, payroll managers and payroll supervisors seeking compliance training, professional development or CPP certification preparation. The curriculum is aligned with the APA defined body of knowledge recognized as essential for career success, and 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. ACE recommended academic credit re the FPC and CPP certifications is accepted toward Brandman degree completion.

36 Clock hours
3.6 Continuing Education Units (CEUs)

Certified Treasury Professional

ORGU 0031 CTP Certification Preparation
Entry-level and seasoned professionals will find that this course supports the development of cash management and treasury functions. The 2010 Association for Financial Professionals (AFP)
Comprehensive Survey shows that CTP individuals earn 25% more than their non-certified peers. This course is designed as both an exam preparation course for those interested in taking the CTP 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, and coordination of financial functions.

36 Clock hours
3.6 Continuing Education Units (CEUs)
Recertification: CTPs and CPMs who earned certification prior to 2008 may receive up to 18 Recertification Credits Hours (RCHs).

Practical Payroll Online Series
The objective of this program is to provide instruction in all facets of payroll from wage basics to the intricate complexity of fringe benefits taxation and garnishments. Depending on the current experience of the student, its objective is to teach the solid skills and knowledge of payroll rules and regulations to the beginner and to increase or refresh the skills of the more experienced professional. The courses in this program are approved by the American Payroll Association for Recertification Credit Hours (RCHs).

4.0 CEUs
40 RCHs

ORGU 0018 Federal Wage and Hour Law
Gain the knowledge and skills in federal wage and hour law as it pertains to payroll preparation. Learn what areas of payroll are covered by federal wage and hour laws and which are not. Learn how to properly calculate overtime and gross pay according to federal requirements. Understand what constitutes an employee and the difference between exempt and salaried employees and how it reflects in calculating their pay. Understand what can be deducted from an employee’s paycheck and what postings must be displayed to prevent penalty assessments.

0.8 CEUs
8 RCHs

ORGU 0019 State Wage and Hour Law
Understand when state law applies and when federal wage and hour laws must be followed. Learn how to properly calculate overtime and gross pay according to state requirements. Recognize when breaks and meal periods are required, how often an employee must be paid and when termination checks must be issued. Understand what can be deducted from an employee’s paycheck and what postings must be displayed to prevent penalty assessments.

0.8 CEUs
8 RCHs

ORGU 0020 Taxation and Compensation
Learn what taxes are required to be withheld from the employee and which the employer pays directly. Determine when taxes must be deposited and reported and the methods available. Understand how to
research and determine multi-state taxation requirements. Review how to handle Form W-4 and what constitutes taxable and nontaxable wages. Learn when wages are considered supplemental and how pay periods affect taxation requirements.

0.8 CEUs
8 RCHs

**ORGU 0021 Fringe Benefits, Compensation and Taxation**
Gain basic knowledge and skills of fringe benefits, including legal requirements, taxation and reporting. Learn what methods are available for calculating the personal use of a company vehicle and when relocation is taxable. Understand how third party sick pay is reported and what taxes apply to expatriates and nonresident aliens.

0.8 CEUs
8 RCHs

**ORGU 0022 Payroll Management and Year-end Reporting**
Acquire the skills to effectively manage a payroll department. Regardless of department size, management is the key to success. Train to write department procedure manuals, handle IRS notices and research payroll regulations using the Internet. Understand the regulations concerning garnishments and what records to retain. Learn how to properly prepare for and complete year-end including required year end memos and notices, Form W-2 submission and corrections, and Form 940 reporting.

0.8 CEUs
8 RCHs

**Certified Management Accountant**

**CMA Certification Preparation**
Today’s business marketplace and increasingly rigorous financial reporting standards and regulations require finance and accounting professionals to be experts in cutting edge practices. To demonstrate capability as a CMA, these courses align with The Institute of Management Accountants’ (IMA) CMA defined body of knowledge required for certification and correspond to the two parts of the CMA certification exam. Courses may be taken separately and in any order. The CMA certification provides academic credit toward Brandman degree completion and substitutes for ACCU 640.

**ORGU 0042 CMA Part 1: Financial Planning, Performance and Control**
This course focuses on planning, budgeting and forecasting, performance measurement, cost management, internal controls, and professional ethics.

35 Clock hours
3.5 Continuing Education Units (CEUs)
**ORGU 0043 CMA Part 2: Financial Decision Making**

Areas of emphasis in this course are financial statement analysis, corporate finance, risk management and decision analysis, investment decisions and professional ethics.

- 42 Clock hours
- 4.2 Continuing Education Units (CEUs)

**Supply Chain and Logistics**

Supply chain career paths continue to grow faster than the national average for most occupations. Managers working to affect lead time, inventory, boost productivity, profits and logistics are supply chain professionals.

**ORGU 0040 CSCP Certification Preparation**

A Certified Supply Chain Professional (CSCP) earns 13% more than non-certified supply chain professionals, according to research performed by the University of North Carolina, Wilmington in conjunction with Association of Supply Chain Professionals (APICS). The CSCP Designation is the most widely recognized educational program designed for operations and supply chain management professionals. This course 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. This course is appropriate for individuals preparing for the certification exam and for entry level as well as experienced supply chain and logistics professionals interested in a focused education and training opportunity.

- 39 Clock hours
- 3.9 Continuing Education Units (CEUs)

**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 emphasis areas in BBA, BAOL, and BAAS degree programs. Course descriptions can be found in the course description section of this catalog.

- MGTU 320: Strategies Across the Supply Chain 3 Academic Credits
- MGTU 321: Project Management and Supply Chain Leadership 3 Academic Credits

**Six Sigma**

**NHCU 9112 Six Sigma Lean Green Belt with Project Management – Certification**

Learn to incorporate Lean Six Sigma methodologies as well as the PMBOK methods of Project Management. Microsoft Excel, an essential tool for project managers and those utilizing lean six sigma principles, will be taught through an advanced level. Prepare for the Six Sigma Lean Green Belt exam.

- 279 clock hours
- 27 CEUs
NHCU 9113 Six Sigma Black Belt - Certification
Software quality assurance engineers and testers, medical and health services managers, computer systems analysts, and those responsible for management analysis will explore best practices and various models across the lean six sigma phases of measure, analyze, improve and control. This program provides the body of knowledge required for the black belt test. Participants must be Six Sigma Lean Green Belt Certified.
255 clock hours
25.5 CEUs

NHCU 9115 Six Sigma Professional Program – Certification
This accelerated program prepares the student for both the Six Sigma Lean Green Belt and Six Sigma Black Belt certifications. Focus is on applying six sigma principles in a business setting.
271 clock hours
27 CEUs

Business Readiness Certificates
Business leaders, including hiring managers, across several industries report that a “skills gap” exists between the abilities they look for in prospective new hires and staff seeking promotions and the abilities they want to see in these same individuals. The gap is not in the technical skills needed. It is in the individual’s interpersonal communication skills, project management skills, ability to work in a team environment, and other “soft skills”. In addition, they report that the individual really set up for success is the person with business acumen. Whether you are just entering the workforce and wanting to maximize your ability to continue to move up through your chosen career path, these business acumen/leadership skills certificate programs will help you address the “skills gap”.

Business Administration for the IT Professional
Employers repeatedly report that many prospective hires and current employees have excellent technical skills but do not have the soft skills, business acumen and leadership understanding in order to work effectively in today’s cross functional environment. This program is designed to provide the individual new to the workforce with individual leadership skills, project management principles, process understanding and improvement along with the basic business acumen to work effectively and efficiently.

- NHCU 9112 Lean Six Sigma Green Belt
- NHCU 0044 SharePoint Foundation 2013 Site User
- NHCU 8029 Excel Level One
- NHCU 8030 Excel Level Two
- NHCU 8031 Excel Level Three
- BUSU 8005 Powerful Presentations
- BUSU 8001 Project Management Level 1 – Project Management Fundamentals
- BUSU 8004 Introduction to Business Administration and Models
- XLSU 8004 Effective Individual and Team Leadership: Essential Skills for the Workplace
Leadership Development and Business Administration for the IT Professional
Many members of the workforce have excellent technical knowledge and skills; however, employers report that a lack of understanding of the business and insufficient team and organizational leadership competencies result in a failure to work as effectively or productively as required in today’s cross functional environment. This program addresses this gap with courses focused on the leadership development, project management, process analysis tools, and other competencies every professional and paraprofessional must master in order to manage and lead projects, teams, and strategic business initiatives.

- NHCU 9112 Lean Six Sigma Green Belt
- NHCU 0044 SharePoint Foundation 2013 Site User
- NHCU 8029 Excel Level One
- NHCU 8030 Excel Level Two
- NHCU 8031 Excel Level Three
- NHCU 8028 Excel Business Data Analysis
- BUSU 8005 Powerful Presentations
- BUSU 8002 Project Management Level 2 – Managing Complex Projects – Skills and Leadership Techniques
- BUSU 8004 Introduction to Business Administration and Models
- XLSU 0002 Leadership Development Core Competencies Certificate

176 Clock hours / 17.6 CEUs

BUSU 8003 A Primer in Entrepreneur/Intrapreneur Skills
Entrepreneurial skills drive the development of small business as well as a valued asset within medium and large business settings. Within the latter, entrepreneurship is often referred to as intrapreneurship. Intrapreneurship is defined as entrepreneurial behavior from within a large, established institution. Intrapreneurs are talented individuals valuable for organizations of all sizes because of their ability to maximize existing resources and take risks which increase social and financial return on investment. The goal of this course is to instill a deep understanding of intrapreneurship and entrepreneurship in all participants. The learning modules are designed to reveal and create critical thinking on concepts and ideas valuable for entrepreneurs, institutions and career minded individuals. Focus is on effective and practical tools to advance and execute determination and implementation of innovative programs within small, medium and large organizations.

16 Clock hours
1.6 CEUs

BUSU 8004 Introduction to Business Administration and Models
In order to work effectively and efficiently in today's cross functional business team environment, all members of the workforce need to understand the goals of business functional areas including sales,
marketing, finance, supply chain, etc. This course provides an overview of these business departments and functional areas as well as an understanding of various business models.

8 Clock hours
0.8 CEUs

**BUSU 8005 Powerful Presentations**
The ability to effectively present information to groups of people is essential. Whether motivating a team, facilitating a department meeting, conducting a training session or delivering a keynote address. This course provides students with specific strategies and techniques regarding preparation, delivery, organization, use of visuals, room set up and more. The course includes time to practice skills learned.

8 Clock hours
0.8 CEUs

**Microsoft Office Desktop Applications Courses**
Brandman University provides accessible, easy and affordable ways for business professionals to develop or enhance desktop application skills in Microsoft Office Suite versions 2003, 2007 and 2010. Each Microsoft Office application includes powerful tools to express ideas, solve problems, and connect with people. Microsoft Office has evolved from a suite of personal productivity products to a comprehensive and integrated system. Courses include multiple skill levels with curriculum that provides practical hands-on knowledge. Self-paced, online courses are available 24/7. Each course includes one-year access to learning modules that take students from beginning through advanced concepts.

**Microsoft Word**
Microsoft Word training courses teach business professionals to produce sophisticated, professional documents in a highly efficient manner. For both new and experienced users, these courses cover MS Word basics as well as advanced features. Course topics include:

- Document creation, editing and saving
- Formatting text and paragraphs
- Working with tables, columns and other formatting features
- Graphics, WordArt, charts and text flow
- Document templates
- Advanced features including mail merge, macros, document versioning and proofing tools

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<tr>
<td>NHCU 9319</td>
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<td>Microsoft Word 2007</td>
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<tr>
<td>NHCU 9317</td>
<td>Microsoft Word 2010</td>
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**Microsoft Excel**

Microsoft Excel is the standard spreadsheet application for both the business world and personal use. For both new and experienced users, these courses cover MS Excel basics as well as advanced features. Course topics include:

- Performing basic to advanced calculations using formulas
- Formatting and printing worksheets
- Create powerful charts and graphs
- Pivot tables and pivot codes
- Excel data table features

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<td>NHCU 9314</td>
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**Microsoft Outlook**

This course teaches both new and experienced users to take full advantage of Outlook's powerful features. Microsoft Outlook offers premium business and personal e-mail management tools to more than 500 million Microsoft Office users worldwide. From a redesigned look to advanced e-mail organization, search, communication and social networking features, Outlook provides a world-class experience to stay productive and in touch with both personal and business networks.

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<th>Course Code</th>
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<tr>
<td>NHCU 9312</td>
<td>Microsoft Outlook 2007</td>
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<tr>
<td>NHCU 9311</td>
<td>Microsoft Outlook 2010</td>
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**Microsoft PowerPoint**

Turn ideas into impactful presentations. Microsoft PowerPoint gives you more ways to create and share dynamic presentations with your audience than ever before. Exciting new audio and visual capabilities help you tell a crisp, cinematic story that’s as easy to create as it is powerful to watch. In addition, PowerPoint 2010 enables you to work simultaneously with other people or post your presentation online and access it from virtually anywhere using the Web or your smartphone. Course topics include:

- Creating presentations with PowerPoint
- Formatting and organizing PowerPoint slides
- Working with graphics, tables and charts
- Adding multimedia and SmartArt to presentations
- Integrating with Microsoft Office files

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<td>NHCU 9308</td>
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Microsoft Office Suite Comprehensive Training Course

The comprehensive course provides online, self-paced one year access to all introductory through advanced learning modules for all applications, including Microsoft Office Outlook, Word, PowerPoint, and Excel. Select from 2003, 2007, or 2010 versions.

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<th>Course Code</th>
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<td>NHCU 9321</td>
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For more computer information technology programming, see the School of Extended Education catalog section “Technology”.

Project Management

According to U.S. News & World Report, leadership, business analysis and project management rank as the three most in-demand skills for organizations. A global survey of 600 senior executives conducted by The Economist found 95% agreed organization success depended on the following skills: execution, adaptability, project risk identification and mitigation, communication, planning and team building. They also agreed these skills are key competencies of project management and generally lacking in new employees.

Project management skills are required across almost all career paths, job titles and leadership levels. Brandman University offers online courses and simulations that meet the needs of employees building skills in critical areas as well as those earning Professional Development Units (PDUs) to qualify for Project Management Professional (PMP) certification.

Credits available: PDUs, CEUs, CPE credits and/or HRCI recertification credits.

BUSU 0026 Managing Real World Projects

This online, self-paced six-module course presents a stream-lined approach to project management based on the best practices of experienced, effective project managers. The focus is on the key principles of project management in the real world. Offering tools and techniques for achieving project success, Managing Real World Projects is intended for anyone who leads or manages projects of any kind. Students have access to the online course for 180 days. Course includes a business simulation designed to provide practical application and demonstration of mastery of the course content.

10 PDUs

BUSU 0027 Project Management Team Leadership

The vast majority of project work in today's organizations is performed in a team setting. This course discusses the roles and responsibilities of the project management team leader with particular emphasis on responsibility to project stakeholders. Participants learn to build a positive team environment through effective communication, team building activities, and reflective listening. The course also covers team problem solving, understanding the team dynamic for decision-making, to managing
conflict among personality differences, and overcoming barriers to success. Course includes a business simulation designed to provide practical application and demonstration of mastery of the course content.

18 PDUs

**BUSU 8001 Project Management Level I – Project Management Fundamentals**
This course covers the fundamentals of managing projects. Participants explore complex topics in project management while deepening their understanding of planning and controlling processes. Participants will demonstrate an understanding of concepts, tools and ways to manage projects to achieve positive outcomes. Principles and techniques are applied to real world projects.

24 Clock hours
2.4 CEUs

**BUSU 8002 Project Management Level II – Managing Complex Projects: Skills and Leadership Techniques**
Covering the fundamentals of project management and beyond, this course reviews the tactical skills that are needed to successfully deliver projects as well as the leadership skills necessary to lead projects to successful conclusions. Students apply project management and leadership principles to real world scenarios. Particular emphasis is made on successfully managing and leading diverse and virtual project teams.

30 Clock hours
3.0 CEUs.

**ORGU 0002 Nonprofit Management Certificate**
This program, a joint venture between Brandman University and Nonprofit Management Solutions, is designed specifically to prepare participants for staff leadership positions within nonprofit organizations. The course is delivered in 12 sessions that examine the fundamental operating principles of a nonprofit business and provide practical strategies and best practices in:

- Advancement of nonprofit mission
- Strategic governance
- Nonprofit business design and development
- Target market and trend analysis
- Assessing client needs
- Effective program design principles
- Continuous process improvement.
- Resource development strategies
- Financial management
- Personnel leadership
- Human resources issues
- Technology
Each session will provide opportunities to explore the theoretical conceptual framework that supports excellence in nonprofit management and is fundamental to real-life problem solving.

- 36 clock hours
- 3.6 CEUs

**Certificate in Instructional Design**

The fully online Certificate in Instructional Design was developed to meet the increasing challenges for training within academic, corporate, non-profit, and healthcare organizations. This certificate program provides participants with the opportunity to design and produce learning activities and interactive multimedia materials, and to make effective use of instructional technology in training and curriculum development. Participants seeking the certificate take a total of four courses, with an optional fifth course. Courses may also be taken individually.

- Certificate 180 clock hours/12 PDUs

**XLSU 9023 Introduction to Instructional Design**

Prerequisites: Basic computer skills

This class covers the essence of what it means to be an instructional designer. It describes the nature of the work, the core learning theories behind the work, industry best practices for doing the work, and begins to teach participants how they can become employed as instructional designers.

- 45 clock hours, 3 PDUs

**XLSU 9024 Instructional Design in Corporate Environments**

Prerequisites: XLSU 9023 or permission from instructor

While there are many venues in which instructional design can be practiced, the vast majority of jobs in this field involve working with or for corporate employers. To be successful, it is necessary to understand the culture of the company, identify key project members (e.g. stakeholders and subject matter experts), gain knowledge of the project’s learning and business objectives, assimilate relevant technologies that will be used, and discover the attributes of the people who will receive the instruction. Using case studies, this class walks participants through simulations of all these processes.

- 45 clock hours, 3 PDUs

**XLSU 9025 Instructional Design Technologies**

Prerequisites: XLSU 9023 and XLSU 9024 or permission from instructor.

Instructional design makes heavy use of multiple software technologies for the design, development, and delivery of content. In this class, participants will be introduced a wide range of applications they will likely need to work in this field. Included are sections on programs for storyboarding the learning, creating interactive content, and working with common learning management systems that typically serve as the online interface between participants and the instruction being delivered.

- 45 clock hours, 3 PDUs
XLSU 9026 Instructional Design Technologies: Advanced
Prerequisites: XLSU 9023 and XLSU 9024 or permission from instructor.
In this course, users will learn about the two dominate software products used by instructional design professionals and the organizations that employ them – Articulate and Adobe Captivate. Participants will be guided through the process of learning to use each of these applications by reading selected texts, watching online video tutorials, and working with free trial versions of the software that they download and install on their own systems. At the beginning of this class each participant will either select or create a case study that will dictate the nature of the content they produce.
45 clock hours, 3 PDUs

XLSU 9027 Instructional Design Curriculum Development from End to End
Prerequisites: XLSU 9023, XLSU 9024, and either XLSU 9025 or XLSU 9026, or permission of instructor based on digital portfolio.
In this class, participants will be given an opportunity to apply all the instructional design knowledge and skills they have acquired to create a complete learning solution from end to end. The class instructor will serve as the project manager and each participant will be responsible for finding his or her own subject matter expert (SME) to work with. The deliverable at the end of this course can either be a portfolio-quality instructional design sample participants can use to secure work in the field or a completed learning project that will be used in a real-world setting.
45 clock hours, 3 PDUs

LEADERSHIP PROGRAMS
The School of Extended Education offers a variety of programs and services to develop high performing leaders at every level of the organization. A recent white paper from the Center for Creative Leadership documented the strong link between leadership skills and the bottom line. Organizations that invest in leadership development outperform those that do not make this investment. Developing leaders at all levels:
• Improves bottom line financial performance
• Attracts and retains talent
• Drives a performance culture
• Increases organization agility and resilience.

At the individual level, our programs help existing and emerging leaders build skills, realize potential and maximize performance so they can:
• Expand employee engagement
• Improve individual and team effectiveness
• Reduce turnover and maximize retention
• Increase department and division productivity
• Enhance the quality of goods and services
• Boost sales and enlarge market share
• Upgrade customer/client care
• Enrich the organization culture
• Foster change, growth and advancement

Leadership Development certificate programs, seminars, and workshops provide experiential learning, incorporate current best practices and focus on practical workplace applications that produce immediate results. Some certificate programs carry academic credit and may be applied to Brandman degree programs. Examples of programs available follow. More programming is detailed at www.brandman.edu/exed.

The Leadership Development Certificate includes a set of three-phase programs designed for both emerging and experienced leaders that want practical and proven tools to build leadership capacity, improve employee performance, increase team effectiveness and enhance organizational productivity. Each phase of the program consists of a separate 35-45 hour certificate program that integrates and builds on the knowledge and skill development of the previous phase. * Although it is recommended the certificate programs be taken in sequence, it is not a requirement.

In each certificate program, participants are organized into small “learning teams” to work on leadership challenges and build leadership capability. Participants create and implement an Individual Development Plan that provides the framework for applying what they learn in class to workplace issues and situations. Results are reported during a final Capstone event.

XLSU 0002 Leadership Core Competencies
This course is designed to develop both strategic and tactical core leadership competencies in high potentials; newly hired or promoted team leads, supervisors and managers; or experienced organization leaders desiring to be more effective in their role. In this 13-week program, participants learn leadership “best practices” including how to:
• Identify their leadership strengths and weaknesses
• Think strategically
• Become emotionally intelligent
• Communicate effectively with others
• Constructively resolve workplace conflict
• Improve employee engagement
• Build and maintain high performing teams
• Delegate and oversee work
• Manage employee performance
• Develop employees through coaching
• Effectively direct change and manage transition
Participants work in classroom “learning teams” and with an internal accountability partner to develop and implement an Individual Development Plan. New knowledge and skills are applied to a specific leadership challenge, based on an actual workplace issue or situation, and the results are presented during a Capstone event.

45 clock hours/4.5 CEUs

Approved for 45 recertification credit clock hours towards PHR, SPHR and GPHR recertification through HRCI.

**XLSU 0004 Coaching for Results**
Research by Bersin and Associates consistently confirms that coaching is the talent process delivering the single greatest overall business impact. For leaders and people managers, coaching is an essential tool for developing employees, addressing performance issues, improving accountability, and increasing levels of engagement and productivity. In this 10-week program, participants experience "best practices" by observing certified coaches during weekly demonstrations and can immediately apply what they have learned through practice coaching sessions and workplace application.

Modules include:
- Developing the coaching relationship
- Establishing goals and managing accountability
- Identifying your personal coaching style
- Elements of an effective coaching conversation
- Coaching through conflict
- Coaching for development
- Coaching for performance
- Coaching to feed forward
- Concluding the coaching conversation
- Capstone

Participants work in classroom “learning teams” and with an accountability partner to develop and implement an Individual Development Plan. New knowledge and skills are applied to specific coaching challenges, based on actual workplace issues or situations, and the results are presented during a Capstone event.

35 clock hours/3.5 CEUs

Approved for 35 recertification credit clock hours towards PHR, SPHR and GPHR recertification through HRCI.

**XLSU 0020 Leading Organizations**
This certificate program is designed to develop key organization leadership competencies including strategic leadership, resource management, political savvy and leading change. A key component is the DiSC Work of Leaders that identifies a specific set of best practices for leading a group or organization
toward desired outcomes. The Work of Leaders assessment evaluates each participant’s DiSC profile with a focus on Crafting a Vision, Building Alignment and Championing Execution.

In this 12-week program, participants learn best practices in organizational leadership including how to:

- Utilize mission, vision, and values to focus on key priorities
- Ensure ethical management and organization social responsibility
- Lead strategically and break down department and division silos
- Direct major change initiatives
- Design and implement an effective leadership succession process
- Master positive political skills
- Build internal & external alignments, coalitions and networks
- Develop a strong working relationship with the boss by successfully “Influencing UP”
- Effectively manage resources and identify contribution to the bottom line
- Drive innovation via creative, collaborative problem solving

Participants work in classroom "learning teams" and with an internal accountability partner to develop and implement an Initiative Improvement Plan. New knowledge and skills are applied to specific organization initiatives, based on actual workplace issues or situations, and the results are presented during a Capstone event.

**Law Enforcement Agency Leadership Certificate Program**

This leadership development program is an integrated three course program specifically designed for sworn and civilian employees working in county, municipal, and state law enforcement organizations. The program develops high performance leaders at all levels who will be able to successfully face current and future challenges, and assist in building dynamic organizations that ethically serve their communities. Each tier of the program consists of a separate 45 hour course, and each subsequent tier builds on the knowledge and skills of the previous course.

**XLSU 8000 Law Enforcement Agency Leadership: Personal Leadership**

Students build awareness of personal preferences and strengths and develop individual leadership competencies. Modules include:

- Self-Management
- Leading with Emotional Intelligence
- How Leaders Build Trust
- Resilient Leadership
- Servant Leadership
- Work-Life Integration
- Strategic Thinking – Goal Setting
- Strategic Thinking – Decision Making
Academic Credit Opportunities
This course may be taken for academic credit in the undergraduate Organizational Leadership or Criminal Justice programs as OLCU 320 Selected Topics in Organizational Leadership. Please see the course description under Organizational Leadership for more information.

XLSU 8002 Law Enforcement Agency Leadership: Group/Team Leadership
Students develop the leadership competencies necessary to successfully lead, manage, and supervise teams and groups. Modules include:
  • Essentials of Interpersonal Communication
  • Team Development
  • Leading Teams to High Performance
  • Workplace Diversity
  • Employee Engagement
  • Coaching for Results
  • Conflict Resolution – Mediation
  • Conflict Resolution – Negotiating
  • Performance Management
  • Accountability

Academic Credit Opportunities
This course may be taken for academic credit in the undergraduate Organizational Leadership or Criminal Justice programs as OLCU 320 Selected Topics in Organizational Leadership. Please see the course description under Organizational Leadership for more information.

XLSU 8003 Law Enforcement Agency Leadership: Organizational Leadership
Students develop competencies necessary for strategic leadership of the organization. Modules include:
  • Strategic Leadership: Mission-Vision-Values
  • Strategic Leadership; Systems Thinking
  • Strategic Leadership: Execution
  • Ethics and Organizational Responsibility
  • Leading Change
  • Managing Transitions
  • Organization Savvy: Political Insight and Influence
  • Organization Savvy: Influencing UP
  • Resource Management: Intangible Assets
  • Resource Management: Tangible Assets

Academic Credit Opportunities
This course may be taken for academic credit in the undergraduate Organizational Leadership or Criminal Justice programs as OLCU 320 Selected Topics in Organizational Leadership. Please see the course description under Organizational Leadership for more information.
Leadership Development and Business Administration for the IT Professional

Many members of the workforce have excellent technical knowledge and skills; however, employers report that a lack of understanding of the business and insufficient team and organizational leadership competencies result in a failure to work as effectively or productively as required in today’s cross functional environment. This program addresses this gap with courses focused on the leadership development, project management, process analysis tools, and other competencies every professional and paraprofessional must master in order to manage and lead projects, teams, and strategic business initiatives.

- NHCU 9112 Lean Six Sigma Green Belt
- NHCU 0044 SharePoint Foundation 2013 Site User
- NHCU 8029 Excel Level One
- NHCU 8030 Excel Level Two
- NHCU 8031 Excel Level Three
- NHCU 8028 Excel Business Data Analysis
- BUSU 8005 Powerful Presentations
- BUSU 8002 Project Management Level 2 – Managing Complex Projects – Skills and Leadership Techniques
- BUSU 8004 Introduction to Business Administration and Models
- XLSU 0002 Leadership Development Core Competencies Certificate

176 Clock hours / 17.6 CEUs

XLSU 8004 Effective Individual and Team Leadership Skills for the Mobile Applications Developer

Today, all career paths require practical and proven individual leadership skills and understanding of business processes. Individuals in information technology focused fields must be able to work closely with others throughout various business functional areas. Learn practical and proven tools to improve these interactions, increase effectiveness and enhance productivity. Individual leadership tools for the mobile application developer include interpersonal communications, authentic listening skills, team decision making skills, lean team problem solving, and customer service. An individual development plan, coaching and much more enhance this course.

24 Clock hours
2.4 CEUs

XLSU 8005 Leadership Skills for IT Professionals

Today, individuals engaged in security IT must have practical and proven individual, team and organizational leadership skills and understanding of business processes. Learn how to improve interactions between cross-disciplinary functional groups, increase effectiveness and enhance productivity. Individual, team and organizational leadership tools for the individual engaged in business analysis functions including interpersonal communications, authentic listening skills, team decision making, lean team problem solving, strategic leadership, organizational design, and system thinking. An
individual development plan, case studies including authentic business challenges, coaching and much more enhance this course.

   32 Clock hours
   3.2 CEUs

XLSU 8006 Leadership Skills for Effective Business Process Analytics
Today, individuals engaged in business process analytics must have practical and proven individual, team and organizational leadership skills and understanding of business processes. Learn how to improve interactions between cross-disciplinary functional groups, increase effectiveness and enhance productivity. Individual, team and organizational leadership tools for the individual engaged in business analysis functions including interpersonal communications, authentic listening skills, team decision making, lean team problem solving, strategic leadership, organizational design, and system thinking. An individual development plan, case studies including authentic business challenges, coaching and much more enhance this course.

   32 Clock hours
   3.2 CEUs

XLSU 8007 Cloud Computing Determinations – Individual and Team Leadership Skills
Today, individuals engaged in business process analytics must have practical and proven individual, team and organizational leadership skills and understanding of business processes. Learn how to improve interactions between cross-disciplinary functional groups, increase effectiveness and enhance productivity. Individual, team and organizational leadership tools for the individual engaged in business analysis functions including interpersonal communications, authentic listening skills, team decision making, lean team problem solving, strategic leadership, organizational design, and system thinking. An individual development plan, case studies including authentic business challenges, coaching and much more enhance this course.

   32 Clock hours
   3.2 CEUs

Project Management
Project Management skills are required across almost all career paths, job titles and leadership levels. Brandman University offers online courses and simulations that meet the needs of employees building skills in critical areas as well as those earning Professional Development Units (PDUs) to qualify for Project Management Professional (PMP) certification.

(See School of Extended Education Business Programs for course descriptions.)

   BUSU 0026 Managing Real World Projects
        10 PDUs/Contact Clock hours
   BUSU 0027 Project Management Team Leadership
        18 PDUs/Contact Clock hours
   BUSU 8001 Project Management Level I
        24 PDUs/Contact Clock hours
BUSU 8002 Project Management Level II
30 PDUs/Contact hours

HRCU 0034 Essentials of HR Management
Designed to provide a solid foundation in Human Resources (HR), this essentials course improves job performance across multiple job titles and functions. This course is especially valuable for:

- Those new to or interested in entering the HR field
- Supervisors and managers who need an introductory understanding of HR principles
- HR professionals whose experience has been limited to a narrow functional area.

Participants learn techniques for effectively handling daily HR and people management challenges by discussing real-life HR issues in the following topics:

- Human Resource Management
- Employment Law
- Recruitment and Selection
- Compensation and Benefits
- Employee Development
- Performance Management

24 clock hours
2.4 CEUs
21 RCHs for PHR, SPHR and GPHR recertification through HRCI

HR curriculum can be customized for cohorts consisting of supervisors, managers, team leads and others who require an understanding of HR principles and requirements.

ORGU 0002 Nonprofit Management Certificate
This program, a joint venture between Brandman University and Nonprofit Management Solutions, is designed specifically to prepare participants for staff leadership positions within nonprofit organizations. The course is delivered in 12 sessions that examine the fundamental operating principles of a nonprofit business and provide practical strategies and best practices in:

- Advancement of nonprofit mission
- Strategic governance
- Nonprofit business design and development
- Target market and trend analysis
- Assessing client needs
- Effective program design principles
- Continuous process improvement.
- Resource development strategies
- Financial management
- Personnel leadership
- Human resources issues
• Technology

Each session will provide opportunities to explore the theoretical conceptual framework that supports excellence in nonprofit management and is fundamental to real-life problem solving.

36 clock hours
3.6 CEUs

Certificate Program: Instructional Design
The fully online Certificate in Instructional Design was developed to meet the increasing challenges for training within academic, corporate, non-profit, and healthcare organizations. This certificate program provides participants with the opportunity to design and produce learning activities and interactive multimedia materials, and to make effective use of instructional technology in training and curriculum development. Participants seeking the certificate take a total of four courses, with an optional fifth course. Courses may also be taken individually.

XLSU 9023  Introduction to Instructional Design  
XLSU 9024  Instructional Design in Corporate Environments  
XLSU 9025  Instructional Design Technologies  
XLSU 9026  Instructional Design Technologies: Advanced  
XLSU 9027  Instructional Design Curriculum Development from End to End

Each course 45 clock hours/3PDUs  
Certificate 180 clock hours/12 PDUs  
(See School of Extended Education Business Program Section for course requirements and descriptions.)

XLSU 0008 Franklin Covey Programs
Franklin Covey curriculum is recognized as a gold standard in leadership training. Brandman University combines Franklin Covey curriculum with dynamic Brandman instructors known for their ability to engage students and develop their capability to apply principles in the workplace. The School of Extended Education has certified instructors qualified to facilitate the following Franklin Covey programs:

• The 7 Habits of Highly Effective People Signature Program  
• The 7 Habits for Managers  
• 7 Habits for Highly Effective Associates  
• 7 Habits Maximizer  
• Focus: Achieving Your Highest Priorities  
• The 4 Disciplines of Execution  
• Leadership: Great Leaders, Great Teams, Great People  
• The Speed of Trust
Leadership NOW Seminars and Workshops

Leadership NOW seminars and workshops provide employees with the opportunity to build specific skills, increase knowledge, and become more effective on the job. The Custom Programming Library currently contains more than 60 individual modules for developing leadership and business competencies. Workshops and seminars provide a learning environment that is interactive and experiential where participants acquire practical nuts-and-bolts tools and strategies for immediate implementation. The Leadership NOW seminar series is a bi-monthly open enrollment, on-campus program where business professionals network together, learn organization best practices and share experiences.

For organizations looking for customized workshops focused on leadership competencies: These modules can also be customized for specific employee groups and delivered onsite at the client location. A list of modules with short description of each is available at http://www.brandman.edu/extended-education/corporate-training.

“GO Team” Team Development Program

The School of Extended Education has partnered with Senior Instructor Susan Gerke, who co-developed the program, to offer a new modular system for team and team leader development. Divided into 18 short, highly engaging modules, “GO Team” provides a focused approach to practical skill development for intact teams by enabling training to focus on specific needs and challenges.

Level 1: Setup for Success
- Getting Grounded in Team Basics
- Creating Team Operating Guidelines
- Establishing Team Purpose and Goals
- Clarifying Team Roles
- Building on Style Differences
- Assessing the Team

Level 2: Go Team!
- Enhancing Team Communication
- Running Effective Team Meetings
- Making Team Decisions
- Avoiding Groupthink
- Resolving Team Conflict
- Solving Team Issues

Level 3: See You at the Top
- Building Team Trust
- Giving and Receiving Feedback
- Sharing Leadership
Leadership and Business Modules
The leadership and business modules listed below by tier are offered individually as half or full day workshops or combined into a certificate program. Participants earn 0.4 CEUs for a half-day workshop, 0.8 CEUs for a full-day workshop, and 1.0 CEU for each 10 clock hours of instruction in a certificate program.

Tier One - Personal Leadership
- Self-Management (uses an assessment tool such as MBTI, DiSC, or Interaction Styles)
- Leading with Emotional Intelligence
- How Leaders Build Trust
- Resilient Leadership - Turning Setbacks into Comebacks
- Work-Life Integration
- Strategic Thinking
- Governing Values
- Leadership and Ethical Values
- Servant Leadership

Tier Two - Team and Group Leadership
- Effective Leadership
- Essentials of Interpersonal Communication
- Authentic Listening Skills
- Team Development
- Leading Teams to High Performance
- Managing Virtual Teams
- Team Decision Making
- Lean Team Problem Solving
- Employee Engagement
- Delegating Effectively
- Facilitation Skills
- Generational Diversity
- Cultural Diversity
- Constructive Conflict Management
- Becoming Conflict Competent
- Performance Management
- Conducting Effective Performance Appraisals
- Building Accountability
- Improving Employee Job Performance
- Managing Risk in the Hiring Process
• On-Boarding and Training
• Coaching for Results
• Mentoring – Developing Human Potential
• Recruitment and Selection
• Gender Diversity & Prevention of Sexual Harassment
• Workplace Violence Prevention

**Tier Three - Organization Leadership**
• Mission, Vision, Values
• Strategic Leadership
• Lean Principles
• Organizational Design
• Systems Thinking
• Business Ethics and Corporate Social Responsibility
• Culture as Competitive Advantage
• Executing with Excellence
• Financial Acumen
• Resource Management
• Leading Change
• Managing Transition
• Crisis Management
• Managing UP
• Situational Leadership
• Operating in a Matrix Environment
• Career Management
• Succession Planning
• Organizational Savvy
• Keys to Customer Satisfaction
• Innovative Problem Solving

**Tier Four - Business Mastery**
• Microsoft Office Desktop Applications
• Leading and Facilitating Meetings
• Making Powerful Presentations
• Project Management
• Managing Time and Energy
• Setting S.M.A.R.T. Goals
• Business Writing
• Strategic Planning
• Effective Decision Making
HEALTH, WELLNESS AND SCIENCE PROGRAMS

Recognizing the need for a well-trained, healthcare-focused workforce, The School of Extended Education provides courses and certificate programs for those currently on health and wellness and other science-focused career paths, those interested in entering these fields, and those simply interested in increasing their own knowledge base. Programming is available for academic credit as well as CEUs for professional development. Much of the programming is also approved for continuing education or recertification credits with Board of Behavioral Sciences, Board of Registered Nurses, and other certifying agencies.

Efforts to reduce healthcare costs by teaching people about healthy habits and behaviors have created rapid growth and need for health coaches. Health coaching is a collective and highly individualized service that concentrates on enhancing wellness and health. It develops a person’s ability to attain short-term and extended health objectives. This is an emerging field with growing demand. Health coaches work in medical centers, HR departments, insurance companies, and in private practice. These scientifically based courses covers health coaching from expecting mothers to seniors. Participants seeking the certificate must complete all three courses. Courses may also be taken individually. Each course is 15-30 clock hours/1.5-3.0 CEUs. Certificate 60-90 clock hours/6-9 CEUs.

XHWU 8000 Health Coach Training – Parents and Family
Help families have fun learning simple healthy habits that prevent nutrition related diseases, enhance overall health, and improve children’s learning and behavior. The Health Coach Training course consists of direct instruction 20 clock hours of direct instruction with 10 clock hours of self-study and/or online study for a total of 30 clock hours. Upon completion of this course, participants will be able to demonstrate how lifestyle, exercise, attitude, and nutrition choices can affect children’s learning, behavior, attention, attitude, and performance both in school and at home. Additionally, students will demonstrate how choices made by both parents and children play a critical role in a child’s education experience. 30 clock hours/3 CEUs

XHWU 8001 Health Coach Training – Expectations
This course equips individuals to coach pregnant and nursing mothers to have a healthier pregnancy and baby, a smoother delivery and recovery, and implements optimal pre- and post-natal nutrition practices. The Health Coach Training course consists of direct instruction (66%) and self-study and/or online study (33%) for a total of 15 or 30 clock hours. Participants will be able to demonstrate how lifestyle, exercise, attitude, and nutrition choices that affect women before, during and after pregnancy. 15-30 clock hours/1.5-3.0 CEUs

XHWU 8002 Health Coach Training – Prime Time
This Health Coach Training course consists of direct instruction (66%) and self-study and/or online study (33%) for a total of 15 or 30 clock hours. Upon completion of this course, participants will be able to
empower adults in the prime of their life and seniors to prevent age-related diseases, sharpen thinking, boost energy, and take charge of their health. Students will gain a deeper understanding of the body systems including cardiology, digestive system, blood sugar and insulin, the brain, inflammation and inflammatory responses. 15-30 clock hours/1.5-3 CEUs

Students can expand their knowledge in this area; see the undergraduate Nutrition and Wellness certificate.

**XHWU 8200 Legal Nurse Consultant Training Certificate**

This program prepares Registered Nurses and Physician's Assistants for a career in the legal field as legal nurse consultants. Building on the medical education and clinical experience of RNs and PAs, this course provides the RN and PA with fundamental skills necessary to advise law firms, health care providers, insurance companies, and governmental agencies regarding medically related issues and to appear in court as expert witnesses. The course presents legal concepts related to the health care industry, as well as the role a legal nurse consultant might play in litigation areas such as medical malpractice, toxic torts, products liability, wrongful death, criminal law, and workers' compensation. Any RN or PA interested in entering the legal field can benefit from the education provided by this course. Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 42 contact clock hours. 42 clock hours/4 CEUs

For those RNs or PAs who would like to advance their career, the American Association of Legal Nurse Consultants and International & American Association of the Legal Nurse Industry (IAALNI) offer the credential Legal Nurse Consultant Certification.

To be eligible to take the examination, candidates must have the following:

- current licensure as a registered nurse in the United States or its territories, with a full and unrestricted license
- a minimum of five years of experience practicing as a registered nurse
- evidence of 2000 clock hours of legal nurse consulting experience within the past five years

Legal Nurse Consultants who would like to expand their clinical case practice to include forensic analysis should consider Forensic Science Investigation Certificate. If you are interested in specializing in forensics exclusively, these courses provide a solid foundation of forensic education.

**Certificate Program: Instructional Design**

The fully online Certificate in Instructional Design meets the increasing challenges of developing training in the healthcare industry. This certificate provides a focus for individuals who aspire to work in healthcare, academia, government, hospitals or other healthcare organizations as an instructional designer, training manager, program development manager sales training. This certificate program provides participants the opportunity to design and produce learning activities and interactive multimedia materials, and to make effective use of instructional technology in training and curriculum
development. Participants seeking the certificate take a total of four courses, with an optional fifth course. Courses may also be taken individually.

Each course 45 clock hours/3 PDUs
Certificate 180 clock hours/12 PDUs

(See School of Extended Education Business Program Section for course descriptions).

XLSU 9023 Introduction to Instructional Design
45 clock hours/3 PDUs
XLSU 9024 Instructional Design in Corporate Environments
45 clock hours/3 PDUs
XLSU 9025 Instructional Design Technologies
45 clock hours/3 PDUs
XLSU 9026 Instructional Design Technologies: Advanced
45 clock hours/3 PDUs
XLSU 9027 Instructional Design Curriculum Development from End to End
45 clock hours/3 PDUs

EDUU 9679 Art4Healing® Certificate
This certificate, developed by Art & Creativity for Healing, Inc., is designed for counselors, teachers, therapists, medical professionals, artists, and others interested in learning the Art4Healing® method and using the exercises in their own work with children and adults suffering from abuse, illness, grief or stress. Participants will learn how to use the language of color as a way to facilitate creativity and emotional expression through abstract painting and other visual methods. Certificate 60 clock hours/6 CEUs

FSNU 335 Science of Obesity
This course covers the role of diet and exercise in weight loss and body weight maintenance as well as metabolic and physiological changes occurring during weight loss and gain. Explore 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. This course satisfies requirements of the undergraduate Nutrition and Wellness Certificate and provides 3 undergraduate academic credits. Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.

Equivalent to 45 CPEU for the Commission on Dietetic Registration/American Dietetic Association and 0.3 CEU for National Academy of Sports Medicine.

SPNU 100 Survival Spanish: Culture and Language for Healthcare Professionals
This course is designed to provide basic Spanish communication skills and an understanding of Latino culture for health professionals. A full course description can be found in the course description section. Successful completion of the course provides 3 undergraduate credits and satisfies a prerequisite
requirement for the RN to BSN program. This course fulfills the humanities breadth requirement in the foreign languages area. 3 academic credits/45 clock hours/4.5 CEUs

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.

This course also meets the qualifications for 45 clock hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences. Brandman University is provider #PCE 1821.

Certificate: Leaders in Healthcare
This series of workshops is designed for all healthcare practitioners and augments clinical education with leadership skills to advance individual career goals and organizational objectives. Each workshop combines theory with practical applications immediately applicable to participants’ professional settings.

Complete four (4) workshops to earn the Leaders in Healthcare Certificate. Participants are also welcome to take individual workshops. Each workshop awards 0.4 CEUs.

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 4 contact clock hours per workshop.

These workshops also meet the qualifications for 4 clock hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences. Brandman University is provider #PCE 1821.

Topics include:

XHWU 0005 Managing Crucial Conversations
Great interpersonal communication skills are critical to health care professionals. This course utilizes principles from the bestselling book “Crucial Conversations” to help nurses, doctors, medical staff and patients have successful discussions with each other in high risk situations. Participants learn how to set healthy goals for dialogue, identify their communication style under stress, manage strong emotions, create a safe environment, persuade others, and listen empathetically.

XHWU 0007 Diversity: Multiculturalism, Generational, and Gender
The increasing diversity of both the workforce and patient population requires all of us to develop competency in dealing with different cultures, genders, and generational groups. Participants will develop skills in working effectively with individuals by gaining awareness of the different strengths, values, expectations, and requirements of each group. Enhanced patient care will be the result.

XHWU 0010 Self-Management: Understanding You
Effective leadership begins with self-awareness. In this workshop, participants identify behavioral styles that impact how they communicate, develop relationships, make decisions, and prefer to work.
Awareness of the contribution of different styles to the organization improves team dynamics, working relationships and overall productivity, positively impacting patient outcomes.

**XHWU 0011 S.M.A.R.T. Goal Setting**
The capability to set and reach goals is crucial to effective leadership. In this workshop, participants will learn methods for developing and achieving individual, team and organization goals by utilizing the S.M.A.R.T. model. They will also discuss the value and purpose of setting goals, learn the difference between long term, short term and stretch goals, and identify some common elements that can sabotage attaining goals once they are created.

**XHWU 0012 Strategic Thinking**
Strategic thinking is the leadership competency at the individual level that is essential for other strategic leadership competencies such as strategic planning, effective decision making and strategy development. Participants will build strategic thinking skills by participating in exercises and applying what they learn to organization issues and challenges. They will also be supplied with powerful and practical tools such as 5-Whys, S.M.A.R.T. goals, Stakeholder Analysis and SWOT Analysis.

**XHWU 0006 Emotional Intelligence**
Research confirms that Emotional Intelligence strongly influences the ability to be personally effective and professionally productive. This is especially true for those in a leadership role who must possess not only the technical skills and experience to perform the job, but also the emotional and social competencies to effectively manage, develop and engage their employees. Participants will rate their “EQ”, identify areas for development and learn practical methods for increasing their emotional intelligence capability.

**XHWU 0009 Project Management**
Good project management skills can be crucial to success when overseeing programs or projects. Participants learn proven strategies for completing projects on time and within budget including: 1) creating a strong project team, 2) identifying and assigning tasks, 3) determining timetables and milestones, 4) managing time and resources effectively, 5) accurately tracking progress, and 6) dealing with setbacks and surprises.

**XHWU 0008 Leading Change**
Healthcare is a rapidly evolving environment. High performance leaders anticipate the need for change, prepare their organizations and then effectively manage the transition process. Participants learn key elements of change management and gain practical tools and techniques to build consensus, create momentum and attract sustained support so they can minimize resistance and workplace disruption.

**Microsoft Office Desktop Applications Courses**
Brandman University provides accessible, easy and affordable ways for business professionals to develop or enhance desktop application skills in Microsoft Office Suite versions 2003, 2007 and 2010.
Each Microsoft Office application includes powerful tools to express ideas, solve problems, and connect with people. Microsoft Office has evolved from a suite of personal productivity products to a comprehensive and integrated system. Courses include multiple skill levels with curriculum that provides practical hands-on knowledge. Self-paced, online courses are available 24/7. Each course includes one-year access to learning modules that take students from beginning through advanced concepts.

(See School of Extended Education Business Program Section for course descriptions).

- Microsoft Word
- Microsoft Excel
- Microsoft Outlook
- Microsoft PowerPoint
- Microsoft Office Suite Comprehensive Training Course

**Project Management**

Project Management skills are required across almost all career paths, job titles and leadership levels. Brandman University offers online courses and simulations that meet the needs of employees building skills in critical areas as well as those earning Professional Development Units (PDUs) to qualify for Project Management Professional (PMP) certification.

(See School of Extended Education Business Programs for course descriptions.)

- BUSU 0026 Managing Real World Projects
  10 PDUs/Contact Clock hours
- BUSU 0027 Project Management Team Leadership
  18 PDUs/Contact Clock hours
- BUSU 8001 Project Management Level I
  24 PDUs/Contact Clock hours
- BUSU 8002 Project Management Level II
  30 PDUs/Contact Clock hours

**TECHNOLOGY**

Recognizing that successful information technology employees and entrepreneurs must also have the requisite business process understanding and soft skills in order to effectively work with and within various organizational structures, the School of Extended Education offers programming that business owners and other key business decision makers prescribed as required for specific IT focused career paths. All programming can be taken as certifications or certificates described below. In addition, the individual courses can be taken alone.
Mobile Application Development Certificate
This program is designed for the person embedded within an organization and/or working in an entrepreneurial capacity. Technical skills are combined with business skills, including entrepreneur/intrepeneur best practices, in order to develop an individual ready to work productively in a cross functional business setting. Technical skills focus on the fundamental concepts of software application development relative to development of Mobile Applications. The foundations of Mobile application development for iPad, iPhones, Android and JQuery Mobile Essentials will be introduced using languages and tools including but not limited to HTML, CSS3, Adobe Dreamweaver and JavaScript. Students participate in a mobile app development lab with an opportunity to create their own application with the assistance of a certified instructor.

- NHCU 8552 2667 Introduction to Programming
- NHCU 8550 JavaScript Programming
- NHCU 0046 Design with HTML5 and CSS3
- NHCU 0047 Web Design with HTML5 and CSS3 Level 2
- NHCU 0040 Adobe Dreamweaver CS6 Part One
- NHCU 0041 Adobe Dreamweaver CS6 Part Two
- NHCU 0048 Mobile Apps Foundation and Development Series
- NHCU 0049 Mobile Web Development 1
- NHCU 0050 Mobile Web Development 2
- XLSU 8004 Individual and Team Leadership Skills for the Mobile Application Developer
- BUSU 8003 A Primer in Entrepreneur/Intrapreneur Skills

283 Clock hours / 28.3 CEUs

Business Data Analytics and Process Analysis Level 1 Certificate
This program integrates technical foundations with an understanding of organizational structure and project methodology. The successful completion of the program provides the student with the ability to communicate and work with IT teams and other business functional teams and move forward technology focused projects intended to solve business problems. Students successfully completing this program will understand how to gather data and analyze the same. Tools focused on include Excel, Access, and Crystal Reports. Project management and other leadership competencies provide the framework for managing business intelligence projects and working with cross functional teams to utilize appropriately gathered analytics to make business decisions. Students must have intermediate knowledge of Microsoft Excel to be eligible for this program. The student successfully completing this program will attain the Business Process Analytics Level 1 Certificate in addition to a Microsoft MOS Access Certification, upon passing the MOS exam.

- NHCU 8028 Excel Business Data Analysis
- NHCU 8015 Access Level One
- NHCU 8016 Access Level Two
- NHCU 8076 Crystal Reports XI Level One
- XLSU 8006 Leadership Skills for Effective Business Process Analytics
- BUSU 8001 Project Management Level One – Project Management Fundamentals
160 Clock hours / 16 CEUs

**Business Data Analytics and Process Analysis Level 2 Certificate**

This well rounded program integrates technical expertise with an understanding of organizational structure and project methodology. Students entering this program must have a working knowledge of the toolset developed in Business Database Analytics and Process Analysis Level 1 and a general understanding of individual leadership competencies. Students will build on their ability to use the basic Microsoft applications’ analytical tools by moving forward to master the Transact SQL language to write basic queries for Microsoft SQL Server. Team and organizational leadership competencies as well as advanced project management skills will provide the ability for the student to direct the use of analytical tools with an insight on the business analysis to solve strategic business questions.

Successful completion of the program includes Microsoft Certified Solutions Associate in SQL Server 2012 (MCSA) Certification (upon the passing of three Microsoft exams). Students with the MCSA certification may be awarded academic credit toward the Brandman Bachelor of Science in Computer Technology undergraduate degree.

- NHCU 8028 Excel Business Data Analysis
- NHCU 0005 10774 Querying Microsoft SQL Server 2012
- NHCU 0009 10775 Administering Microsoft SQL Server 2012 Databases
- NHCU 0011 10777 Implementing a Data Warehouse with Microsoft SQL Server 2012
- NHCU 0044 SharePoint Foundation 2013 Site Owner
- XLSU 8006 Leadership Skills for Effective Business Analytics
- BUSU 8002 Project Management Level 2 – Managing Complex Projects – Skills and Leadership Techniques

288 Clock hours / 28.8 CEUs

**Understanding Cloud Computing Certificate**

This program is designed for the network administrator or those similarly situated. Students will gain an understanding of cloud computing along with the ability to install, configure and manage the world’s most used Cloud IT solutions. Because this individual must work cross functionally in order to evaluate and lead a project that affects multiple business functional areas. Leadership, business and management skills are incorporated into the curriculum with outcomes focused on providing the ability to work with management level decision makers. Successful completion of this certificate program provides the student with the necessary training for the industry recognized certifications CompTIA Cloud Essentials VMware Certified Professional (VCP) and Red Hat System Administrator (RHCA).

- NHCU 0043 CompTIA Cloud Essentials
- NHCU 8230 VMWare vSphere Install Configure Manage
- NHCU 8363 Red Hat System Administrator I RH124
- XLSU 8007 Cloud Computing Determinations: Individual and Team Leadership Skills
- BUSU 8002 Project Management Level 2 – Managing Complex Projects – Skills and Leadership Techniques
188 Clock hours / 18.8 CEUs

**IT Security**
This program recognizes the IT Security specialist is often hired as a senior level member of the IT team. The student best positioned for success will have three to five years of experience in IT, either as a network or system administrator. This robust selection of industry recognized information security courses provide the technical skills required to conceptualize, design and engineer secure solutions across complex enterprise environments. Recognizing that technical skills are only a part of the skillset required to effectively perform the work this student will be trained for, this program includes a focus on leadership, business and management skills required of individuals with management level decision making authority.

Successful completion of this certificate program provides the student with the knowledge required to apply to sit for three of the following certifications exams, depending upon experience student will choose from: CompTIA Security+, CompTIA Advanced Security Practitioner (CASP), Computer Hacking Forensics Investigator (CHFI), Certified Ethical Hacker (CEH), Certified Information Systems Auditor (CISA), Certified Information Security Manager (CISM) and Certified Information System Security Professional (CISSP). Brandman also provides academic credit toward the Bachelor of Science in Computer Technology for those students with the CEH and or Security+ Certifications. These certifications provide course substitutions within the degree program thereby reducing time and costs to earn a degree.

- NHCU 9004 CompTIA Security +
- NHCU 9002 CompTIA Advanced Security Practitioner (CASP)
- NHCU 9104 Computer Hacking Forensics Investigator (CHFI)
- NHCU 9116 Certified Ethical Hacker (CEH)
- NHCU 0042 Certified Information Systems Auditor (CISA)
- NHCU 0041 Certified Information Security Manager (CISM)
- NHCU 9107 Certified Information System Security Professional (CISSP)
- XLSU 8005 Leadership Skills for the IT Professional
- BUSU 8002 Project Management Level 2 – Managing Complex Projects – Skills and Leadership Techniques

496 Clock hours / 49.6 CEUs

Courses may be taken individually. Various levels of each course are available.

**Office & Windows Programming:**

**Microsoft Access**
- NHCU 8015 Access 2003 Level One: 45 clock hours/4.5 CEUs
• NHCU 8016 Access 2003 Level Two: 45 clock hours/4.5 CEUs
• NHCU 8017 Access 2003 Level Three: 45 clock hours/4.5 CEUs
• NHCU 8018 Access 2007 Level One: 45 clock hours/4.5 CEUs
• NHCU 8019 Access 2007 Level Two: 45 clock hours/4.5 CEUs
• NHCU 8020 Access 2007 Level Three: 45 clock hours/4.5 CEUs
• NHCU 8025 Access 2007 New Features: 5 clock hours/0.5 CEUs
• NHCU 8014 Access 2007 VBA Programming: 15 clock hours/1.5 CEUs
• NHCU 8021 Access 2010 Level One: 45 clock hours/4.5 CEUs
• NHCU 8022 Access 2010 Level Two: 45 clock hours/4.5 CEUs
• NHCU 8023 Access 2010 Level Three: 45 clock hours/4.5 CEUs
• NHCU 8015 Access 2013 Part One: 32 clock hours/3.2 CEUs
• NHCU 8016 Access 2013 Part Two: 32 clock hours/3.2 CEUs

Microsoft Excel
• NHCU 8029 Excel 2003 Level One: 15 clock hours/1.5 CEUs
• NHCU 8030 Excel 2003 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8031 Excel 2003 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8032 Excel 2007 Level One: 15 clock hours/1.5 CEUs
• NHCU 8033 Excel 2007 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8034 Excel 2007 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8026 Excel 2007 VBA Programming: 15 clock hours/1.5 CEUs
• NHCU 8027 Excel 2007 New Features: 5 clock hours/0.5 CEUs
• NHCU 8035 Excel 2010 Level One: 15 clock hours/1.5 CEUs
• NHCU 8036 Excel 2010 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8037 Excel 2010 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8029 Excel 2013 Part One: 16 hours/1.6 CEUs
• NHCU 8030 Excel 2013 Part Two: 16 hours/1.6 CEUs
• NHCU 8031 Excel 2013 Part Three: 16 hours/1.6 CEUs
• NHCU 8028 Excel Business Data Analysis (Pivot Tables): 5 clock hours/0.5 CEUs

Microsoft InfoPath
• NHCU 8064 InfoPath 2007 Creating InfoPath Forms: 5 clock hours/0.5 CEUs
• NHCU 8064 InfoPath 2010 Creating InfoPath Forms: 5 clock hours/0.5 CEUs

Microsoft Office
• NHCU 8002 Office 2010 New Features: 5 clock hours/0.5 CEUs

Microsoft Outlook
• NHCU 8005 Outlook 2003 Level One: 15 clock hours/1.5 CEUs
• NHCU 8006 Outlook 2003 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8007 Outlook 2003 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8008 Outlook 2007 Level One: 15 clock hours/1.5 CEUs
• NHCU 8009 Outlook 2007 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8010 Outlook 2007 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8011 Outlook 2007 New Features: 5 clock hours/0.5 CEUs
• NHCU 8012 Outlook 2010 Level One: 15 clock hours/1.5 CEUs
• NHCU 8013 Outlook 2010 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8014 Outlook 2010 Level Three: 15 clock hours/1.5 CEUs

Microsoft PowerPoint
• NHCU 8038 PowerPoint 2003 Level One: 10 clock hours/1 CEU
• NHCU 8039 PowerPoint 2003 Level Two: 10 clock hours/1 CEU
• NHCU 8040 PowerPoint 2007 Level One: 10 clock hours/1 CEU
• NHCU 8041 PowerPoint 2007 Level Two: 10 clock hours/1 CEU
• NHCU 8042 PowerPoint 2007 New Features: 5 clock hours/0.5 CEUs
• NHCU 8043 PowerPoint 2010 Level One: 10 clock hours/1 CEU
• NHCU 8044 PowerPoint 2010 Level Two: 10 clock hours/1 CEU

Microsoft Project
• NCHU 8045 Project 2003 Level One: 5 clock hours/0.5 CEUs
• NHCU 8046 Project 2007 Level One: 10 clock hours/1 CEU
• NHCU 8047 Project 2007 Level Two: 10 clock hours/1 CEU
• NHCU 8048 Project 2010 Level One: 10 clock hours/1 CEU
• NHCU 8049 Project 2010 Level Two: 10 clock hours/1 CEU
• NHCU 9119 5928 Microsoft Office Project 2007 Managing Projects: 20 clock hours/2.0 CEUs

Microsoft Publisher
• NHCU 8061 Publisher 2003 Level One: 5 clock hours/0.5 CEUs
• NHCU 8062 Publisher 2007 Level One: 5 clock hours/0.5 CEUs

Microsoft Word
• NHCU 8050 Word 2003 Level One: 15 clock hours/1.5 CEUs
• NHCU 8051 Word 2003 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8052 Word 2003 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8053 Word 2007 Level One: 15 clock hours/1.5 CEUs
• NHCU 8054 Word 2007 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8055 Word 2007 Level Three: 15 clock hours/1.5 CEUs
• NHCU 8059 Word 2007 New Features: 5 clock hours/0.5 CEUs
• NHCU 8056 Word 2010 Level One: 15 clock hours/1.5 CEUs
• NHCU 8057 Word 2010 Level Two: 15 clock hours/1.5 CEUs
• NHCU 8058 Word 2010 Level Three: 15 clock hours/1.5 CEUs

Additional Microsoft Courses
• NHCU 8060 FrontPage 2003 Level One: 5 clock hours/0.5 CEUs
• NHCU 8004 OneNote 2010: 5 clock hours/0.5 CEUs

Windows & Visio Applications
• NHCU 8069 Windows XP Introduction to Personal Computers: 5 clock hours/0.5 CEUs
• NHCU 8101 Windows 7 Level One: 10 clock hours/1 CEU
• NHCU 8102 Windows 7 Level Two: 10 clock hours/1 CEU
• NHCU 8103 Windows Vista Level One: 10 clock hours/1 CEU
• NHCU 8104 Windows Vista Level Two: 10 clock hours/1 CEU
• NHCU 8070 Visio Professional 2007 Level One: 10 clock hours/1 CEU
• NHCU 8071 Visio Professional 2007 Level Two: 10 clock hours/1 CEU
• NHCU 8072 Visio Professional 2010 Level One: 10 clock hours/1 CEU
• NHCU 8073 Visio Professional 2010 Level Two: 10 clock hours/1 CEU

Applications

Applications Specialist
NHCU 8200 Web Specialist Program Certificate with Adobe Certified Specialist Certification: 290 clock hours/29 CEUs
• Dreamweaver Level One and Two: 64 clock hours/6.4 CEUs
• Web Design for XHTML, HTML & CSS: 48 clock hours/4.8 CEUs
• Photoshop: 64 clock hours/6.4 CEUs
• Illustrator: 56 clock hours/5.6 CEUs
• Flash: 64 clock hours/6.4 CEUs

Design Applications
• NHCU 8201 Acrobat 9.0 Level One: 10 clock hours/1 CEU
• NHCU 8202 Acrobat 9.0 Level Two: 10 clock hours/1 CEU
• NHCU 8203 Acrobat X Pro Level One: 10 clock hours/1 CEU
• NHCU 8204 Acrobat X Pro Level Two: 10 clock hours/1 CEU
• NHCU 8214 Adobe Dreamweaver CS4 Level One: 30 clock hours/3.0 CEUs
• NHCU 8215 Adobe Dreamweaver CS4 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8216 Adobe Dreamweaver CS5 Level One: 45 clock hours/4.5 CEUs
• NHCU 8217 Adobe Dreamweaver CS5 Level Two: 45 clock hours/4.5 CEUs
• NHCU 8218 Adobe Dreamweaver CS5 Level Three: 45 clock hours/4.5 CEUs
• NHCU 0040 Adobe Dreamweaver CS6 Part I: 32 clock hours/3.2 CEUs
• NHCU 0041 Adobe Dreamweaver CS6 Part II: 32 clock hours/3.2 CEUs
• NHCU 8205 Adobe Flash CS4 Level One: 30 clock hours/3.0 CEUs
• NHCU 8206 Adobe Flash CS4 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8207 Adobe Flash CS5 Level One: 30 clock hours/3.0 CEUs
• NHCU 8208 Adobe Flash CS5 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8205 Adobe Flash CS6 Part One: 16 clock hours/1.6 CEUs
• NHCU 8206 Adobe Flash CS6 Part Two: 16 clock hours/1.6 CEUs
• NHCU 8219 Adobe Illustrator CS4 Level One: 30 clock hours/3.0 CEUs
• NHCU 8220 Adobe Illustrator CS4 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8221 Adobe Illustrator CS5 Level One: 30 clock hours/3.0 CEUs
• NHCU 8222 Adobe Illustrator CS5 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8219 Adobe Illustrator CS6 Part One: 16 clock hours/1.6 CEUs
• NHCU 8220 Adobe Illustrator CS6 Part Two: 16 clock hours/1.6 CEUs
• NHCU 8223 Adobe InDesign CS4 Level One: 30 clock hours/3.0 CEUs
• NHCU 8224 Adobe InDesign CS4 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8225 Adobe InDesign CS5 Level One: 30 clock hours/3.0 CEUs
• NHCU 8226 Adobe InDesign CS5 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8223 Adobe InDesign CS6 Part One: 16 clock hours/1.6 CEUs
• NHCU 8224 Adobe InDesign CS6 Part Two: 16 clock hours/1.6 CEUs
• NHCU 8231 Web Design with XHTML, HTML, and CSS Level One: 15 clock hours/1.5 CEUs
• NHCU 8232 Web Design with XHTML, HTML, and CSS Level Two: 15 clock hours/1.5 CEUs
• NHCU 8233 Web Design with XHTML, HTML, and CSS Level Three: 15 clock hours/1.5 CEUs
• NHCU 0046 Web Design with HTML5 and CSS3 Level I: 16 clock hours/1.6 CEUs
• NHCU 0047 Web Design with HTML5 and CSS3 Level II: 16 clock hours/1.6 CEUs
• NHCU 8209 Adobe Photoshop CS3 Level One: 15 clock hours/1.5 CEUs
• NHCU 8210 Adobe Photoshop CS4 Level One: 30 clock hours/3.0 CEUs
• NHCU 8211 Adobe Photoshop CS4 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8212 Adobe Photoshop CS5 Level One: 30 clock hours/3.0 CEUs
• NHCU 8213 Adobe Photoshop CS5 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8210 Adobe Photoshop CS6 Level One: 16 clock hours/1.6 CEUs
• NHCU 8211 Adobe Photoshop CS6 Level Two: 16 clock hours/1.6 CEUs
• NHCU 8227 Adobe Photoshop CS4 Web Production: 5 clock hours/0.5 CEUs
• NHCU 8228 Adobe Photoshop CS5 Web Production: 5 clock hours/0.5 CEUs

Mobile Applications
• NHCU 0048 Mobile App Foundation and Development Series: 35 clock hours/3.5 CEUs
• NHCU 0049 Mobile Web Development I: 21 clock hours/2.1 CEUs
• NHCU 0050 Mobile Web Development II: 21 clock hours/2.1 CEUs

Programming & Database Applications
• NHCU 8552 2667 Introduction to Programming: 20 clock hours/2.0 CEUs
• NHCU 0031 Java Fundamentals (Java SE7): 40 clock hours/4.0 CEUs
• NHCU 8550 JavaScript Programming: 15 clock hours/1.5 CEUs
• NHCU 8551 JavaScript Advanced Programming: 15 clock hours/1.5 CEUs
• NHCU 8074 Crystal Reports 2008 Level One: 30 clock hours/3.0 CEUs
• NHCU 8075 Crystal Reports 2008 Level Two: 30 clock hours/3.0 CEUs
• NHCU 8074 Crystal Reports 2011 Level One: 32 clock hours/3.2 CEUs
• NHCU 8075 Crystal Reports 2011 Level Two: 32 clock hours/3.2 CEUs
• NHCU 8076 Crystal Reports XI Level One: 30 clock hours/3.0 CEUs
• NHCU 8077 Crystal Reports XI Level Two: 30 clock hours/3.0 CEUs
• NHCU 0036 40364 Database Administration Fundamentals: 24 clock hours/2.4 CEUs
• NHCU 0037 SQL Querying Level I: 8 clock hours/0.8 CEUs
• NHCU 0038 SQL Querying Level II: 8 clock hours/0.8 CEUs

Business Skills
• NHCU 9303 Advanced Interpersonal Communication: 15 clock hours/1.5 CEUs
• NHCU 9305 Business Problem Solving: 5 clock hours/0.5 CEUs
• NHCU 9306 Business Writing: 15 clock hours/1.5 CEUs
• NHCU 9307 Effective Business Writing: 15 clock hours/1.5 CEUs
• NHCU 9108 Email Etiquette: 5 clock hours/0.5 CEUs
• NHCU 9109 Grammar Skills: 15 clock hours/1.5 CEUs
• NHCU 9110 Organizational Skills: 5 clock hours/0.5 CEUs
• NHCU 9301 Strategic Planning Skills: 5 clock hours/0.5 CEUs
• NHCU 9111 Time Management: 5 clock hours/0.5 CEUs
• NHCU 8065 QuickBooks 2010 Level One: 10 clock hours/1 CEU
• NHCU 8066 QuickBooks 2010 Level Two: 10 clock hours/1 CEU
• NHCU 8067 QuickBooks 2011 Level One: 10 clock hours/1 CEU
• NHCU 8068 QuickBooks 2011 Level Two: 10 clock hours/1 CEU
• NHCU 8065 QuickBooks 2013 Introduction: 16 clock hours/1.6 CEUs
• NHCU 8066 QuickBooks 2013 Advanced: 16 clock hours/1.6 CEUs

Tech Training

Cisco Training
• NHCU 9202 Cisco Implementing Cisco IOS Unified Communications (IIUC): 40 clock hours/4.0 CEUs
• NHCU 9203 Cisco Implementing Cisco IOS Unified Communications (IINS): 40 clock hours/4.0 CEUs
• NHCU 9206 Cisco Implementing Cisco IP Routing (ROUTE): 40 clock hours/4.0 CEUs
• NHCU 9204 Cisco Implementing Cisco IP Switched Networks (SWITCH): 40 clock hours/4.0 CEUs
• NHCU 9205 Cisco Troubleshooting and Maintaining Cisco IP Networks (TSHOOT): 40 clock hours/4.0 CEUs
• NHCU 9207 Cisco Interconnecting Cisco Networking Devices Part 1 v2.0 (ICND1): 40 clock hours/4.0 CEUs
• NHCU 9208 Cisco Interconnecting Cisco Networking Devices Part 2 v2.0 (ICND2): 40 clock hours/4.0 CEUs
• NHCU 9209 Cisco Designing for Cisco Internetwork Solutions v2.1 (DESGN): 40 clock hours/4.0 CEUs
Windows Server Training

- NHCU 8303 2274 Managing a Microsoft Windows Server 2003 Environment: 40 clock hours/4.0 CEUs
- NHCU 8333 6429 Configuring and Managing Windows Media Services for Windows Server 2008: 15 clock hours/1.5 CEUs
- NHCU 0006 6433 Planning and Implementing Windows Server 2008 Servers: 40 clock hours/4.0 CEUs
- NHCU 8338 6435 Designing a Windows Server 2008 Network Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 8340 6437 Designing a Windows Server 2008 Applications Platform Infrastructure: 20 clock hours/2.0 CEUs
- NHCU 8349 10215 Implementing and Managing Microsoft Server Virtualization: 40 clock hours/4.0 CEUs
- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0023 20417 Upgrading Your Skills to MCSA Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0032 50430 Administering Team Foundation Server 2010: 20 clock hours/2.0 CEUs
- NHCU 0033 10961 Automating Administration with Windows PowerShell 3.0: 40 clock hours/4.0 CEUs

Windows Server Active Directory Training

- NHCU 8324 6419 Configuring, Managing, and Maintaining Windows Server 2008 Servers (Beta): 40 clock hours/4.0 CEUs
- NHCU 8325 6420 Fundamentals for Windows Server 2008: 40 clock hours/4.0 CEUs
- NHCU 8329 6425 Configuring Windows Server 2008 Active Directory Domain Services: 40 clock hours/4.0 CEUs
- NHCU 8330 6426 Configuring and Troubleshooting Identity and Access Solutions with Windows Server 2008 Active Directory: 20 clock hours/2.0 CEUs
- NHCU 8339 6436 Designing a Windows Server 2008 Active Directory Infrastructure and Services: 40 clock hours/4.0 CEUs

Windows Server Applications Infrastructure Training

- NHCU 8306 2277 Implementing Managing and Maintaining a Microsoft Windows Server 2003 Network Infrastructure Network Services: 40 clock hours/4.0 CEUs
- NHCU 8323 6418 Deploying windows Server 2008: 20 clock hours/2.0 CEUs
- NHCU 8321 6416 Updating your Network Infrastructure and Active Directory Technology Skills to Windows Server 2008: 40 clock hours/4.0 CEUs
- NHCU 0019 20413 Designing and Implementing a Server Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 0020 20414 Implementing an Advanced Server Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 0021 20415 Implementing a Desktop Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 0022 20416 Implementing Desktop Application Environments: 40 clock hours/4.0 CEUs
• NHCU 0023 20417 Upgrading Your Skills to MCSA Windows Server 2012: 40 clock hours/4.0 CEUs

Windows 7 and Windows 8 Training
• NHCU 8113 6293 Troubleshooting and Supporting Windows 7 in the Enterprise: 20 clock hours/2.0 CEUs
• NHCU 8114 6294 Planning and Managing Windows 7 Desktop Deployments and Environments: 40 clock hours/4.0 CEUs
• NHCU 8115 50322 Configuring and Administering Windows 7: 40 clock hours/4.0 CEUs

Security Training
• NHCU 9100 Tactical Perimeter Defense: 40 clock hours/4.0 CEUs

Microsoft SQL Server Training
• NHCU 8400 2778 Writing Queries Using Microsoft SQL Server 2008 Transact-SQL: 20 clock hours/2.0 CEUs
• NHCU 8413 6231 Maintaining a Microsoft SQL Server 2008 Database: 40 clock hours/4.0 CEUs
• NHCU 8414 6232 Implementing a Microsoft SQL Server 2008 Database: 40 clock hours/4.0 CEUs
• NHCU 8415 6234 Implementing and Maintaining Microsoft SQL Server 29008 Analysis Service: 20 clock hours/2.0 CEUs
• NHCU 8416 6235 Implementing and Maintaining Microsoft SQL Server 2008 Integration Services: 20 clock hours/2.0 CEUs
• NHCU 8417 6236 Implementing and Maintaining Microsoft SQL Server 2008 Reporting Services: 20 clock hours/2.0 CEUs
• NHCU 8418 50400 Designing, Optimizing, and Maintaining a Database Administrative Solution for Microsoft SQL Server 2008: 40 clock hours/4.0 CEUs
• NHCU 8419 50401 Designing and Optimizing Database Solutions with Microsoft SQL Server 2008: 40 clock hours/4.0 CEUs
• NHCU 8420 Oracle Database 11g – SQL Fundamentals: 40 clock hours/4.0 CEUs
• NHCU 0035 Oracle Database 11g - PL/SQL Foundations: 40 clock hours/4.0 CEUs
• NHCU 0005 10774 Querying Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0009 10775 Administering Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
• NHCU 0010 10776 Developing Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
• NHCU 0011 10777 Implementing a Data Warehouse with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0034 10778 Implementing Data Models and Reports with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0003 20465 Designing Database Solutions for Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0002 20467 Designing Business Intelligence Solutions with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
Microsoft SharePoint Training

- NHCU 0044 Microsoft SharePoint Foundation 2013 Site Owner: 8 clock hours/0.8 CEUs
- NHCU 0045 Microsoft SharePoint Foundation 2013 Site User: 8 clock hours/0.8 CEUs
- NHCU 8500 Microsoft SharePoint Foundation 2010 Level One: 15 clock hours/1.5 CEUs
- NHCU 8501 Microsoft SharePoint Foundation 2010 Level Two: 15 clock hours/1.5 CEUs
- NHCU 8504 Microsoft SharePoint Designer 2010 Level One: 15 clock hours/1.5 CEUs
- NHCU 8505 Microsoft SharePoint Designer 2010 Level Two: 15 clock hours/1.5 CEUs
- NHCU 8502 Microsoft SharePoint Designer 2013: 14 clock hours/1.4 CEUs
- NHCU 8506 5060 Implementing Windows SharePoint Services 3.0: 15 clock hours/1.5 CEUs
- NHCU 8507 5061 Implementing Microsoft Office SharePoint Server 2007: 20 clock hours/2.0 CEUs
- NHCU 8508 10174 Configuring and Administering Microsoft SharePoint 2010: 40 clock hours/4.0 CEUs
- NHCU 850910175 Microsoft SharePoint 2010, Application Development: 40 clock hours/4.0 CEUs
- NHCU 8512 10231 Designing a Microsoft SharePoint 2010 Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 8513 10232 Designing and Developing Microsoft SharePoint Server 2010 Applications: 40 clock hours/4.0 CEUs
- NHCU 8510 50351 SharePoint 2010 Overview for Developers: 15 clock hours/1.5 CEUs
- NHCU 8511 50429 SharePoint 2010 Business Intelligence: 40 clock hours/4.0 CEUs
- NHCU 0001 20331 Core Solutions of Microsoft SharePoint Server 2013: 40 clock hours/4.0 CEUs
- NHCU 0030 20332 Advanced Solutions of Microsoft SharePoint Server 2013: 40 clock hours/4.0 CEUs

Microsoft Visual Studio & .NET Training

- NHCU 8577 2310 Developing Web Applications Using Microsoft Visual Studio 2008 SP1: 40 clock hours/4.0 CEUs
- NHCU 8557 2541 Core Data Access with Microsoft Visual Studio 200: 20 clock hours/2.0 CEUs
- NHCU 8558 2542 Advanced Data Access with Microsoft Visual Studio 2005: 15 clock hours/1.5 CEUs
- NHCU 8559 2543 Core Web Application Technologies with Microsoft Visual Studio 2005: 20 clock hours/2.0 CEUs
- NHCU 8560 2544 Advanced Web Application Technologies with Microsoft Visual Studio 2005: 15 clock hours/1.5 CEUs
- NHCU 8561 2546 Core Windows Forms Technologies with Microsoft Visual Studio 2005: 20 clock hours/2.0 CEUs
- NHCU 8562 2547 Advanced Windows Forms Technologies with Microsoft Visual Studio 2005: 15 clock hours/1.5 CEUs
- NHCU 8563 2548 Core Distributed Application Development with Microsoft Visual Studio 2005: 20 clock hours/2.0 CEUs
- NHCU 8564 2549 Advanced Distributed Application Development with Microsoft Visual Studio 2005: 15 clock hours/1.5 CEUs
- NHCU 8565 2555 Developing Microsoft .NET Applications for Windows (Visual C Sharp .NET): 40 clock hours/4.0 CEUs
- NHCU 8567 2565 Developing Microsoft .NET Applications for Windows (Visual Basic.NET): 40 clock hours/4.0 CEUs
- NHCU 8570 4994 Introduction to Programming Microsoft Visual Studio 2005: 40 clock hours/4.0 CEUs
- NHCU 8571 4995 Programming with the Microsoft .NET Framework Using Microsoft Visual Studio 2005: 40 clock hours/4.0 CEUs
- NHCU 8572 6460 Visual Studio 2008 Connected Systems: Windows Presentation Foundation: 20 clock hours/2.0 CEUs
- NHCU 8573 6461 Visual Studio 2008 Connected Systems: Windows Communication Foundation: 20 clock hours/2.0 CEUs
- NHCU 8574 6462 Visual Studio 2008 Connected Systems: Windows Workflow Foundation: 15 clock hours/1.5 CEUs
- NHCU 8575 6463 Visual Studio 2008: ASP.NET 3.5: 15 clock hours/1.5 CEUs
- NHCU 8576 6464 Visual Studio 2008: ADO.NET 3.5: 15 clock hours/1.5 CEUs
- NHCU 8578 10262 Developing Windows Applications with Microsoft Visual Studio 2010: 40 clock hours/4.0 CEUs
- NHCU 8579 10263 Developing Windows Communication Foundation Solutions with Microsoft Visual Studio 2010: 20 clock hours/2.0 CEUs
- NHCU 8580 10264 Developing Web Applications with Microsoft Visual Studio 2010: 40 clock hours/4.0 CEUs
- NHCU 8581 10265 Developing Data Access solutions with Microsoft Visual Studio 2010: 40 clock hours/4.0 CEUs
- NHCU 8582 10266 Programming with C# Using Microsoft .NET Framework 4: 40 clock hours/4.0 CEUs
- NHCU 8583 10267 Introduction to Web Development with Microsoft Visual Studio 2010: 40 clock hours/4.0 CEUs
- NHCU 8584 10550 Programming in Visual Basic with Microsoft Visual Studio 2010: 40 clock hours/4.0 CEUs
- NHCU 0024 20480 Programming in HTML5 with JavaScript and CSS3: 40 clock hours/4.0 CEUs
- NHCU 0025 20481 Essentials of Developing Windows Store Apps Using HTML5 and JavaScript: 40 clock hours/4.0 CEUs
- NHCU 0026 20482 Advanced Windows Store App Development Using HTML5 and JavaScript: 40 clock hours/4.0 CEUs
- NHCU 0027 20483 Programming in C#: 40 clock hours/4.0 CEUs
- NHCU 0028 20485 Advanced Windows Store App Development Using C#: 40 clock hours/4.0 CEUs
- NHCU 0029 20486 Developing ASP.NET MVC Web Applications: 40 clock hours/4.0 CEUs
Microsoft Exchange Server Training

- NHCU 8315 3938 Updating Your Skills from Microsoft Exchange 2000 Server or Microsoft Exchange Server 2003 to Microsoft Exchange Server 2007: 20 clock hours/2.0 CEUs
- NHCU 8316 5047 Introduction to Installing and Managing Microsoft Exchange Server 2007: 20 clock hours/2.0 CEUs
- NHCU 8317 5049 Managing Messaging Security using Microsoft Exchange Server 2007: 5 clock hours/0.5 CEUs
- NHCU 8318 5050 Recovering Messaging Servers and Databases Using Microsoft Exchange Server 2007: 5 clock hours/0.5 CEUs
- NHCU 8319 5051 Monitoring and Troubleshooting Microsoft Exchange Server 2007: 15 clock hours/1.5 CEUs
- NHCU 8341 10233 Designing and Deploying Messaging Solutions with Microsoft Exchange Server 2010: 40 clock hours/4.0 CEUs
- NHCU 8347 10135 Configuring, Managing and Troubleshooting Microsoft Exchange Server 2010: 40 clock hours/4.0 CEUs

Microsoft System Center Training

- NHCU 8312 2597 Planning and Deploying Microsoft Systems Management Server 2003: 40 clock hours/4.0 CEUs
- NHCU 8343 6451 Planning, Deploying and Managing Microsoft System Center Configuration Manager 2007: 40 clock hours/4.0 CEUs
- NHCU 8320 6331 Deploying and Managing System Center Virtual Machine Manager V2: 20 clock hours/2.0 CEUs
- NHCU 8344 50028 Installing and Configuring System Center Operations Manager 2007 R2: 40 clock hours/4.0 CEUs
- NHCU 8346 50217 Planning, Deploying and Managing Microsoft System Center Service Manager 2010: 30 clock hours/3.0 CEUs
- NHCU 8105 2261 Supporting Users Running the Microsoft Windows XP Operating System: 20 clock hours/2.0 CEUs
- NHCU 8106 2262 Supporting Users Running the Microsoft Windows XP Operating System: 20 clock hours/2.0 CEUs
- NHCU 8107 5115 Installing and Configuring the Windows Vista: 20 clock hours/2.0 CEUs
- NHCU 8108 5116 Configuring Windows Vista Mobile Computing and Applications: 15 clock hours/1.5 CEUs
- NHCU 8109 5118 Supporting Windows Vista and Applications in the Enterprise: 40 clock hours/4.0 CEUs
- NHCU 8110 2272 Implementing and Supporting Microsoft Windows XP Professional: 40 clock hours/4.0 CEUs
- NHCU 8310 2395 Designing, Deploying, and Managing a Network Solution for the Small and Medium-sized Businesses: 20 clock hours/2.0 CEUs
- NHCU 8342 6445 Implementing and Administering Windows Small Business Server 2008: 40 clock hours/4.0 CEUs
• NHCU 8350 10324 Implementing and managing Microsoft Desktop Virtualization: 40 clock hours/4.0 CEUs

Lync Server Training
• NHCU 835110533 Deploying, Configuring, and Administering Microsoft Lync Server 2010 (Beta): 40 clock hours/4.0 CEUs
• NHCU 8352 10534 Planning and Designing a Microsoft Lync Server 2010 Solution (Beta): 40 clock hours/4.0 CEUs

Citrix Training
• NHCU 8353 CVE-400-2I Engineering a Citrix Virtualization Solution: 40 clock hours/4.0 CEUs
• NHCU 8354 CXA-201-2I Implementing Citrix XenApp 5.0 for Windows Server 2008: 40 clock hours/4.0 CEUs
• NHCU 8355 CXA-204-2I Basic Administration for Citrix XenApp 6: 40 clock hours/4.0 CEUs
• NHCU 8356 CXA-300-11 Advanced Administration for Citrix XenApp 5.0 for Windows Server 2008: 40 clock hours/4.0 CEUs
• NHCU 8357 CXD-202-1 Citrix XenDesktop 5 Administration: 40 clock hours/4.0 CEUs
• NHCU 8358 CXS-202-2 Citrix XenServer 5.6 Administration: 40 clock hours/4.0 CEUs
• NHCU 8360 CNS-300-2I Advanced Administration for Citrix NetScaler 9.0 Platinum Edition: 40 clock hours/4.0 CEUs

Red Hat System Training
• NHCU 8362 Red Hat System Administration I (RH124): 40 clock hours/4.0 CEUs
• NHCU 8363 Red Hat System Administration II with RHCSA Exam (RH135)
• NHCU 8364 Red Hat System Administration III with RHCE Exam (RH255)
• NHCU 8365 Red Hat System RHCSA Rapid Track Course (RH199)
• NHCU 8366 Red Hat System Administration II (RH134): 30 clock hours/3.0 CEUs
• NHCU 8367 Red Hat System Administration III (RH254): 30 clock hours/3.0 CEUs

VMware Sphere Training
• NHCU 8229 VMware VSphere 5.1 or 5.5; What’s New?: 15 clock hours/1.5 CEUs

Certification Solutions

Cisco Certifications
NHCU 9201 Cisco Certified Network Associate (CCNA) Certification: 80 - 280 clock hours/4.0 - 28 CEUs
• Interconnecting Cisco Networking Devices Part 1 (ICND1) v1: 40 - 140 clock hours/4.0 - 14 CEUs
• Interconnecting Cisco Networking Devices Part 1 (ICND1) v2: 40 clock hours/4.0 CEUs
• Interconnecting Cisco Networking Devices Part 2 (ICND1) v1: 40 - 140 clock hours/4.0 - 14 CEUs
• Interconnecting Cisco Networking Devices Part 2 (ICND1) v2: 40 clock hours/4.0 CEUs
• CCNAX (ICND Part 1 and Part 2): 40 clock hours/4.0 CEUs
CCNA Bootcamp (ICND1 plus ICND2) v2.0: 40 clock hours/4.0 CEUs

NCHU 9204-9206 Cisco Certified Network Professional (CCNP) Certification: 120 clock hours/12 CEUs
- Implementing Cisco IP Routing (ROUTE): 40 clock hours/4.0 CEUs
- Implementing Cisco IP Switched Networks (SWITCH): 40 clock hours/4.0 CEUs
- Troubleshooting and Maintaining Cisco IP Networks (TSHOOT): 40 clock hours/4.0 CEUs

NCHU 9200 Cisco Certified Entry Level Networking Technician (CCENT) Certification with CompTIA Network+ Certification: 280 clock hours/28 CEUs
- CompTIA Network+ Training: 140 clock hours/14 CEUs
- Interconnect Cisco Network Devices-ICND Part 1: 140 clock hours/14 CEUs

Security Certifications
NHCU 0041 Certified Information Security Manager (CISM) Certification: 42 clock hours/4.2 CEUs
NHCU 0042 Certified Information Systems Auditor (CISA) Certification: 42 clock hours/4.2 CEUs

NHCU 9106 Security Professional with Computer Hacking Forensics Investigator Certification: 280 clock hours/28 CEUs
- CompTIA Security+: 140 clock hours/14 CEUs
- Computer Hacking Forensics Investigator: 140 clock hours/14 CEUs

NHCU 9105 CompTIA Security+ with Certified Ethical Hacker (CEH) Certification: 280 clock hours/28 CEUs
- Comp TIA Security+: 140 clock hours/14 CEUs
- Certified Ethical Hacker (CEH): 140 clock hours/14 CEUs

NHCU 9000 Network+ Security+ Certification: 280 clock hours/28 CEUs
- CompTIA Network+ Certification: 140 clock hours/14 CEUs
- CompTIA Security+ Certification: 140 clock hours/14 CEUs

NHCU 9103 Security+ with CASP Certification: 280 clock hours/28 CEUs
- CompTIA Security+ Certification: 140 clock hours/14 CEUs
- CompTIA CASP Certification: 140 clock hours/14 CEUs

NHCU 9116 Certified Ethical Hacker (CEH) Certification: 40 clock hours/4.0 CEUs
NHCU 9104 Computer Hacking Forensics Investigator Certification: 40 clock hours/4.0 CEUs
NHCU 9107 Certified Information Systems Security Professional (CISSP) Certification: 40 clock hours/4.0 CEUs
Microsoft Certifications

NHCU 8000 Microsoft Certified Office Specialist (MOS) with Business Skills: Includes following courses and exam voucher. 280 clock hours/28 CEUs

- Windows 7: 32 clock hours/3.2 CEUs
- Word: 48 clock hours/4.8 CEUs
- Excel: 48 clock hours/4.8 CEUs
- Power Point: 32 clock hours/3.2 CEUs
- Access Levels One and Two: 64 clock hours/6.4 CEUs
- Outlook: 48 clock hours/4.8 CEUs
- Advanced Interpersonal Communication: 8 clock hours/0.8 CEUs
- Email Etiquette: 8 clock hours/0.8 CEUs

NHCU 8100 Microsoft Certified Desktop Support Technician Certification Program: 300 clock hours/30 CEUs

- Configuring and Administering Windows 7: 140 clock hours/14 CEUs
- Troubleshooting and Supporting Windows 7 in the Enterprise: 84 clock hours/8.0 CEUs
- Installing and Configuring Windows 7 Client: 84 clock hours/8.0 CEUs

NHCU 8300 Microsoft Windows Server Admin Certification: 300 clock hours/30 CEUs

- 6419 Configuring, Managing, and Maintaining Windows Server 2008 Server: 80 clock hours/8.0 CEUs
- 6421 Configuring and Troubleshooting a Windows Server 2008 Network Infrastructure: 140 clock hours/14 CEUs
- 6422 Implementing and Managing Windows Server 2008 Hyper V: 80 clock hours/8.0 CEUs

NHCU 8001 Microsoft Office Specialist Certification: Includes following courses and exam voucher. 300 clock hours/30 CEUs

- Microsoft Office Windows 7 Level One and Two: 32 clock hours/3.2 CEUs
- Microsoft Office Word Level One, Two, and Three: 48 clock hours/4.8 CEUs
- Microsoft Office Excel Level One, Two, and Three: 48 clock hours: 4.8 CEUs
- Microsoft Office Outlook Level One, Two and Three: 48 clock hours/4.8 CEUs
- Microsoft Office Power Point Level One and Two: 32 clock hours/3.2 CEUs
- Microsoft Office Access level One, Two and Three: 96 clock hours/9.6 CEUs

Microsoft Certified Solutions Associate (MCSA) Windows Server 2012 Certification: 120 clock hours/12 CEUs

- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
**Microsoft Certified Solutions Associate (MCSA) SQL Server 2012 Certification: 120 clock hours/12 CEUs**
- NHCU 0005 10774 Querying Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0009 10775 Administering Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
- NHCU 0011 10777 Implementing a Data Warehouse with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs

**Microsoft Certified Solutions Expert (MCSE) Server 2012 Infrastructure Certification:**
- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
- NHCU 0019 20413 Designing and Implementing a Server Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 0020 20414 Implementing an Advanced Server Infrastructure: 40 clock hours/4.0 CEUs

**Microsoft Certified Solutions Expert (MCSE) SharePoint Server 2013 Certification: 200 clock hours/20 CEUs**
- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
- NHCU 0001 20331 Core Solutions of Microsoft SharePoint Server 2013: 40 clock hours/4.0 CEUs
- NHCU 0030 20332 Advanced Solutions of Microsoft SharePoint Server 2013: 40 clock hours/4.0 CEUs

**Microsoft Certified Solutions Expert (MCSE) Communication Lync Server 2013 Certification: 200 clock hours/20 CEUs**
- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
- NHCU 0012 20336 Core Solutions of Microsoft Lync Server 2013: 40 clock hours/4.0 CEUs
- NHCU 0013 20337 Enterprise Voice and Online Services with Microsoft Lync Server 2013: 40 clock hours/4.0 CEUs

**Microsoft Certified Solutions Expert (MCSE) Desktop Infrastructure Certification: 200 clock hours/20 CEUs**
- NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
- NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
- NHCU 0021 20415 Implementing a Desktop Infrastructure: 40 clock hours/4.0 CEUs
- NHCU 0022 20416 Implementing Desktop Application Environments: 40 clock hours/4.0 CEUs
Microsoft Certified Solutions Expert (MCSE) Messaging Exchange Server 2013: 200 clock hours/20 CEUs
• NHCU 0016 20410 Installing and Configuring Windows Server 2012 Certification: 40 clock hours/4.0 CEUs
• NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
• NHCU 0014 20341 Core Solutions of Microsoft Exchange Server 2013: 40 clock hours/4.0 CEUs
• NHCU 0015 20342 Advanced Solutions of Microsoft Exchange Server 2013: 40 clock hours/4.0 CEUs

Microsoft Certified Solutions Expert (MCSE) SQL Server 2012 Business Intelligence Certification: 120 clock hours/12 CEUs
• NHCU 0005 10774 Querying Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0009 10775 Administering Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
• NHCU 0011 10777 Implementing a Data Warehouse with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0034 10778 Implementing Data Models and Reports with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0002 20467 Designing Business Intelligence Solutions with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs

Microsoft Certified Solutions Expert (MCSE) SQL Server 2012 Data Platform Certification: 120 clock hours/12 CEUs
• NHCU 0005 10774 Querying Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0009 10775 Administering Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
• NHCU 0011 10777 Implementing a Data Warehouse with Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0010 10776 Developing Microsoft SQL Server 2012 Databases: 40 clock hours/4.0 CEUs
• NHCU 0003 20465 Designing Database Solutions for Microsoft SQL Server 2012: 40 clock hours/4.0 CEUs

Microsoft Certified Solutions Expert (MCSE) Private Cloud Certification Solutions Certification: 160 – 200 clock hours/16 – 20 CEUs
MCSE Windows Server 2012 Pathway to MCSE Private Cloud Certification
• NHCU 0016 20410 Installing and Configuring Windows Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0017 20411 Administering Windows Server 2012: 40 clock hours/4.0 CEUs
• NHCU 0018 20412 Configuring Advanced Windows Server 2012 Services: 40 clock hours/4.0 CEUs
• NHCU 0007 10750 Monitoring and Operating a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs
• NHCU 0008 10751 Configuring and Deploying a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs

OR

MCTS Network Infrastructure 2008 Pathway to MCSE Private Cloud Certification
• NHCU 8324 6419 Configuring, Managing, and Maintaining Windows Server 2008 Server: 40 clock hours/4.0 CEUs
• NHCU 8326 6421 Configuring and Troubleshooting a Windows Server 2008 Network Infrastructure: 40 clock hours/4.0 CEUs
• NHCU 0007 10750 Monitoring and Operating a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs
• NHCU 0008 10751 Configuring and Deploying a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs

OR

MCTS Active Directory, Configuring 2008 Pathway MCSE Private Cloud Certification
• NHCU 8324 6419 Configuring, Managing, and Maintaining Windows Server 2008 Servers: 40 clock hours/4.0 CEUs
• NHCU 8329 6425 Configuring Windows Server 2008 Active Directory Domain Services: 40 clock hours/4.0 CEUs
• NHCU 8330 6426 Configuring Identity and Access Solutions with Windows Server 2008 Active Directory: 40 clock hours/4.0 CEUs
• NHCU 0007 10750 Monitoring and Operating a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs
• NHCU 0008 10751 Configuring and Deploying a Private Cloud with System Center 2012: 40 clock hours/4.0 CEUs

Microsoft Certified Technology Specialist (MCTS) Active Directory Configuration 2008 Certification: 120 clock hours/8.0 CEUs
• NHCU 8324 6419 Configuring, Managing, and Maintaining Windows Server 2008 Servers: 40 clock hours/4.0 CEUs
• NHCU 8329 6425 Configuring Windows Server 2008 Active Directory Domain Services: 40 clock hours/4.0 CEUs
• NHCU 8330 6426 Configuring Identity and Access Solutions with Windows Server 2008 Active Directory: 40 clock hours/4.0 CEUs

Microsoft Certified Solutions Developer (MCSD) Windows Store Apps Using HTML5 Certification: 120 clock hours/12 CEUs
• NHCU 0024 20480 Programming in HTML5 with JavaScript and CSS3: 40 clock hours/4.0 CEUs
• NHCU 0025 20481 Essentials of Developing Windows Store Apps Using HTML5 and JavaScript: 40 clock hours/4.0 CEUs
• NHCU 0026 20482 Advanced Windows Store App Development Using HTML5 and JavaScript: 40 clock hours/4.0

Six Sigma Certifications
NHCU 9112 Six Sigma Lean Green Belt with Project Management Certification: 290 clock hours/29 CEUs
• Six Sigma Green Belt: 21 clock hours/2.1 CEUs
• Project Management Professional (PMP) Certification: 215 clock hours/21.5 CEUs
• Excel Levels One, Two and Three: 48 clock hours/4.8 CEUs

NHCU 9115 Six Sigma Professional Certification Program: 270 clock hours/27 CEUs
• Six Sigma Lean Black Belt: 255 clock hours/25 CEUs
• Six Sigma Lean Green Belt: 21 clock hours/2.0 CEUs

NHCU 9113 Six Sigma Lean Black Belt Certification: 255 clock hours/25 CEUs
NHCU 9114 Six Sigma Lean Master Black Belt Certification: 40 clock hours/4.0 CEUs
NHCU 9324 Six Sigma Green Belt Certification: 21 clock hours/2.1 CEUs

CompTIA Certifications
NHCU 9006 CompTIA A+ Certification: 80 clock hours/ 8.0 CEUs
NHCU 0051 CompTIA Linux+ Certification: 32 clock hours/3.2 CEUs
NHCU 0043 CompTIA Cloud Essentials Certification: 21 clock hours/2.1 CEUs
NHCU 9005 CompTIA Network+ Certification: 40 clock hours/4.0 CEUs
NHCU 9004 CompTIA Security+ Certification: 40 clock hours/4.0 CEUs
NHCU 9003 CompTIA Project+ Certification: 40 clock hours/4.0 CEUs
NHCU 9001 CompTIA Strata Fundamentals – IT Technology for Sales Certification: 15 clock hours/1.5 CEUs
NHCU 9002 CompTIA CASP Certification: 35 clock hours/3.5 CEUs

ITIL Certifications
NHCU 9120 ITIL Intermediate Planning, Protection and Optimization (PPO) 2011 Edition Certification: 40 clock hours/4.0 CEUs
NHCU 9121 ITIL Intermediate Release Control and Validation (RCV) 2011 Edition Certification: 40 clock hours/4.0 CEUs
NHCU 9122 ITIL Foundations 2011 Edition Certification: 20 clock hours/2.0 CEUs
NHCU 9123 ITIL Intermediate Continual Service Improvement (CSI) 2011 Edition Certification: 20 clock hours/2.0 CEUs
NHCU 9124 ITIL Intermediate Service Design 2011 Edition Certification: 20 clock hours/2.0 CEUs
NHCU 9125 ITIL Intermediate Service Operation 2011 Edition Certification: 20 clock hours/2.0 CEUs
NHCU 9126 ITIL Intermediate Service Strategy 2011 Edition Certification: 20 clock hours/2.0 CEUs
NHCU 9127 ITIL Intermediate Service Transition 2011 Edition Certification: 20 clock hours/2.0 CEUs

**Red Hat Certifications**

NHCU 8361 Red Hat RHCSA Rapid Track Course with Exam (RH200) Certification: 40 clock hours/4.0 CEUs

NHCU 8363 Red Hat System Administration II with RHCSA Exam (RH135) Certification: 40 clock hours/4.0 CEUs

NHCU 8364 Red Hat System Administration III with RHCSA Exam (RH255) Certification: 40 clock hours/4.0 CEUs

NHCU 8365 Red Hat System RHCSA Rapid Track Course (RH199) Certification: 30 clock hours/3.0 CEUs

**Project Management Certification**

NHCU 9117 Project Management Professional (PMP) Certification: 40 clock hours/4.0 CEUs

**Telecommunications**

Courses, programs and certification tracks are available for those entering the workforce as well as the more seasoned professional. Individuals and companies interested in telecom, broadband, fiber optics, and much more will find applicable offerings.

**Certified Electronic Technician (CET)**

- TECU 0015 Emerging Telecom Electronics Introduction: 16 clock hours/1.6 CEUs
- TECU 0016 Emerging Telecom Electronics Applied: 16 clock hours/1.6 CEUs

**Certified Satellite Installer**

- TECU 0070 Certified Satellite Installer Introduction: 16 clock hours/1.6 CEUs
- TECU 0071 Certified Satellite Installer Applied: 16 clock hours/1.6 CEUs

**Data Cabling (Cat 5, 6, 6e)**

- CSCU 0097 Premises Cabling – Installation: 16 clock hours/1.6 CEUs
- CSCU 0098 Premises Cabling – Troubleshooting: 16 clock hours/1.6 CEUs

**FCC Licensure**

- CSCU 0063 FCC GROL High Frequency Commercial License: 16 clock hours/1.6 CEUs
- CSCU 0060 FCC Radar Endorsement: 16 clock hours/1.6 CEUs

**Fiber Optics**

- CSCU 0091 FTTP/PON Market and System Design Overview: 16 clock hours/1.6 CEUs
- CSCU 0093 Fiber Optics Inside Plant: 16 clock hours/1.6 CEUs
- CSCU 0094 Fiber Optics Outside Plant: 16 clock hours/1.6 CEUs
- CSCU 0096 Advanced Fiber Optics ISP/OSP: 16 clock hours/1.6 CEUs
- CSCU 0045 Fiber Optics Specialist - Splicing: 16 clock hours/1.6 CEUs
- CSCU 0046 Fiber Optics Specialist - Testing: 16 clock hours/1.6 CEUs
- CSCU 0047 Fiber Optics Specialist - Connector: 16 clock hours/1.6 CEUs
- TECU 0003 Fiber Optics Installer Level I: 20 clock hours/2.0 CEUs
- TECU 0004 Fiber Optics Installer Level II: 20 clock hours/2.0 CEUs

Smart Home
- TECU 0023 RESI: Smart Home – Introduction: 16 clock hours/1.6 CEUs

PC Technology
- TECU 0050 Computer Service Technician – Introduction: 16 clock hours/1.6 CEUs
- TECU 0051 Computer Service Technician – Applied: 16 clock hours/1.6 CEUs
- TECU 0053 Computer Network Technician – Introduction: 16 clock hours/1.6 CEUs
- TECU 0054 Computer Network Technician – Applied: 16 clock hours/1.6 CEUs
- TECU 0056 Cisco Network Administrator – Introduction: 16 clock hours/1.6 CEUs
- TECU 0057 Cisco Network Administrator – Applied: 16 clock hours/1.6 CEUs
- TECU 0058 Cisco Network Administrator – Advanced: Applied: 16 clock hours/1.6 CEUs

Security
- TECU 0066 Security Alarm Technician Intro: 16 clock hours/1.6 CEUs
- TECU 0067 Security Alarm Technician Applied: 16 clock hours/1.6 CEUs

Cisco CCNA Courses
- CSCU 0023 Cisco CCNA Certification – Level I: 20 clock hours/2.0 CEUs
- CSCU 0024 Cisco CCNA Certification – Level II: 20 clock hours/2.0 CEUs
- CSCU 0040 Cisco CCNA Wireless: 20 clock hours/2.0 CEUs
- CSCU 0011 Cisco CCNA Routing & Switching I: 40 clock hours/4.0 CEUs
- CSCU 0012 Cisco CCNA Routing & Switching II: 40 clock hours/4.0 CEUs

Cisco CCNP Courses
- CSCU 0037 Implementing Cisco IP Routing: 20 clock hours/2.0 CEUs
- CSCU 0038 Implementing Cisco IP Switched Networks: 20 clock hours/2.0 CEUs
- CSCU 0039 Troubleshooting and Maintaining Cisco IP Networks: 20 clock hours/2.0 CEUs

Network+
- TECU 0005 Certified Network Technician: 40 clock hours/4.0 CEUs

Solar Technology
- TECU 0001 Intro to Photovoltaics I: 20 clock hours/2.0 CEUs
- TECU 0002 Intro to Photovoltaics II: 20 clock hours/2.0 CEUs
CORPORATE TRAINING AND CUSTOM SOLUTIONS

Dozens of modules focused on specific leadership and business 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. The School of Extended Education has successfully partnered with large corporate, public agency, non-profit organization and small to medium sized business clients. Custom workforce development programs offer the best ROI for training groups of employees and result in the following benefits to a client organization:

- Programs are designed to develop specific competencies within target employee groups
- Curriculum supports strategic objectives and aligns with organization culture and values
- Training can be delivered onsite
- Practical workplace application occurs via Individual or Team Development Plans
- Learning is reinforced through coaching, online communities, and follow-up workshops
- Participants can earn CEUs
- Course materials and graduation certificates are co-branded
- Bi-Lingual training available
- ETP or WIB Funding for eligible companies

Training Needs Assessment and Custom Programming

The School of Extended Education utilizes a consultative approach to the needs assessment process by partnering with the client organization to ensure that education programs support the organization’s mission, vision and values; align with strategic business objectives; meet the development needs of identified employee groups and produce desired outcomes. Consultants utilize a five step process for designing and developing custom programs that includes:

1. Needs Assessment
2. Program Module and Plan Selection
3. Workplace Application
4. Individual Reinforcement and Application Coaching
5. Evaluation Process

XLSU 0007 Custom Workforce Development Programs

All program areas listed in the Extended Education catalog of courses can be customized. Customization ranges from simple inclusion of partner client’s own case studies and/or best practices to “ground up” development of curriculum.

For example, the Leadership Development and Corporate Training division has an excellent track record of consulting and working in close partnership with organizations to design, develop, and deliver customized workforce development programs. Clients can select from over 60 separate modules in the custom program library that build competency in the areas of Personal Leadership, Team/Group
Leadership, Organization Leadership and Business Mastery. In addition, all other School of Extended Education curriculum is available to be incorporated into a custom solution.

XLSU 0018 ETP Subsidized Custom Workforce Development Certificate Programs
Brandman University is applying for a State of California Employment Training Panel (ETP) grant that will be used to subsidize the development and delivery of custom, onsite workforce development programs for regional manufacturing, logistics and distribution companies. The School of Extended Education has worked previously with a regional WIB to provide training programs at a substantially reduced cost, utilizing ETP funds to subsidize tuition. These programs have included training in leadership development, computer skills, sales and customer service, Lean/Six Sigma principles and processes, supply chain operations and employment practices.

Leadership and Business Modules
The leadership and business modules listed below by tier are offered individually as half or full day workshops or combined into a certificate program. Participants earn 0.4 CEUs for a half-day workshop, 0.8 CEUs for a full-day workshop, and 1.0 CEU for each 10 clock hours of instruction in a certificate program.

Tier One - Personal Leadership
• Self-Management (uses an assessment tool such as MBTI, DiSC, or Interaction Styles )
• Leading with Emotional Intelligence
• How Leaders Build Trust
• Resilient Leadership - Turning Setbacks into Comebacks
• Work-Life Integration
• Strategic Thinking
• Governing Values
• Leadership and Ethical Values
• Servant Leadership

Tier Two - Team and Group Leadership
• Effective Leadership
• Essentials of Interpersonal Communication
• Authentic Listening Skills
• Team Development
• Leading Teams to High Performance
• Managing Virtual Teams
• Team Decision Making
• Lean Team Problem Solving
• Employee Engagement
• Delegating Effectively
• Facilitation Skills
• Generational Diversity
• Cultural Diversity
• Constructive Conflict Management
• Becoming Conflict Competent
• Performance Management
• Conducting Effective Performance Appraisals
• Building Accountability
• Improving Employee Job Performance
• Managing Risk in the Hiring Process
• On-Boarding and Training
• Coaching for Results
• Mentoring – Developing Human Potential
• Recruitment and Selection
• Gender Diversity & Prevention of Sexual Harassment
• Workplace Violence Prevention

**Tier Three - Organization Leadership**

• Mission, Vision, Values
• Strategic Leadership
• Lean Principles
• Organizational Design
• Systems Thinking
• Business Ethics and Corporate Social Responsibility
• Culture as Competitive Advantage
• Executing with Excellence
• Financial Acumen
• Resource Management
• Leading Change
• Managing Transition
• Crisis Management
• Managing UP
• Situational Leadership
• Operating in a Matrix Environment
• Career Management
• Succession Planning
• Organizational Savvy
• Keys to Customer Satisfaction
• Innovative Problem Solving

**Tier Four - Business Mastery**

• Microsoft Office Desktop Applications
• Leading and Facilitating Meetings
• Making Powerful Presentations
• Project Management
• Managing Time and Energy
• Setting S.M.A.R.T. Goals
• Business Writing
• Strategic Planning
• Effective Decision Making

TRAINING AND ORGANIZATION DEVELOPMENT CONSULTING SERVICES

Employee Satisfaction Surveys
Extended Education assists client organizations with the design, development and delivery of employee surveys that can be used to:

• Identify the level of overall employee satisfaction
• Evaluate skill set so training can be targeted to build specific competencies
• Match training to particular employee groups or organization functions
• Determine the degree of post-training workplace application and impact

Specific Consulting Services available:
• Conduct initial needs assessment
• Work with client to determine topics, develop questions and design the survey instrument
• Select a strategy for administration that matches the organization’s culture and ensures reliable results while maintaining confidentiality
• Provide correlation analysis of the data and present in easy to understand charts and graphs
• Assist the organization with effectively communicating and acting on the results.

Intact Work Team Interventions
Consulting Services: Brandman University can facilitate team building events that help teams work together more effectively, solve problems more readily, make better group decisions, and achieve high performance. Another effective tool for intact team and team leader development is the new “GO Team” modular system described below.

“GO Team” Team Development Program
The School of Extended Education has partnered with Senior Instructor Susan Gerke, who co-developed the program, to offer a new modular system for team and team leader development. Divided into 18 short, highly engaging modules, “GO Team” provides a focused approach to practical skill development for intact teams by enabling training to focus on specific needs and challenges.

Level 1: Setup for Success
• Getting Grounded in Team Basics
- Creating Team Operating Guidelines
- Establishing Team Purpose and Goals
- Clarifying Team Roles
- Building on Style Differences
- Assessing the Team

Level 2: Go Team!
- Enhancing Team Communication
- Running Effective Team Meetings
- Making Team Decisions
- Avoiding Groupthink
- Resolving Team Conflict
- Solving Team Issues

Level 3: See You at the Top
- Building Team Trust
- Giving and Receiving Feedback
- Sharing Leadership
- Sparking Team Creativity
- Managing Change
- Leveraging Team Learning

Coaching
Individual or team coaching sessions are available in 30 or 60 minute increments. Options include:

1. Coaching for employee development
   Current data validates that coaching has a significant impact on employee retention and engagement, team effectiveness and organizational productivity. Brandman University employs qualified and experienced business coaches, many of them certified through ICF, to coach individual employees.

2. Coaching for learning reinforcement
   Research shows that training alone increases productivity on average from 10-22%. With coaching reinforcement, productivity increases to 80-90%. Brandman recommends that participants in professional development certificate programs receive at least one individual half-hour coaching session to improve learning retention and reinforce desired program outcomes.

3. Coaching for performance
   Coaching is an important tool for optimizing feedback from individual assessments or performance appraisals. The coach can objectively clarify and discuss the results of the report and help the client accept the feedback. The coach can also work with the employee to determine the best course of action so individual development results in performance that aligns with accepted values and meets desired goals.
Strategic Planning
Consulting Services:
In uncertain times, clear visions, strategies and action plans are critical to allocating organization resources most productively and aligning them with desired outcomes. The School of Extended Education can help client organizations design, facilitate and implement a strategic visioning process customized for specific needs and priorities. Our expert consultants utilize The Grove’s Strategic Visioning Process – a conceptual tool for engaging the entire organization in aligned action. The process is comprised of seven stages:

1. Preparing
2. Exploring and Learning
3. Agreeing on Current Realities
4. Opening to a Vision
5. Creating Strategies
6. Implementing Change
7. Living the Vision

Executive and Management Retreats
Consulting Services:
The School of Extended Education expert consultants can assist client organizations with planning and facilitating executive and management retreats. Our focus and expertise are using the best practices of group process to lead participants toward agreed upon outcomes. The following elements can be designed and incorporated into a retreat to enhance participation, elicit ownership and foster creativity:

- Icebreakers
- Team building exercises
- Professional development workshops
- Collaborative problem solving or brainstorming sessions
- Individual assessments and results debriefing
COURSE DESCRIPTIONS

Following is a list of courses offered through Brandman University. Courses may not be available at all locations or offered every season. 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, ACCU 202 and ACCU 360. A study of GAAP as it applied to current assets, revenue and expense recognition, current and long-term liabilities; and the organization, analysis, and reporting of financial information. Key accounting principles, concepts, and alternative accounting methods will be examined. Ethical impact on the preparation of financial statements will also be explored. Online only. 3 credits.

ACCU 302 Intermediate Accounting II
Prerequisites: ACCU 201, ACCU 202 and ACCU 301. A study of GAAP as it applied to long-term liabilities and owner’s equity; selected topics including the statement of cash flows and accounting changes; and the organization, analysis, and presentation of financial information. Course includes a comprehensive computerized financial statement project. Online only. 3 credits.

ACCU 325 Cost Analysis and Budgeting
Prerequisites: ACCU 201 and ACCU 202. This course will examine basic cost accounting and budgeting principles, costing and decision-making models, application of variances analysis for planning and control and activity-based costing. Construction of a basic budget and construction of a model for decision-making will be demonstrated. Online only. 3 credits.
ACCU 360 Financial Statement Analysis  
Prerequisites: ACCU 201 and ACCU 202. Develop basic skills in financial statement analysis and appreciate the factors that influence the outcome of the financial reporting process. The use of computer applications for statement preparations and financial forecasting will be examined, as well as the ethical issues surrounding business reporting and exploitative practices. 3 credits.

ACCU 401 Advanced Accounting  
Prerequisites: ACCU 301 and ACCU 302. A study of the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations of financial reporting are examined. Special emphasis is given to identifying the main characteristics of government and nonprofit financial information. Online only. 3 credits.

ACCU 439 Accounting Information Systems  
Prerequisites: ACCU 301 and ACCU 302. A study of the important roles of accounting information; major components of accounting information systems; internal control; and flowcharting techniques. Discusses the evaluation of internal control and its integration into a computer-based accounting system. Online only. 3 credits.

ACCU 452 Income Taxation  
Prerequisites: ACCU 201 and ACCU 202. This course examines the federal income tax consequences of individuals and property transactions. Included is the history and development of the federal income tax system, the tax implications on influencing personal and business behavior, and the dispute resolution process. Online only. 3 credits.

ACCU 460 Auditing  
Prerequisites: ACCU 301 or 302, and ACCU 439. This course will examine general systems theory, evolution of management theory, and internalization of ethical standards. Interpersonal behavior in business organizations will include the influence of motivation, leadership, value attitudes and organizational development as they impact performance. Online only. 3 credits.

ACCU 602 Financial Reporting and Analysis  
Students will learn how to read, analyze and interpret financial accounting data to make informed strategic and tactical business decisions. Topics covered are the construction and reporting of financial statements, forecasting of financial statements, and business/ accounting ethics. 3 credits.

ACCU 620 Contemporary Issues in Accounting  
Prerequisite: ACCU 602. This course is designed to teach students how to stay current in accounting after graduation. This process is known as applied research. The process of applied research starts with identifying a business problem and searching the accounting literature in order to provide a client or firm with a current, relevant, and accurate solution. This process requires judgment, resourcefulness and critical thinking. Online only. 3 credits.
ACCU 625 International Accounting
Prerequisite: ACCU 602. Discussion of how basic U.S. accounting rules and financial statement analysis differ from accounting practices in other countries; problems associated with using financial statement analysis for investing decisions; diversity of financial accounting reporting and disclosure practices worldwide; multinational consolidations; foreign currency translation; accounting information systems in the international arena; multinational performance evaluation; transfer pricing; international taxation; and emerging issues in international accounting. Online only. 3 credits.

ACCU 630 Green Accounting and Financial Sustainability
Prerequisite: ACCU 602. This course is designed to prepare students for careers in which a worldview of business and specifically accounting extends beyond the enterprise level in order for managers to create sustainable financial value for the organization and society in a responsible manner. Online only. 3 credits.

ACCU 640 Strategic Cost Management
Prerequisite: ACCU 602. 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. 3 credits.

ARTU 329 Experimental Topics in Art
An examination of selected topics in art relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

ARTU 363 Modern Art
This course is a survey introducing key aspects of Modern Art in Europe and the United States ca. 1870 – 1980. It explores the meaning and functions of the visual arts as exemplified in prominent avant-garde styles such as Impressionism, Fauvism, Expressionism, Cubism, Futurism, the School of Paris, Dada and Surrealism along with developments in photography and architecture. Emphasis is placed on the
importance of the political and cultural context that affect modern artists and the works they create. Online only. 3 credits.

ARTU 450 Creativity and the Visual Arts
This course examines the visual arts as an essential means of communication and creative expression. Students create art demonstrating the elements and principles of the visual arts using a variety of artistic media. Students experience the process of creative practice: imagination, investigation, construction, and reflection. The focus is on developing artistic literacy and competence in creating, producing, and responding to visual arts. Brain-based learning theories and developmental stages in the cognitive, affective, and psychomotor domains are analyzed and applied to arts education. Students explore visual arts in culture and history, make connections between the visual arts and other academic disciplines, and design engaging art activities for children. 3 credits

ARTU 464 Women in Art
An exploration of portrayals of women by both female and male artists. The primary focus is women as makers, subjects and muses of painting, sculpture and photography. Online only. 3 credits.

ARTU 499 Independent Study
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet the specific needs of superior upper-division students. 1-3 credits.

BUSINESS ADMINISTRATION

BUSU 610 Data Analysis for Decision Making
The application of statistical analysis, hypothesis testing, regression analysis and forecasting in business decision making. By reducing the emphasis on computations, this course integrates Microsoft Excel as a tool for analysis and presents statistical analysis in the context of the functional areas of business. 3 credits.

BUSU 620 Economic Analysis for Managers
Economic theory is used to analyze supply and demand, firm behavior, market structure, competitive behavior, government regulation, and the global and domestic environment facing the firm. Topics include marginal analysis and elasticity, money supply, and international trade. 3 credits.

BUSU 630 Business Process Analysis and Innovation
This course examines the key processes businesses use to purchase, make, and deliver products and services successfully, and how these processes are integrated within a supply chain framework. Topics include Six Sigma methodology, Customer Relationship Management (CRM), and Process Performance Management. 3 credits.
BUSU 640 Business Strategy and Competitive Advantage Capstone
Prerequisite: Successful completion of all MBA Core courses (one MBA core course may be taken concurrently). This capstone course focuses on the development and implementation of business strategies that enable competitive advantage. A capstone report includes the following for the selected company: (1) mission and objectives; (2) analysis and forecast of social, technological, economic and political forces with attention to global aspects; (3) industry and competitive analysis on a global and domestic basis; and (4) financial and stock analysis; and (5) identification and evaluation of alternative strategies. 3 credits.

BUSU 650 Corporate Responsibility: Ethics and Sustainability
The fundamental purpose of this course is to prepare students for careers in which success requires a worldview that extends beyond the enterprise level in order for managers to create sustainable cultural, social and financial value for the organization and society in a responsible manner. 3 credits.

BUSU 660 Sustainability Business Plan Development
Prerequisites: ACCU 630, BUSU 630, BUSU 650. This course is designed to prepare students to create a Sustainability Business Plan. Students will learn and create the seven steps for completion of a formalized business plan; Executive Summary, Description & Vision, Definition of the Market, Description of the Specific Recommendations for Sustainability, Organization and Management, Marketing and Finance. Student will learn how to review the entire options for sustainability and will be able to choose several that are most critical and financially feasible. Students will leave this course prepared to present to authority figures a systematic and professional plan to implement a financially sustainable program. 3 credits.

CHEMISTRY

CHMU 101 Introduction to Chemistry
An introductory chemistry course for non-science majors. Introduces the fundamental concepts of general chemistry (scientific notation, atomic structure, elements and compounds, phases and properties of matter, chemical reactions and equilibrium) as well as standard laboratory procedures. No previous chemistry background required. Online only. 4 credits.

COMPUTER SCIENCE

CSCU 200 Introduction to Computers and Data Processing
Students gain experience using word processing, electronic spreadsheet and database management software. The use, misuse, and abuse of computers will be discussed with examples from many fields. Different sections of this course may be offered on different hardware platforms, usually IBM-PC
compatibles or Macintoshes, but the same concepts will be studied in each section and therefore the course may be taken for credit only once. 3 credits.

**CSCU 205 Introductions to Programming for Business Majors**
This is an introduction to computer programming for business major. Students will learn the basic concepts of how to give computer instructions by using high level programming languages in Excel, Access and Visual Basic. Visual programming with VB.NET is explored to introduce Object Oriented Programming. The emphasis will be on meeting the needs of a single user’s application of Office Suite and Visual Programming. Online only. 3 credits.

**CSCU 220 Object-oriented Programming I**
Students are introduced to the concepts of writing instructions (i.e. programming) to the computers in a high-level computer language that utilizes Object-Oriented syntax and constructs such as JAVA or VB.NET. 3 credits.

**CSCU 251 Introduction to Computing Systems Organization**
Students learn the major components and structure of the hardware and software of both a computer and of a networking system. Students will learn to describe the mechanism of information processing, transfer, and control within a digital computing systems and networks. 3 credits.

**CSCU 270 Information Systems Security**
Students learn systematically the concepts, issues, challenges, and technological solutions of computer networks security and develop procedural and technological solutions with hands-on practice. Online only. 3 credits.

**CSCU 315 Organizational Information Systems**
Students explore the role of information systems in the operation of an organization. This course introduces the use of information technologies for the access and retrieval of information from internal information systems and from systems on the Information Superhighway. 3 credits.

**CSCU 353 Data Communications and Computer Networks**
Prerequisite: CSCU 251. Students explore the principles and techniques of data communications and give special emphasis to networks and distributed systems. The I.S.O. Reference Model for open systems interconnection will be investigated and the function and operation of each protocol layer analyzed. 3 credits.

**CSCU 375 Data Encryptions and Information Security**
Prerequisites: 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 383 Project Management for Information Systems
Prerequisite: CSCU 200 or equivalent. Students develop skills in use of project management tools and methods within the context of an information system project. Study topics include the following: the information systems development process, project team organization, work breakdown, project planning, resources estimation, return on investment, risks management, monitoring and controlling, and task scheduling. Online only. 3 credits.

CSCU 385 Project Work Structure and Resources Management
Students analyze the concepts of project scope work structure, units of work, variety of project resources, project cost estimation, dynamic allocations, schedule control, and management. 3 credits.

CSCU 408 Database Management
Prerequisite: 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
Prerequisite: CSCU 408. Overview of the system development life cycle. Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. 3 credits.

CSCU 415 Systems Quality Assurance and Testing
Prerequisites: CSCU 315 or CSCU 410. This course provides an overview of the principles of Quality Management, framework of ISO 9000:2008, and methods for Software Testing. Students will produce a Quality Assurance Plan as part of a case study. Online only. 3 credits.

CSCU 453 Network Implementation
Prerequisite: CSCU 353. Students explore the principles and techniques for implementing TCP/IP based networks using Microsoft Window servers and clients, including the skills to configure, customize, optimize, troubleshoot, and integrate networks. This course assists with preparing students to meet the Microsoft certification requirements. For Computing Technology majors only. 3 credits.

CSCU 458 Advanced Web Based Database Systems
Prerequisites: CSCU 408 and CSCU 453. Students explore the principles and techniques for managing the most recent Microsoft’s SQL Server Database System and Microsoft’s Internet Information Server including the skills to install, configure, customize, optimize, and troubleshoot both the SQL Server and Information Server Systems. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For Computing Technology majors only. 3 credits.
CSCU 483 Project Risk Management
Students explore the principles and techniques of dealing with uncertainty and risk in real-world project situations, mathematical models of uncertainty, scenarios of disaster, recovery plan, and methods of protecting a firm from disasters. 3 credits.

CSCU 498 Capstone Project
Prerequisite: Completion of 42 credits in the major. Students create a complete set of systems analysis, design, and implementation documents for a selected field of emphasis. 3 credits.

CSCU 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 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.

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 2014-2015)

**COMU 210 Theories of Persuasion**
An introduction to the methods of persuasion from Aristotelian rhetoric to contemporary tactics and techniques found in advertising, political and product campaigns, and salesmanship. Online only. 3 credits.

**COMU 230 Media in Everyday Life**
The Internet and digital media technologies are a pervasive, ubiquitous, and familiar part of everyday life. In this course, students will consider what it means to work, play, form identities, and exist in a real and virtual world. Students will also explore the broader socio-economic, legal, and political context in which media technologies are emerging and converging. Throughout the term, students will look at ways in which media technologies mediate our modes of communication with each other and the world. Finally, students will be asked to experience and reconsider their relationship with media technology. Online only. 3 credits.

**COMU 301 Advanced Public Speaking**
Designed to provide a more in-depth study of classical and contemporary principles of rhetoric and rhetorical criticism, this course provides concentrated work in speech structure, delivery, and criticism. Online only. 3 credits.

**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 329 Experimental Topics in Communication**
An examination of selected topics in communication relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**COMU 370 Principles of Public Relations**
Examination of the social, psychological, economic, and political foundations of public relations; and the integration of the behavioral sciences, management, and communication theories into a profession. 3 credits.
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. The fully online course includes one or more Virtual Synchronous Meetings on day(s) and time(s) to be determined. 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
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
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. 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: An introductory course in counseling theory or CSPU 500. This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. This course is designed to provide candidates with methods, materials, leadership skills, and counseling techniques appropriate for small group work. It is also intended to promote ethical awareness. In addition to the didactic coursework, candidates participate in an experiential group where they will participate as a group leader and a group member. Candidates will be expected to gain sufficient field experience to design, implement, and evaluate a group intervention with children, youth or parents in a school or agency setting. 3 credits.

CSPU 514 Cultural and Community Issues in Counseling and School Psychology
This course focuses upon the unique challenges diversity brings to the provision of counseling and psychological services to children, adolescents, and parents. Candidates will learn the history, culture, and expectations of different ethnic and cultural groups and develop the cross-cultural communication skills necessary to effectively work with families of varying cultural and socio-economic backgrounds. Candidates will also explore how issues such as immigration, poverty, sexism, and racism affect counseling practices and the development of effective interventions. 3 credits.

CSPU 515 Practicum in Counseling and Intervention
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
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
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: CSPU 534 and CSPU 637. 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
This course will focus on the designing, implementing, coordinating, and evaluating effective counseling programs. Topics include principles of collaboration and teamwork; 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 inservice education. 3 credits.

CSPU 617 Transition to Work and Career
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: CSPU 515 and students must be enrolled in CSPU 620 or CSPU 621 at the time they take this course. 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 511 and 515 including 100 hours of practicum logged and approved. Also required are a valid Negative TB test and a valid 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, CSPU 510, 534, 535, 636, 637, 638, 639 and EDUU 602 including 450 hours of practicum logged and approved. Also required are a valid Negative TB test and a valid Certificate of Clearance. Each course covers one term or 8 weeks (300 hours of fieldwork/internship) for a total of 1,200 hours. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of on-campus group supervision. The site supervision of candidates must be by a qualified state credentialed school psychologist. Graded on a Pass/No Pass basis. 3/3/3/3 credits.

CSPU 636 Cognitive and Neuropsychological Assessment for Intervention
Prerequisites: Successful completion of CSPU 637. 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
This course will introduce students to psycho-educational assessment and the laws and ethics related to assessment and psycho-educational testing. The focus of the course is on current best practices in the use of both standardized tests and non-standardized assessment methods such as interview and observation to assess children and youth. Emphasis is placed on using the systematic interpretation of assessment results to develop academic and behavioral interventions. Candidates will practice administering standardized tests, conducting interviews and observations, and presenting assessment results to parents and teachers. Application of these skills in multi-cultural settings will be accentuated. 3 credits.

CSPU 638 Psychoeducational Assessment for Intervention II
Prerequisites: Successful completion of CSPU 637 and CSPU 636. 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. 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
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
Prerequisite: Students must be enrolled concurrently in CSPU 622. Candidates will view knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as school psychologists. Candidates will prepare for the Praxis examination in school psychology, prepare a draft of their program portfolio, and complete the capstone project as part of this course. 3 credits.

CRIMININAL JUSTICE

CJCU 250 Introduction to the Administration of Criminal Justice
This survey course examines the structure, organization, and operation of the criminal justice system in the United States. Students will assess the general features of crime and crime typologies, the impact of race, ethnicity, gender, and economic class within the criminal justice system, courts and corrections, and theories of crime causation. Students will also evaluate trends in the administration of criminal justice. 3 credits.

CJCU 320 Selected Topics in Criminal Justice
An examination of selected topics in the area of criminal justice. Courses that examine different topics may be repeated for credit. 3 credits.

CJCU 329 Experimental Topics in Criminal Justice
An examination of selected topics in Criminal Justice relevant to evolving areas in the field. Syllabi must be approved by Dean and announced to the Curriculum and Academic Committee prior to be offered. May be repeated for credit provided that the course content is different. 3 credits.
CJCU 380 Correctional Systems
Criminals and institutional personnel involved in corrections at all levels will be reviewed in depth. History, politics, and contemporary corrections issues such as punishment theories, sentencing alternatives, prison experience and prisoner rights, female and juvenile incarceration problems, overcrowding, and 21st century corrections will be examined. 3 credits.

CJCU 403 Police and Society
This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, use of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.

CJCU 405 Forensic Studies
This course is designed to introduce students to forensic-science topics. Students will gain an understanding of topics including, but not limited to, crime-scene processing, fingerprints, firearms, and tool marks, questioned documents, serology, fire and explosives, trace evidence, pathology and instrumental analysis. Students will apply what they learn by participating in exercises to practice forensic methods. Students will analyze the connection between forensic evidence and identification of crime suspects. 3 credits.

CJCU 406 Forensic Documentation
This course provides students with practical skills to examine forensic documentation and analyze its authenticity. Study of forensic documentation includes artifacts, such as handwriting, typewriting, photocopies, commercial printing, and computer-generated and digital documents. Students will evaluate the life cycle of forensic documentation from the inception of a legal case to its conclusion. 3 credits.

CJCU 408 Crime Scene Investigation
This course is designed to provide students with an understanding of proper crime scene investigation techniques. Students will analyze basic investigative responsibilities, including preparing cases for court. Additionally, students will explore the historical perspective of criminal investigations. The course provides information about how technological advances support the work of crime scene investigators. 3 credits.

CJCU 411 Gangs and Gang Behavior
The purpose of this course is to sensitize students to the issues surrounding gangs and gang behavior. Students will analyze race, gender, age and demographics of gang make up. The course provides insight into gangs and gang behavior historically and in contemporary times. Students will analyze law enforcement strategies to deter and address gang activity. Additionally, students will evaluate theories of gang behavior. 3 credits.
CJCU 412 Victimless Crimes
This course examines various criminal offenses that often lack a complaining “victim” in the usual sense that tend to generate intense social debate due to the consensual nature of these crimes (e.g., drug use, prostitution, certain sexual activities, gambling). The societal implications of social control policies will be discussed. Online only. 3 credits.

CJCU 414 Organized Crime
This course examines the structures, organization, typologies and operations common to organized criminals. Students will analyze the effects of intra-ethnic and inter-ethnic rivalries and cooperation between criminal groups and organized criminal enterprises. Finally, students will assess law enforcement efforts at combating organized crime in the United States and abroad. 3 credits.

CJCU 416 Domestic Violence
This course provides an overview of the criminal laws and sanctions specifically applied to domestic violence. Students will address various types of court proceedings including family court, juvenile court, and civil trials. They will also consider incidence, research, and theories of domestic violence and their influence on criminal justice response and intervention. Online only. 3 credits.

CJCU 418 Victim Advocacy
This course provides an overview of the Victim Advocacy system from a criminal justice perspective. Student will address the history of advocacy, specifically substance abuse, homelessness, mental health patients and diseases, physically impaired people, and victims of crime. They will have the opportunity to explore intervention techniques and determine local, state, and federal resources available to practitioners and clients. Online only. 3 credits.

CJCU 426 Crime and Delinquency
This course presents an extensive examination of juvenile delinquency within the context of the criminal justice system. The nature and extent of delinquency will be addressed from social, cultural, and historical perspectives. Students will focus on several causal theories of crime and delinquency and evaluate various environmental factors contributing to the problem. Finally, students will analyze the multitude of responses to juvenile delinquency from rehabilitation through incarceration. Online only. 3 credits.

CJCU 430 Applied Criminology
This course is designed to teach students to apply criminological concepts and theories to contemporary crime issues and debates. Students will study the nature, causes, extent, and control of criminal behavior in both individuals and groups. The course provides students with the opportunity to analyze why some individuals adopt ‘deviant’ lifestyles or make criminal choices. Students will explore the theories, principles, techniques, materials, and methods commonly employed in the discipline of criminology and criminal justice. 3 credits.
CJCU 432 Communication and Conflict Resolution for Criminal Justice
This course surveys the communication process within the context of criminal justice. Students will examine theories of communication as they relate to police external interactions with the public and internal interactions within their organizations. They will compare the effectiveness of verbal and nonverbal communication in police investigations and evaluate communication techniques used for diverse groups in multiple settings. Students will also analyze processes for resolving conflict, de-escalating potentially violent situations, and using effective communication to build effective relationships between the public and criminal justice professionals. 3 credits.

CJCU 434 Diversity, Conflict, and Crime
This course is designed to sensitize students to diversity issues in criminal justice. Students will analyze gender, race/ethnicity, age, sexual orientation, religion, and social class issues as well as theoretical perspectives on diversity and crime. They will also explore the influence of diversity on the relationship between criminal justice professionals and citizens, victims, suspects, and co-workers. 3 credits.

CJCU 436 Community Corrections and Alternative Sentences
This course provides students with an introduction to community corrections and alternative sentences. Topic areas include: sentencing, probation, parole, and intermediate sanctions (intensive supervision, electronic monitoring,). The focus is on such issues as punishment vs. control, community justice models, special offender models (drug offenders, sex offenders, mentally ill offenders), and the cost effectiveness of community corrections. The course also includes a critical analysis of evidence-based community correctional supervision, reentry issues and solutions, and assessment and risk prediction. Online only. 3 credits.

CJCU 438 Mental Health Issues in Society
This course presents a comprehensive review of the origins of mental health/illness issues as they relate to the criminal justice system. Key concepts, such as criminalization, deinstitutionalization and crisis response, will be addressed within the context of mental illness. Students will focus on mental health issues from a cultural, social, historical, legal and institutional framework. They will investigate the roles that social class, gender, family, race, culture, and ethnicity play in the development of maladjustment. Access to resources such as mental health services and continuity of care will also be addressed. Online only. 3 credits.

CJCU 440 Drugs and Society
This course examines the treatment of drugs in the United States from both the public policy and criminal justice perspectives. Students will analyze public policy decisions to address drug use and addiction through the criminal justice system rather than through the public health apparatus. Consideration will be given to why certain drugs are banned and why other drugs, though controlled, are not banned. The historical underpinnings of drug prohibition will also be identified. Finally, students will critique the current public debate over the merits of drug legalization versus prohibition. 3 credits.
CJCU 450 Homeland Security
This course studies the structure of the newest federal cabinet level agency, the Department of Homeland Security (DHS) in terms of prevention and response capability. It studies the capacity of the agency to respond to terrorist events, natural disasters, man-made emergencies, safety of US transportation systems and protection of US borders. It also explores the relationships, sharing and cooperation of all federal agencies in regard to intelligence gathering capability to support DHS counter-terrorism missions as well as the impact of counter-terrorism has on civil rights. 3 credits.

CJCU 451 Information Security
This course examines a broad range of issues in computer and information security that security management professionals must address as they communicate with information technologists and prepare general information security plans. Computer and computer data protection, intrusion and control are introduced. In addition, ethical, legal and regulatory aspects of information management are discussed in the context of accessing and distributing data in a secured fashion. Computer forensics, vulnerability of networked and Internet-accessible computers, and fraudulent activities using computers are covered. Online Only. 3 credits

CJCU 452 Principles of Security Management
This course surveys the scope of security management, introducing principles and frameworks for recognizing security issues and solutions. Aspects of protecting people, information and physical assets are examined, including loss prevention. Legal foundations, historical roots, operations and tools of security management are introduced, as is the role of security in contemporary business, government and public settings. Online Only. 3 credits

CJCU 454 Risk Analysis, Loss Prevention and Emergency Planning
This course examines the nature of security threats as well as analytical approaches to assessing risk of intrusion and loss of assets. Tools such as security surveys and audits will be introduced. Using case studies, coursework addresses planning for emergency interventions, including managing detection, delay and response measures. Online Only. 3 credits

CJCU 455 Security Administration
This course focuses on daily actions taken to manage individuals and organizations engaged in security, as well as communication and interaction with people and systems being secured. Topics include common administrative procedures and practices such as complying with regulations, following identification and verification protocols, securing information systems, responding to workplace violence, addressing emergency threats and related safety functions, educating clients, and managing staffing and guard operations. Students will apply security and privacy laws and regulations to real life situations. Online Only. 3 credits

CJCU 460 White Collar Crime
This class examines the underlying theories, changing definitions and diverse nature of white-collar crime. These crimes may include offenses perpetrated by “the rich,” corporations and businesses,
and/or individuals. Topics may include embezzlement, political corruption, employee theft, fraud, “con games,” and emergent areas such as computer crime and environmental crime. 3 credits.

**CJCU 465 Management in Criminal Justice Organizations**
This course applies management and financial principles to Criminal Justice organizations. Emphasis is placed on budgets, personnel issues, organization and management, as well as discipline procedures and EEO practices. Constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are also discussed. 3 credits.

**CJCU 470 Public Sector Leadership and Ethics**
This course provides a general overview of the philosophical issues and problems faced by those who work in the field of criminal justice. Special emphasis is given to ethical leadership and the tension caused by the special considerations that are inherent in the role of any criminal justice practitioner. Students are provided an opportunity to address real criminal justice issues and problems, and discover ways to resolve them while applying theory to practical situations. Issues examined are particularly relevant to the administration of police, courts, and corrections. Online only. 3 credits.

**CJCU 471 Team Leadership in Criminal Justice**
The focus of this course is team-based leadership in settings related to the discipline of criminal justice. Students study the four basic components related to group dynamics and teamwork: characteristics of teams, processes of teamwork, issues teams face, and organizational context of teams. They will critique criminal justice organizational hierarchy models as they relate to effective team leadership. Additionally, they will apply conflict resolution, communication, and decision-making strategies to team environments in their field of study. Online only. 3 credits.

**CJCU 472 Criminal Justice Leadership Theory and Practice**
This course examines leadership from theoretical and practical perspectives. It compares and contrasts leadership theories, models, and strategies; and explores how leaders can create organizations, systems and structures to achieve organizational goals and engage employees. The application of course concepts to enhance leadership effectiveness is emphasized. Online only. 3 credits.

**CJCU 474 Counterterrorism**
The study of counterterrorism necessarily entails the study of terrorism itself. Terrorism is about the struggle to gain power. This course presents a look at the historical background of terrorism, modern terrorist tactics, counterterrorism tactics, and the social, economic, and political factors that foster terrorism. Students will examine modern terrorist and counterterrorist tactics. An evaluation and assessment of how best to formulate responses to violent Islamist extremism will be an important focus of the course. Online only. 3 credits.

**CJCU 475 Domestic Terrorism**
This course focuses on the study of the foundations of domestic terrorism, including an examination of its historical origins. Topics include active domestic groups, organizational structures, networks, modes
of operation and philosophies. Students will consider religious, economic, political and social underpinnings of domestic terrorism. Online only. 3 credits.

**CICU 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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**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.

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**EDUCATION**

**Early Childhood Education (ECED)**

**ECED 100 Child Growth and Development**
This course examines the major physical, psychosocial and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Eight hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

**ECED 110 Child, Family and Community**
An examination of the developing child in a societal context focusing on the interrelationships of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of reciprocal relationships that support and empower families. Five hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.
ECED 120 Principles and Practices of Teaching Young Children
Prerequisite: ECED 100. An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for children. This course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics and professional identity. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 130 Introduction to Curriculum for Young Children
Prerequisites: ECED 100, ECED 120. This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age six. Student will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, art and creativity, math and science. Ten hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 200 Observation and Assessment in Early Childhood Education
Prerequisite: ECED 100. This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios and multiple assessment methods are explored. Ten hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 210 Practicum I
Prerequisites: ECED 100, ECED 110, ECED 120, ECED 130, ECED 200. Students are also encouraged to have taken ECED 200 and ECED 230. A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment, and knowledge of curriculum content areas will be emphasized as practicum students design, implement and evaluate experiences that promote positive development and learning for all young children. Graded on a Pass/No Pass basis. Sixty hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 220 Health, Safety and Nutrition
Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.
ECED 230 Teaching in a Diverse Society  
Prerequisite: ECED 100. Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. Three hours of field experience is required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 300 The Professional Early Childhood Educator  
Prerequisite or co-requisite: LBSU 302. This course provides a broad orientation to the profession of early childhood education, including ethical responsibilities and effective communication. Students will conduct an I-Search in which they explore the following about ethics in early childhood education: their background knowledge, what they want to know, the ways they will seek this knowledge, what they learned and what this experience has taught them. One hour of field experience is required. 3 credits.

ECED 301 Effective Support for Children with Exceptional Needs and Their Families  
Prerequisites: LBSU 302, ECED 100, ECED 110, ECED 120, ECED 130, ECED 200, ECED 210, ECED 220, ECED 230, and ECED 300. This course introduces students to the field of early childhood special education as well as the legal and educational basis for intervention with an emphasis on serving children in their natural environment. Students will examine a variety of disabilities and at-risk conditions. They will explore ways to collaborate with families and other professionals to improve educational outcomes for young children with exceptionalities, disabilities and/or the gifted. Ten hours of field experience is required. 3 credits.

ECED 302 Social and Emotional Competence in Early Childhood Education  
Prerequisites: LBSU 302, ECED 100, ECED 110, ECED 120, ECED 130, ECED 200, ECED 210, ECED 220, ECED 230, ECED 300. This course focuses on understanding and implementing evidence-based practices for promoting children's social and emotional development and preventing challenging behaviors. Students will focus on the critical nature of emotional support and responsive relationships as they relate to promoting the social and emotional competence of young children. 3 credits.

ECED 303 Integrating Learning Standards in Early Childhood Settings: Language and Literacy  
Prerequisites: ECED 300, ECED 330. In this course, students will enhance their understanding of language and literacy development and use this knowledge to develop lessons and activities that promote language and literacy development and skills. They will examine learning foundations or standards, which describe the knowledge and skills that young children can be expected to demonstrate at various age ranges and use these competencies to intentionally plan environments, activities and instruction. Three hours of field experience is required. 3 credits.
ECED 304 Integrating Learning Standards in Early Childhood Settings: Mathematics and Science
Prerequisites: ECED 300, ECED 330. In this course, students will enhance their understanding of mathematics development and science content in ECE. They will use this knowledge to develop lessons and activities that promote numeracy and math development and skills. Students will examine learning foundations or standards, which describe the knowledge and skills that young children can be expected to demonstrate at various age ranges and use these competencies to intentionally plan environments, activities and instruction. 3 credits.

ECED 326 Infant and Toddler Care and Education
This course examines the physical, social-emotional, and cognitive learning and development of infants and toddlers from birth to three. Students will analyze current brain research and gain an understanding of how to provide developmentally appropriate early learning experiences, build caring relationships, and create supportive environments for children zero to three. Students will apply their understanding of developmental milestones and plan early care and education experiences that focus on early language learning and play-based emergent curriculum that meets the early learning guidelines established by the National Association for the Education of Young Children (NAEYC). This course will emphasize legal and ethical roles and responsibilities of caregivers for providing a healthy, safe, and nutritious early care and education setting. Students will examine assessment and observation tools used to identify infants and toddlers with special needs and examine guidelines for early intervention. Emphasis will be on establishing and facilitating supportive parent and family reciprocal relationships, respecting the cultural values of the family, and providing a rich, stimulating learning environment and experience for infants and toddlers. This course will also include 15 hours of fieldwork focused on observations in early care and education. 3 credits.

ECED 330 Dual Language Learners and Their Families
Prerequisites: LBSU 302, ECED 100, ECED 110, ECED 120, ECED 130, ECED 200, ECED 210, ECED 220, ECED 230, ECED 300. This course focuses on young children who are learning more than one language. Students will identify the paths to multilingualism, and factors affecting second language acquisition. Based on these understandings, students will implement strategies for fostering and assessing dual language learners’ language, literacy, and learning. 3 credits.

ECED 398 The Intentional, Reflective Teacher
Prerequisites: Curriculum Alignment Project Eight, ECED 300, ECED 301, ECED 302, ECED 330 ECED 303 and ECED 304. In this course, candidates focus on effective practices in early care and education. Candidates will explore the Classroom Assessment Scoring System (CLASS) and the ways the CLASS domains and dimensions connect with CA Early Childhood Educator Competencies. They apply knowledge from previous coursework and develop skills in planning developmentally appropriate learning experiences, integrated instruction and engaging learning environments. 3 credits.

ECED 399 Integrated Practice-Practicum II
Prerequisites: ECED 300, ECED 301, ECED 302, ECED 330, ECED 303 and ECED 304. Also required are a valid Negative TB test and a valid Certificate of Clearance or a CA Child Development Permit. In this
course students apply knowledge from previous coursework and develop skills in planning and implementing developmentally appropriate learning experiences, integrated instruction and learning environments. Candidates complete 60 hours of fieldwork in an Early Childhood Education setting. Candidates who are employed as ECE teachers may complete the fieldwork in their own classrooms with the support of a Supervising Professional at the site. Candidates who are not employed in an ECE setting will select a practicum site and complete their fieldwork in a Supervising Professional’s classroom. An Early Childhood Education University Supervisor will observe and evaluate candidates regularly. Students will use the CA Early Childhood Educator Competencies and Classroom Assessment Scoring System (CLASS) domains—Emotional Support, Classroom Management and Instructional Support—to plan and reflect upon their practices. 3 credits.

**ECED 401 The Early Childhood Educator as Decision Maker-Capstone**
Prerequisite or co-requisite: ECED 400. During this course, students will integrate understandings of child development, learning theory, assessment and learning foundations to develop and maintain healthy, safe, supportive and challenging learning environments and instruction for young children. Students will analyze the content, materials, as well as instructional and assessment strategies of published and eclectic curricula to adapt curricular features to plan intentional instruction. 3 credits.

**Educational Administration (EDAU)**

For those pursuing the Educational Administration credential, EDAU courses have a prerequisite which requires that candidates must have held or currently hold a valid prerequisite teaching or services credential.

**EDAU 670 Collaborative Leadership**
Creating a shared vision is critical in engaging a school community in continuous improvement. Leaders must be able to facilitate the development of a shared vision by bringing people together through collaborative processes that build organizational capacity. This course covers foundational leadership theory, goal setting, group dynamics, change processes, and facilitative leadership models that support positive interdependence to ensure lasting change. Program requirements including the Professional Development Plan (PDP), portfolio development and fieldwork will be reviewed. It is recommended that this course be taken as the first or second course in the program. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

**EDAU 672 21st Century Human Resource Management**
Examine the role of Human Resource Management in the public schools as it relates to certificated, classified, and management personnel in the processes of recruitment, selection, assignment, evaluation, and retention. Additional components will include staff development, in-service, and the collective bargaining processes of negotiations and contract management. State and federal laws and policy that affect personnel will be reviewed as well as the relationships between the Board of
Education, employees, and the Superintendent. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

EDAU 674 Instructional Leadership, Supervision and Accountability
Cohesive instructional programs based on content standards and high expectations for all learners are critical to student achievement. Supervision of curriculum, instruction and assessment play a vital role in instructional leadership. Candidates will explore appropriate supervision and evaluation practices and understand the role state and federal accountability systems and local assessments play in data-based decision making. The importance of identifying ongoing staff development needs based on multiple data sources will also be explored. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

EDAU 675 Politically Intelligent Leadership and Governance
Effective and principled leadership requires political intelligence. Students study national, state and local policies and governance systems with a focus on implementation at the micro-political level. Current issues confronting educational leaders will be explored. 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, the role of schooling in a democratic society and social justice are taught as part of this exploration. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

EDAU 676 Educational Law and Finance
Candidates examine the impact of current, historical, political, social and legal issues that influence school law at the site level and at the district level. Candidates study federal and state law, Supreme Court and Appellate Court decisions while relating them to the administration and leadership of public school education. In addition, candidates examine current financial, political, and social issues as well as historically relevant topics that have influenced school finance. The course covers sources of revenue, types of funding, district and site budget development, restricted and unrestricted funds, audit requirements, and the impact of demographics on school district operations. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

EDAU 677 Educational Law and Ethics
The course focuses on understanding California and federal codes, case law, policies, and significant precedents. Students will analyze key legal concepts and the application of law to major areas including finance, personnel, curriculum, special education, student services, teacher rights, torts, students’ and parents’ rights, and equal access. Additionally, ethical issues and concepts that are relevant to educational administrators will be explored through the use of case studies. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

EDAU 678 Culturally Responsive Leadership
Candidates will examine issues related to equity, diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding the following: 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 strategies to create an inclusive and culturally responsive school, one that ensures access and equity for all stakeholders. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

**EDAU 679 School Finance and Resource Allocation**
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, revenue limits, district and site budget development, restricted and unrestricted funds, audit requirements, and the impact of demographics on school district funding and operations. The processes of budgetary planning, preparation, management and control are carefully evaluated. This course includes 15 required fieldwork hours and periodic webinars for online courses. 3 credits.

**EDAU 691 Directed Fieldwork in Administrative Services**
Prerequisites: Candidates will hold a qualified prerequisite credential (teaching, counseling, librarian) and typically be employed at a public school where they will conduct their work for this class. Fieldwork requires permission of the site administration. If the candidate is not currently employed in a position requiring a “basic” CTC credential, he/she must submit a letter identifying the school and principal under whom field work assignments will be completed. The supervising principal must hold a clear Professional Administrative Services Credential.

Candidates will participate in fieldwork experiences in an administrative or quasi-administrative position for a minimum of 240 clock hours. Of those, 105 hours are completed through Brandman Administrative Services coursework, leaving 135 clock hours of fieldwork to be completed in EDAU 691. Candidates will prepare a Professional Development Plan (PDP) that is based on the California Professional Standards for Educational Leadership and reflects the learning needs of the candidate and the unique characteristics and qualities of their fieldwork placement. The PDP activities will culminate in a reflective activity and portfolio that demonstrates an ethical, working knowledge of duties and problems typically encountered by education administrators. Candidates will observe and apply principles learned in the Administrative Services Credential Program courses. May be repeated for credit. Graded Pass/No Pass. 3-6 credits.

**EDAU 710 Clear Mentoring of Candidate II**
Prerequisites: Be currently employed in an Educational Administration position and be fully admitted to the Brandman University Clear Administrative Services program. In this course, candidates will demonstrate their knowledge, skills and abilities through an assessment component and ongoing interaction with their faculty mentor and district support provider. Under supervision, candidates will design and implement a Professional Induction Plan (PIP) in which activities are identified that will assist candidates in gaining competencies as a school administrator. In addition, candidates will develop a Professional Portfolio, verifying mastery in all of the California Professional Standards for Educational
Leaders (CPSELs). Within the Portfolio are written assignments, narrative reflection, artifacts and other appropriate evidence. Graded Pass/No Pass. 3 credits.

**EDAU 720 Clear Assessment of Candidate Competence II**
Prerequisite: Successful completion and passage of EDAU 710. This course builds upon the foundations of the prior strengths of the candidates, the Professional Induction Plan (PIP), and the materials in the Professional 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.) To recommend a candidate for the Clear Administrative Services Credential, the faculty mentor must verify competence in candidate performance as outlined in the California Professional Standards for Educational Leaders (CPSELs) using the candidate’s Portfolio and feedback from the District Support Provider and Faculty Mentor. A summative assessment brings closure to this process and establishes direction for continuing growth and professional development. Graded Pass/No Pass. 3 credits.

**Curriculum and Instruction (EDCI)**

**EDCI 631 Differentiated Instruction in Multicultural and Multi-Ability Classrooms**
Prerequisite: EDUU 600. This course is designed to provide candidates with an understanding of differentiated instruction and a strong rationale for its implementation. While teaching methodology will be a focal point of this course, it will be situated within the broader discourse of social and intellectual conditions defining teaching and learning in the new millennium that have advanced the need for differentiated instruction. Candidates will explore the diverse needs of students and determine the best strategies to differentiate by learning style, language proficiency, special needs, cultural influences, gender, physical and psychological development. Practical applications of professional collaboration, classroom management skills, assessment strategies and instructional planning within a differentiated instructional environment will be introduced and practiced. 3 credits.

**EDCI 632 Assessing Student Learning**
Prerequisites: EDUU 600 and EDCI 631. This course examines various types of assessments. Candidates will explore the purpose of assessment as well as how to use assessment data to guide decision making and improve student performance. Current trends in assessment, including high-stakes testing and accountability, will be explored. Candidates will analyze the advantages and disadvantages of various assessment methods and investigate assessment accommodations for English learners and students with special needs. Methods for grading and sharing the results of student performance will also be addressed. 3 credits.

**EDCI 634 Issues and Trends in Contemporary Curriculum: Expertise Paper Development**
Prerequisites: MAE core courses, EDCI 631 and EDCI 632. This culminating class focuses on a study of current issues surrounding curriculum and instruction. Research across a wide spectrum of opinions and
perspectives is examined in order to prepare the learner to develop an area of expertise relating to one particular contemporary issue in education today. 3 credits.

**Multiple Subject (EDMU)**

*Course Prerequisites are required for credential and M.A.T. candidates only.

**EDMU 520 Literacy and Language in K-8 Classrooms I**

Prerequisites: EDUU 510 and 512. Literacy and Language I focuses on first and second language acquisition, English language development, early literacy, emerging literacy, beginning reading, and beginning writing. Major study units also include the reading writing connection, the use of technology and media in literacy instruction, children’s literature and informational text. Aligned with the Common Core Standards in English Language Arts and Literacy and English Language Development standards this course prepares candidates to provide literacy instruction to a wide range of students including students with varied reading levels, students with special needs, English learners, speakers of non-standard English and advanced learners. An emphasis is placed on classroom management and the collaboration with specialists, paraprofessionals, and parent/caregivers. Candidates will design and conduct a tutoring project that reflects their initial proficiency in reading diagnosis, implementation of theory-based strategies and interventions that provide effective instruction for a struggling reader in a primary grade level. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

**EDMU 521 Literacy and Language in K-8 Classrooms II**

Prerequisites: EDUU 510, 512 and EDMU 520. No prerequisites are required if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. Literacy and Language II focuses on second language acquisition, English language development, reading comprehension and fluency as well as writing fluency. Major study units also include the reading writing connection, the use of multimedia tools in literacy instruction, content area literacy, children’s literature and informational text. Aligned with the Common Core Standards in English Language Arts and Literacy and the English Language Development standards this course prepares candidates to provide literacy instruction to a wide range of students including students with varied reading levels, students with special needs, English learners, speakers of non-standard English and advanced learners. An emphasis is placed on developing an understanding of home and community literacy practices, including historical and cultural traditions, and collaborating with families to support literacy. Candidates will design and conduct a tutoring project that reflects their proficiency in reading diagnosis, implementation of theory-based strategies and interventions that provide effective instruction for an English learner in an intermediate grade level. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

**EDMU 522 Mathematics and Science in K-8 Classrooms**

Prerequisites: EDUU 510, and 512. No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a 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 prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

*EDMU 524 Teaching and Learning Mathematics in K-8 Classrooms
Prerequisites: EDUU 510 and 512. No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. This course provides candidates with an opportunity to study current best practices in teaching and learning mathematics. An emphasis is placed on teaching strategies and assessment techniques that build student understanding of math concepts and develop problem solving skills. Classroom management techniques, interactive curriculum materials, and technology integration are also explored. Candidates will use the knowledge gained to design and present lessons that promote academic discourse and are aligned with the Common Core State Standards in Mathematics. An integral component of the course is a tutorial experience in an elementary school classroom in which candidates apply strategies studied in the course. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

*EDMU 525 Teaching and Learning Science in K-8 Classrooms
Prerequisites: EDUU 510 and 512. No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. This course provides candidates with an opportunity to study current best practices in teaching and learning science. An emphasis is placed on teaching strategies and assessment techniques that build student understanding of science concepts and promote inquiry. Classroom management techniques, interactive curriculum materials, and technology integration are also explored. Candidates will use the knowledge gained to design an inquiry based unit and present lessons that are aligned with content standards in science. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDMU 580 Supported Teaching I: Elementary School
Prerequisite: Candidates must meet internship admission requirements as stated in the catalog (see Internship Credential Programs section). Co-requisite: EDUU 546 or 547 and/or EDUU 548.
This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the
Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits

**EDMU 581 Supported Teaching II: Elementary Education**
Prerequisites: EDMU 580; Co-requisite: EDUU 548 and/or EDUU 549. This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits

**EDMU 582 Directed Teaching I: Elementary School**
Prerequisites: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master teacher for one full term (full school days) in an elementary classroom. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDMU 583 Directed Teaching II: Elementary School**
Prerequisites: EDMU 582, EDUU 544. Co -requisite: EDUU 545. In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different elementary classroom and grade level than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**Doctorate in Education Organizational Leadership (EDOL)**

**EDOL 700 Transformational Leadership**
In this foundational course, the relationship between personal transformation and organizational transformation will be explored. Students will analyze their emotional intelligence, personal values, beliefs, personality type and leadership style and engage in a 360 degree assessment to identify strengths and growth areas, which will be incorporated into a comprehensive Transformational Leadership Development Portfolio. The latest leadership theories and best practices will be used in developing a personal leadership philosophy and vision statement. Students will explore potential areas of transformational change and what drives them. 3 credits.

**EDOL 705 Organizational Communication and Conflict Management**
This course examines the theories, structure, and processes of communication and conflict management found in effective organizations. Students will reflect on their own communication behaviors and learn strategies for engaging others in crucial conversations and coaching conversations as a means to manage conflict and improve relationships, accountability, performance, and morale. A communication
audit and plan will be developed based on a selected organization and will be included as part of their Transformational Change Project. 3 credits.

EDOL 706 Team and Group Dynamics
This course explores the characteristics of effective teams, the stages of group development and team processes such as motivation, group cohesion, role assignment, and norms. The importance of the task and relationship continuum and the role of conflict will be examined. Students will apply the principles of group development and team building, and evaluate team effectiveness. 3 credits.

EDOL 707 Organizational Theory and Development
This course examines the body of organizational concepts and theories to build the students’ capacity to discover or invent effective means for creating transformational change. Major Organizational Development (OD) themes such as planned change, consultation, organizational culture, and action research will be explored. 3 credits.

EDOL 708 Strategic Thinking
This course examines the role of the leader in creating learning organizations that use systems thinking to create their own future. Appreciative inquiry, environmental scans, and futures research will be used to inform planning and assist collaborative teams in prioritizing actions for continuous improvement. Students will develop a strategic implementation plan for their Transformational Change Project. 3 credits.

EDOL 709 Assessment, Evaluation, and Accountability
Students will examine methods to develop, implement, and support a variety of evaluation plans and assessment efforts to determine the degree to which initiatives, programs, strategies, and interventions are implemented effectively and as intended. The influences of culture, political interests, stakeholder needs, organizational resources, ethical considerations, and perspectives of local, regional, national, and global communities are also examined. Students will focus on developing a Program Evaluation Plan based on the Transformational Change Project. 3 credits.

EDOL 720 Creativity, Innovation, and Sustainable Change
Theories of innovation and creativity will be explored to initiate new forms of entrepreneurship and intrapreneurship. Case studies and other readings offer an examination of how creativity, insight and innovation work together to create and sustain authentic change. Students will learn strategies to harness the power of meaningful innovation through collaboration, divergent and convergent thinking, planning, and action. 3 credits.

EDOL 721 The Ethics and Politics of Decision Making
This course explores the role of organizational politics, values and ethical standards in decision-making. Significant focus is placed on various contemporary theories and practices for effective decision-making. Various models and frameworks for analyzing problems are examined in depth 3 credits.
EDOL 722 Diversity and Intercultural Aspects of Leadership
The role that leadership plays in addressing issues of diversity and equity in the workplace will be examined in depth. Students will analyze case studies on social equity; critique theoretical frameworks for diversity leadership; examine power dynamics and issues of social justice. A personal philosophy of diversity and intercultural aspects of leadership will be designed along with an action plan that leads to transforming an organization into one that is equitable, respectful, and responsive to diversity. 3 credits.

EDOL 723 Innovation in Resource Management
Students will survey new strategies in Human Resources (workforce development and training, management, motivation and creativity, assessing performance/compensation, and collective bargaining/labor-management relations) and Financial Resources (budgeting strategies, reallocation of resources to achieve strategic balance, maximizing assets/limiting liabilities). Strategic planning models that foster innovation and support sustainability initiatives will be developed. 3 credits.

EDOL 724 The Leader as Change Agent
Prerequisite: Successful completion of EDOL 780. In this course, students will use their experience with the implementation of their Transformational Change Project (TCP) as the basis for a seminar on transformational change and the role of the leader as a change agent. Change models and organizational development (OD) intervention strategies will be analyzed in the context of the TCP experience to determine best practices. The course will emphasize the importance of individual leadership development and reflection as a tool for continuous improvement. Students will examine their experiences with transformational change and collect data to develop findings, conclusions, recommendations for further research, and implications for leadership practice in a final analytical paper that is required to Advance to Candidacy. 3 credits.

EDOL 750 Writing for Research and Publication I
This course introduces students to the dissertation process early in their program. It will focus on academic writing, APA guidelines, topic selection strategies and advanced research skills necessary for designing and crafting a dissertation. Students will engage in library research and will learn how to critique research. 2 credits.

EDOL 751 Writing for Research and Publication II
Building on the material presented in EDOL 750, students will develop a brief Review of the Literature related to the individual’s Transformational Change Project. Students will also examine multiple routes for developing a dissertation focus and strategies for successful completion. 2 credits.

EDOL 752 Quantitative Research Methods I
The purpose of Quantitative Methods I & II is to develop students into informed users and consumers of scholarly quantitative research and statistics. The focus of these courses is upon the development of an understanding of the elements and structure of quantitative research, the statistical methods and processes that support it, and the development of basic skills necessary to analyze, develop, and complete quantitative research projects. This course will specifically focus on the types of quantitative
methodologies, research design, types of data, research question development, population and sample. Critical research evaluation and analysis will also be presented. 2 credits.

EDOL 753 Quantitative Research Methods II
This course builds on the learning from Part I and moves more deeply into descriptive and inferential statistics, understanding and use of tools for statistical tests of difference and correlation. Matching statistical tests to data and research design will also be presented culminating in a quantitative Chapter 3 Methodology Chapter draft. 2 credits.

EDOL 754 Qualitative Research Methods I
This course will provide an introduction to qualitative methods of research. Theoretical foundations for qualitative research will be reviewed such as case study, grounded theory, phenomenology, and ethnography. Methods for qualitative data collection such as interviews, observation, document analysis, and Internet research will be covered. 2 credits.

EDOL 755 Qualitative Research Methods II
This course will provide a continued introduction to qualitative methods of research. Qualitative data analysis procedures such as coding data, generating themes, triangulation of data, and use of technology will be introduced and applied. Reliability, validity, and generalizability of qualitative data will be evaluated. 2 credits.

EDOL 780 Transformational Change Field Experiences
This project presents an opportunity for students to demonstrate mastery of competencies in course learning objectives program-wide through field experience. Students will secure a written consultant agreement with an organization in which they will implement their Transformational Change Plan (TCP) with the approval of their Cohort Mentor. Students will apply theory learned in all coursework to date in the implementation of the project in a real world setting. This clinical practice will be conducted under the supervision of a Cohort Mentor. The TCP is a comprehensive, culminating experience that must be successfully completed in order to Advance to Candidacy. Graded on a Pass/No Pass basis. 3 credits.

EDOL 790 Developing the Dissertation Prospectus
This course will guide students in developing a dissertation prospectus. Based on a review of literature, students will develop a proposed Chapter 1 and a tentative plan for methodology of their proposed dissertation. As part of the class, students may form writing groups that will continue throughout the dissertation process. Graded on a Pass/No Pass basis 3 credits.

EDOL 791 Dissertation I
After successfully completing the requirements for Advancement to Candidacy, students are eligible to secure a Dissertation Chair to guide their progress in developing an original research project. Building on the prospectus they produced in an earlier class, students will create a dissertation proposal that includes the purpose and research questions in Chapter I, synthesize a review of the literature in
Chapter II, and a proposed plan for the methodology in Chapter III. Students will also prepare for the proposal defense, and successfully defend the proposal. Graded on a Pass/No Pass basis 3 credits.

EDOL 792 Dissertation II
In this course, students will complete and submit BUIRB application and implement the research methodology. They will complete Chapters 4 and 5 of the dissertation through the collection, analysis and interpretation of data, write up their findings, develop conclusions, recommendations for further research and implications for practice based on results of the study. They will defend their dissertation in an oral defense and make all revisions required by their Dissertation Chair in consultation with their committee and present their paper for a Professional Standards Review to ensure that it is ready for publication. Graded on a Pass/No Pass Basis. 3 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. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

*EDSU 531 Secondary Instructional Strategies for Language/Culturally Diverse Classrooms
Prerequisites: EDUU 510 and 512. 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. 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 and the Common Core State 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. A minimum of 5 hours of fieldwork is required for this course. 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 learner. As candidates study issues of literacy, they examine the questions: What is literacy? What are multiple forms of literacy? What effects do multimedia, digital tools and popular culture have on the literacy we use every day, the academic literacy we teach in our classrooms, and the literacies we need in order to function as 21st Century citizens? Grounded in developing 21st Century skills and achieving Common Core Standards, this course addresses the integration of literacy skills (reading, writing, listening and speaking) in content area disciplines, development of comprehension and vocabulary skills, the uses of fiction and informational texts across the curriculum, writing as a process in each discipline and strategic research and study skills for middle school and high school students. Candidates will design and present lesson plans that demonstrate their competencies in teaching content area literacy and applications of multimedia tools and resources in content area literacy instruction. The culminating learning experience is a tutorial project, in which candidates, utilizing strategies studied in the course, provide supplementary instruction to a middle school or high school student in content area literacy. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

*EDSU 533 Content Specific Strategies for Single Subjects (Series)
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.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Section Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Languages Other than English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
</tr>
<tr>
<td>Health Science and Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Science: Biology, Chemistry, Geo-science &amp; Physics</td>
<td>6</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>7</td>
</tr>
<tr>
<td>Music and Visual Arts</td>
<td>8</td>
</tr>
</tbody>
</table>

EDSU 533-1 Effective English/Language Arts Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. 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 Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-2 Effective Instruction in Languages Other Than English for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. 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 World Language Content Standards 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-3 Effective Mathematics Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. 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 Common Core State Standards in Mathematics. 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.
EDSU 533-4 Effective History/Social Science Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. 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 and the Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects. 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 reaching 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-5 Effective Health Science and Physical Education Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-6 Effective Science Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in science (biology, chemistry, geoscience 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 and the Common Core State Standards for English Language Arts, Literacy in History/Social Studies,
Science and Technical Subjects. 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

**EDSU 533-7 Effective Career Technical Education Instruction for Single Subject Candidates**
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in the career technical education subjects: agriculture, business, home economics, and industrial and technology education. As students examine and explore teaching career technical education, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Career Technical Education Content Standards and Framework and the Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects. 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

**EDSU 533-8 Effective Music and Visual Arts Instruction for Single Subject Candidates**
Prerequisites: EDUU 510 and EDUU 512. No prerequisites are needed if candidates are using this course to obtain a Single Subject Authorization to be added to a Multiple Subject credential. The course provides candidates an opportunity to study teaching and learning in the music and the visual arts content areas. Candidates will focus on best practice in the multilingual, multi-ethnic, multicultural secondary visual and performing arts classroom. They will design selected lessons that are aligned with the California K-12 Visual and Performing Arts Standards and Framework and reflect mastery of music and visual arts pedagogy. Candidates will examine strategies for differentiating instruction based on the needs and strengths of the range of learners in the classroom, including English learners and students with special needs or instructional challenges. Students will create multiple measures of assessment appropriate for music and visual arts to evaluate student progress toward reaching state-adopted standards. Online professional journals, organizations, and peer-reviewed research on visual and performing arts education will be critiqued and utilized. A minimum of 5 hours of fieldwork is required for this course. 3 credits.
EDSU 534 Preparing 21st Century Learners: A Collaborative and Integrated Approach
Prerequisites: EDUU 510 and 512. This course focuses on innovative practices in secondary schools that enhance student engagement and promote the application of learning to real world contexts. Brain based teaching practices appropriate for adolescent learners are examined. Candidates explore 21st Century Skills, compare them to the Common Core State Standards, and develop strategies for incorporating these skills into instruction. Blended and online pedagogical methods are investigated and applied to teaching and assessment of student learning. In addition, various approaches to structuring secondary schools that prepare students for college and careers are explored. As part of the course, candidates collaborate with their peers to design and present a project-based unit of study that integrates multiple content areas and is connected to a career-based theme. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 590 Supported Teaching I: Secondary School
Prerequisite: Candidates must meet internship admission requirements as stated in the catalog (see Internship Credential Programs section). Co-requisite: EDUU 546 or 547 and/or EDUU 548. This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591 Supported Teaching II: Secondary School
Prerequisite: EDSU 590. Co-requisite: EDUU 548 and/or EDUU 549. This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits

EDSU 592 Directed Teaching I: Secondary School
Prerequisites: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master teacher for one full term (full school days) in a secondary classroom. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDSU 593 Directed Teaching II: Secondary School
Prerequisites: EDSU 592, EDUU 544. Co-requisite: EDUU 545. In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different grade level than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.
Special Education Student Teaching (EDTU)

EDTU 560 Supported Teaching I: Early Childhood Special Education
Prerequisite: Candidates must meet internship admission requirements as stated in the catalog (see Internship Credential Programs section). Co-requisite: EDUU 546 or 547, and/or EDUU 548. This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 561 Supported Teaching II: Early Childhood Special Education
Prerequisite: EDTU 560. Co-requisite: EDUU 548 and/or EDUU 549. This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570 Supported Teaching I: Mild/Moderate
Prerequisite: Candidates must meet internship admission requirements as stated in the catalog (see Internship Credential Programs section). Co-requisite: EDUU 546 or 547 and/or EDUU 548. This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571 Supported Teaching I: Moderate/Severe
Prerequisite: Candidates must meet internship admission requirements as stated in the catalog (see Internship Credential Programs section). Co-requisite: EDUU 546 or 547 and/or EDUU 548. This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 572 Directed Teaching I: Mild/Moderate
Prerequisites: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master teacher in a mild/moderate classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate
competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 573 Directed Teaching I: Moderate/Severe**
Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master teacher in a moderate/severe classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 590 Supported Teaching II: Special Education, Mild/Moderate**
Prerequisite: EDTU 570. Co-requisite: EDUU 548 and/or EDUU 549. This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 591 Supported Teaching II, Moderate/Severe**
Prerequisite: EDTU 571. Co-requisite: EDUU 548 and/or EDUU 549. This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 592 Directed Teaching II: Mild/Moderate**
Prerequisites: EDTU 572, EDUU 544. Co-requisite: EDUU 545. In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different mild/moderate classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 593 Directed Teaching II: Moderate/Severe**
Prerequisites: EDTU 573, EDUU 544. Co-requisite: EDUU 545. In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different moderate/severe classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 594 Directed Teaching: Early Childhood Special Education (Infants and Toddlers)**
Prerequisites: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master
teacher or service provider in an early childhood special education setting with infants and toddlers identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 595 Directed Teaching: Early Childhood Special Education (Preschool)**
Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section). Co-requisite: EDUU 544. In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with preschool children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**Education (EDUU)**

**EDUU 321 Developing Children's Cognitive Readiness in Literacy**
This course examines the theoretical/research foundations of emerging literacy (reading, writing, speaking and listening) as well as the strategies for creating playful and purposeful classroom environments that influence the development of children's pre-literacy skills. Students will learn about developmentally appropriate strategies for increasing the cognitive skills necessary for children to be successful in their pursuit of literacy, strategies that provide opportunities for engaging in pre-literacy activities across the school day. Additionally, students explore ways to facilitate the involvement of parents in literacy acquisition. This course will include 15 hours of observation and fieldwork focused on working with preschool children using developmentally appropriate strategies for promoting the development of pre-literacy and emerging literacy skills. 3 credits.

**EDUU 325 Observation, Developmental Assessment and Intervention**
This course provides the theoretical understanding of the use of observation and assessment in evaluating early childhood development. Students will become familiar with various age appropriate assessment materials, both formal and informal, and will evaluate the pros and cons of using such materials in evaluating the developmental levels of young children. Students will investigate the historical, philosophical, legal, methodological, practical and theoretical issues involved in early intervention with young children who have special needs: at risk and with disabilities. This course will also include 15 hours of observation and fieldwork utilizing assessment tools in a preschool setting. 3 credits.

**EDUU 350 Teaching and Learning**
This course focuses on theories of learning, motivation, and development as they relate to the design of learning environments and instructional practices. Students will analyze physical, emotional, social, and cognitive factors that affect development and examine individual and group differences in learning. Behavioral, cognitive, social cognitive, and constructivist learning theories will be explored as well as the
role that motivation plays in the teaching/learning process. Fieldwork experiences in public schools and other educational settings will provide students with the opportunity to explore key course concepts. A minimum of 10 hours of fieldwork is required for this course.

**EDUU 465 Research and Practice in Early Childhood Development**
Prerequisites: 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-500 Selected Topics in Education**
Covers special topics related to education. 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.

**EDUU 510 Introduction to Teaching**
Prerequisites: 2.75 GPA or equivalent, This course is designed for credential candidates and 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 teaching portfolio in this course. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

**EDUU 511 Collaboration for Inclusive Schooling**
This course is designed for teaching credential candidates. The 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.
EDUU 512 The Art and Craft of Teaching  
Prerequisites: EDUU 510 (may be taken concurrently). This course is designed for credential candidates. The art of teaching is to truly know the when, the where, the why and for whom the craft of teaching applies. The 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. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDUU 513 Student Health and Safety  
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  
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 511. 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 10 hours of field experience is required for the course. 3 credits.

*EDUU 526 Theories in Language Structure and Acquisition  
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 or 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 EDUU 570 or EDUU 526. 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 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. This seminar course provides student teachers with the opportunity to develop effective classroom management strategies, plan for and implement differentiated instruction, and assess student learning. The course focuses on the elements of CalTPA Task Two- Designing Instruction, CalTPA Task Three- Assessing Learning and CalTPA Four-Culminating Teaching Experience. Candidates examine, reflect on and discuss teaching cases and write their own teaching case. The course also provides a forum for discussion and problem solving based on student teaching classroom experiences. 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 544 Student Teaching Seminar I
Co-requisite: EDMU 582, or EDSU 592, or EDTU 572 or EDTU 573. This seminar course is taken concurrently with Directed Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. The elements of CalTPA Task Two-Designing Instruction and CalTPA Task Three-Assessing Learning are addressed. The course also provides a forum for discussion and problem solving based on student teaching classroom experiences. 2 credits

EDUU 545 Student Teaching Seminar II
Prerequisite: EDUU 544. Co-requisite: EDMU 583, or EDSU 593, or EDTU 592 or EDTU 593
This seminar course is taken concurrently with Directed Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. The elements of CalTPA
Task Four-Culminating Teaching Experience are addressed. The course also provides a forum for discussion and problem solving based on student teaching experiences. 2 credits

**EDUU 546 Internship Seminar I**  
Co-requisite: EDMU 580, or EDSU 590, or EDTU 570 or EDTU 571. This seminar course is taken concurrently with Supported Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on providing safe and engaging learning environments for students. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessments. Course may be repeated for credit. 1 credit

**EDUU 547 Internship Seminar II**  
Co-requisite: EDMU 580, or EDSU 590, or EDTU 570 or EDTU 571  
This seminar course is taken concurrently with Supported Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on lesson design and providing instructional support for students with diverse needs including English learners, students with special needs and advanced learners. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessments. Course may be repeated for credit. 1 credit

**EDUU 548 Internship Seminar III**  
Co-requisite: EDMU 580 or EDMU 581, or EDSU 590 or EDSU 591, or EDTU 570 or EDTU 590, or EDTU 571 or EDTU 591  
This seminar course is taken concurrently with Supported Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on assessment strategies and assessment adaptations that support student learning. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessments. Course may be repeated for credit. 1 credit

**EDUU 549 Internship Seminar IV**  
Co-requisite: EDMU 581 or EDSU 591 or EDTU 590 or EDTU 591. This seminar course is taken concurrently with Supported Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated
instruction, and assessing student learning. An emphasis is placed on professional, legal and ethical issues in education and professional growth. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessments. Course may be repeated for credit. 1 credit

EDUU 551 Educational Application of Computers - Level One
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: Digital-Age Teaching and Learning
Prerequisites: EDUU 551 or Preliminary Educational Technology SSAT/CSET or equivalent course with approval. This course builds on the knowledge and skills gained in previous technology coursework, as well as through hands-on experiences with technology in educational settings. Candidates learn to integrate technology and digital media into curriculum development, lesson planning and performance-based assessment. Assignments are designed to engage candidates in curriculum planning to promote information literacy, critical thinking, creativity, and innovation in the classroom. Candidates design project-based lessons that incorporate a variety of digital media tools for student research, communication, publication and media presentation. The focus is on creating technology-rich classroom environments that utilize constructivist teaching strategies and promote active and collaborative learning through the use of Web 2.0 tools, wireless devices and cloud computing. 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 10 hours of field experience is required for the course. 3 credits.

EDUU 563 Curriculum, Leadership, & Instruction Technology
Prerequisites: EDUU 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 and 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. 3 credits.

EDUU 570 Voice, Diversity, Equity and Social Justice
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: Etiologies and Characteristics
The course is primarily designed for special educators who desire increased knowledge and skills relative to supporting students diagnosed with Autism Spectrum Disorders. It may be taken as a stand-alone
course, or in partial completion of an Autism Certificate, Autism, added Authorization, and/or the Master of Arts in Special Education, emphasis in Autism. Candidates are introduced to categories of Autism Spectrum Disorders (ASD), the historic foundations and evolution of autism research and practice, and the unique challenges faced by parents, educators, paraprofessionals, administrators and other service providers. Course content supports an increased awareness of specific interpersonal challenges of students identified along the Autism Spectrum. Candidates will generate goals and objectives appropriate for meeting the academic, behavioral, and transitional needs of children with Autism. Candidates are required to complete 5 hours of observation of a child with autism. 3 credits.

**EDUU 599 Independent Study**
Supervised independent study or research on a special problem or in a selected area of education. This course may be repeated for credit providing the content is different. 1–3 credits.

**EDUU 600 Research and Evaluation Methods**
This course examines qualitative, quantitative and mixed method research designs and methodologies. Students will learn to analyze and evaluate educational research and utilize research techniques. Topics include experimental, non-experimental and mixed research designs, methods of data collection and analysis, descriptive statistics, and threats to validity. Students learn to utilize APA formatting and examine issues related to plagiarism and academic integrity. 3 credits.

**EDUU 602 Positive Behavior Supports**
Prerequisites for education students: EDUU 510 and 511. School psychology and school counseling students have no Prerequisites for this course. A study of theories, practices and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive and respectful applied behavior analysis techniques. A minimum of 10 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. A minimum of 10 hours of authentic field experience is required for this course. 3 credits.

**EDUU 605 Democracy, Education & Social Change**
Prerequisite: EDUU 600. Students examine the relationship between democratic theory, educational practice, and social change. Specific attention is paid to theories of democracy, the democratic nature of historical and current reform efforts, the contradictions and dilemmas of schooling, and the ways in which schooling might influence social change. 3 credits.
EDUU 606 Seminar in Learning Theory
Prerequisite: EDUU 600. This course helps students to develop an understanding of how people process information and learn; studies the history, content and educational applications pertaining to intelligence and thinking dispositions. Students study various learning theories and their implications for instruction. This includes the development of the mind and brain and their role in education. 3 credits.

EDUU 607 Seminar in Comparative Education
Prerequisite: EDUU 600. An introduction to educational philosophies, methods, patterns of control, financing, organization and relationship with the larger society in selected countries of the world, including the United States. Comparison and a comprehensive social science methodology is emphasized. Students examine historical, political, economic, and social factors. Systems compared are drawn from all regions of the world. 3 credits.

EDUU 608 Seminar in the Social Foundations of Education
Prerequisite: EDUU 600. A critical study of schooling, society and culture. Students explore the major ideological schools of thought regarding how the interactions between school and society can best be understood. Social science methodologies including quantitative, qualitative, and participation and application of both social science and humanities insights are important components of the course. 3 credits.

EDUU 609 Seminar in Curriculum Studies
Prerequisite: EDUU 600. Historical, philosophical, and sociopolitical influences on the curriculum of American public schooling are examined. Curriculum design and evaluation strategies will be considered. The role of teachers and educational support staff in curriculum decision-making, and their potential role as leaders of educational change, are included. 3 credits.

EDUU 610 The Teacher as Scholarly Practitioner
Prerequisites: Acceptance in the Master of Arts in Teaching program or the MAE Professional Learning Community emphasis, a cumulative grade point average of 3.0 and EDUU 600. Candidates in the MAT program must also have completed all credential coursework (with the exception of student teaching). The purpose of this course is to acquaint candidates with the concept of action research and to support them as they develop an action research proposal based on their own educational setting. The course is designed to enable candidates to understand the fundamental principles to a critical analysis of their own pedagogy and the learning outcomes of their students. The course will engage the participants in systematic inquiry into their own practice by helping them to frame appropriate questions, gather and interpret data, examine and analyze that data and attempt to find answers to the questions posed. Master of Arts in Teaching candidates must complete an action research proposal as part of their Demonstration of Mastery for the degree. 3 credits.
**EDUU 611 Action Research Development**  
Prerequisite: EDUU 610. The purpose of this course is to allow candidates who developed the design for their action research proposal in EDUU 610 to complete their proposal in the form of a written four chapter paper. The action research proposal is the demonstration of mastery for the Master of Arts in Teaching program. 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 624 Foundations of 21st Century Teaching**  
The purpose of this course is to create a foundational understanding of all that goes into being an effective teacher of online and blended learners. Relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. This work will empower students to craft a professional body of knowledge and skill necessary for facilitating learning in a 21st century learning environment. 3 credits.

**EDUU 625 Design and Assessment of 21st Century Teaching**  
Prerequisite: EDUU 624. The purpose of this course is to explore the connections within the design of online and blended instruction and assessments. Students will utilize performance data, legal requirements surrounding the Americans with Disabilities Act (ADA) and understandings of individual learning styles to inform assessment and ongoing instructional decisions. Formal and informal evaluations, along with synchronous and asynchronous methods of delivery, will be used to evaluate student performance to model the variety of methods available to measure achievement in the online and blended learning environment. 3 credits.
EDUU 628 Advanced Design and Assessment of 21st Century Teaching  
Prerequisites: EDUU 624 and EDUU 625. The purpose of this course is to build upon previous understanding of effective online and blended instruction, design, and assessment. Additional relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. Students will apply their growing knowledge and skill toward expert design and facilitation of learning environments of the 21st century student. 3 credits.

EDUU 629 Teaching the 21st Century Learner Capstone  
Prerequisites: EDUU 624, 625, and 628. This capstone course completes the Teaching the 21st Century Learner series. The purpose of this course is to facilitate the application of knowledge and skills learned from previous courses to design and deliver an exemplary online and blended electronic portfolio. Students will develop a unit of study that models constructivist engagement with content, peers, and the electronically mediated environment. 3 credits.

EDUU 630 Leadership and Policy in Special Education  
Prerequisite or co-requisite: EDUU 600. The purpose of this course is to create a foundational understanding of critical elements for effective leadership in special education. Issues of mentoring, social justice, and advocacy will be introduced and reviewed. Current research on effective leadership in special education will be used to assist in the creation of evidence-based curriculum and policy that addresses the needs of different groups. The foundation of a future action research project will be developed. 3 credits.

EDUU 631 Program Development and Organization in Special Education  
Prerequisite or co-requisite: EDUU 600. This course will prepare students to identify and implement evidence-based practices and interventions for students with a broad range of disabilities, including utilizing assistive technology and Universal Design for Learning, allowing the diverse population of students with disabilities to access and make progress in challenging curriculum and the Common Core State Standards (CCSS). 3 credits.

EDUU 632 Advanced Assessment and Program Evaluation in Special Education  
Prerequisite or co-requisite: EDUU 600 Students will develop an understanding of the theory behind educational assessment and program evaluation. Application of non-biased assessment for pre-referral, screening, placement/eligibility, and progress monitoring for students with disabilities in general education and special education settings will also be a focus. Students will conduct special education program evaluation and assessment evaluation via appropriate research techniques. 3 credits.

EDUU 633 Special Education Capstone  
Prerequisites: EDUU 600, 661, 630, 631, 632, emphasis area courses. The purpose of this course is to conduct an Action Research project as the culminating activity in the Master of Arts in Special Education (MASE) program. Using components developed in previous MASE course work, an Action Research project will be conducted, the data analyzed, and a final report written. Students will discuss various
evidence-based practices in special education, how to implement those practices with fidelity in the field, how to collect, analyze, and present objective data, and discuss their results in relation to the literature base, and their own professional development as a practitioner and scholar. This course should be taken in the last term of the Master of Arts in Special Education program. 3 credits.

EDUU 636 An Introduction to Applied Behavior Analysis
This course examines the basic principles of behavior. It introduces and explains behavioral concepts such as respondent and operant conditioning; conditioned and unconditioned responses; the dimensions of behavior; foundational knowledge and vocabulary for behavioral analysis; history behavior analysis as a field. Various classroom strategies will be used to help students understand the how the principles of behavior work on human behavior and the interactions between environment and behavior. 3 credits

EDUU 637 Applied Behavior Analysis: Procedures and Experimental Design
Prerequisite: EDUU 636. This course examines the basic procedures of applied behavior analysis. Students will learn the procedures for defining, measuring, and assessing behavior through measurement. The course examines the use of experimental research designs and how to use the data to make changes in behavior. Students will learn to evaluate research in Applied Behavior Analysis. Learning activities related to the task list include responses to research journal articles and designing data collection tools.

EDUU 638 Advanced Assessment and Instructional Strategies for Persons with Mild/Moderate Disabilities
Prerequisite: EDUU 687 for those in the level 2 program. 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. A minimum of 10 hours of fieldwork are required for this course. 3 credits.

EDUU 639 Pedagogical Leadership in Early Childhood Education
During this course candidates will develop an understanding of content knowledge and resources across the academic disciplines in early childhood education. They will become familiar with early learning standards and examine current research in early childhood education curriculum and instruction. Candidates develop the knowledge and skills required to make informed decisions about selecting and implementing meaningful, developmentally appropriate curriculum and assessment. 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 and candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325 and EDUU 465 or must take or have taken ECED 300, 301, 302 and 330. This capstone course presents an overview of qualitative program evaluation. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to examine the effectiveness of a local preschool or infant/toddler program. Evaluation will focus on goals and objectives for creating developmentally appropriate and inclusive early learning environments for all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays. Candidates will examine a program to evaluate its efficacy in providing an engaging, developmentally
appropriate setting for young children, embracing a creative, well-balanced curriculum for the whole
child, promoting purposeful learning through play, supporting children and their families, providing a
healthy, safe environment for learning, and making strong connections through communication with
parents and the community. Candidates will reflect on their personal leadership roles, relationships and
successes with motivation and peer collaboration, knowledge and implementation of public policies and
professional ethics, and advocacy for equitable educational opportunities for all children. Candidates
will demonstrate program mastery through this Capstone project. 3 credits.

EDUU 649 Data-Based Decision Making in Special Education
Prerequisites: EDUU 510 and 511. Students will develop the knowledge and skills necessary to use and
communicate assessment results. A variety of individualized assessment and evaluation approaches
appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis will be
placed on the skill of making appropriate educational decisions on the basis of a variety of standardized
and non-standardized techniques, instruments, and processes that are appropriate to the diverse needs
of individual students. Students will learn to identify individual strengths and weaknesses and monitor
progress of student achievement. 10 hours of documented observation/participation in a special day
class (SDC) or Resource Specialist (RSP) class (other than your own if you are an intern) is required for
successful completion of this course, preferably during an IEP and/or SST meeting or during an
assessment (with permission). 3 credits.

EDUU 650 Transitions Across the Life Span
Prerequisite: EDUU 687 for level 2 candidates, a valid Certificate of Clearance on file with the CTC and a
Negative TB Test. 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. 10 hours
of fieldwork are required for this course. 3 credits.

EDUU 655 Individualized Education Plan Development and Special Education Law
Prerequisites for education students: EDUU 510 and 511. School psychology and school counseling
students have no Prerequisites for this course. The course is designed both for special education
teachers and school psychologists. Students will develop the knowledge and skills necessary to
communicate assessment results during the pre-referral and IEP process. Emphasis is placed on the
development of appropriate educational and IEP decisions on the basis of a variety of standardized and
non-standardized assessments and related services that are appropriate to the diverse needs of
individual students. Students will learn to make appropriate recommendations both for report writing
and for IEP goals and objectives. This course will also examine the history, law, and legal mandates of
the IEP process to provide candidates with an understanding of the legal and ethical responsibilities for
serving students with disabilities in California. Due process guidelines and procedures will be reviewed,
as well as current trends and local policies. Candidates will be expected to observe an IEP meeting. 10
hours of fieldwork are required for this course. 3 credits.
EDUU 656 Applied Behavior Analysis: Basic Technologies of Behavior Change
Prerequisites: EDUU 636 and 637. This course examines the basic technologies of behavior change in applied behavior analysis. Students will learn and use positive and negative reinforcement, positive and negative punishment, schedules of reinforcement, motivating operations, stimulus control, imitation, shaping and chaining and verbal behavior. Learning activities related to the BACB 4th edition task list will include journal article research, and the development of data-driven behavioral intervention using technologies learned in the course. 3 credits.

EDUU 657 Applied Behavior Analysis: Applications
Prerequisites: EDUU 636, 637, 656. This course examines systems which apply the basic technologies of behavior change. Topics include communication strategies, verbal behavior, contingency contracts, and other uses of Applied Behavior Analysis. Students will articulate a case study which assimilates research to real-life observations and uses behavioral language to define behavior, environment, and treatment recommendations. 3 credits.

EDUU 658 Applied Behavior Analysis: Advanced Applications
Prerequisites: EDUU 636, 637, 656, 657. This course examines the use of functional behavioral assessment and its various components. Students in this course will learn to apply the foundational concepts of Applied Behavior Analysis which were presented in the four previous courses. Course activities related to the BACB Task List 4th Edition include evaluating various ABA methodologies for instruction and intervention, the design and implementation of a Functional Behavior Assessment, and analyzing measurement tools for particular behaviors. 3 credits.

EDUU 659 Applied Behavior Analysis: Ethics
Prerequisites: EDUU 636, 637, 656, 657, 658. Students in this course will learn the ethical considerations which support the practice of a Board Certified Behavior Analyst (BCBA). Learning activities related to the BACB Task List 4th Edition include examining ethical scenarios to determine sound practice; analyzing sound ethical principles for private or institutional practice as a BCBA; and determining client-centered responsibilities for any setting. 3 credits.

EDUU 660 Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities
Prerequisite: EDUU 687 for level 2 candidates, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. 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. 10 hours of fieldwork are required for this course. 3 credits.

EDUU 661 Collaborative and Cooperative Teaching
Prerequisites: A valid Certificate of Clearance on file with the CTC and a Negative TB Test. Collaboration is a necessary process which supports school staff to better meet the needs of all learners. This course
focuses on professional collaboration among teachers, and between teachers, paraprofessionals, administrators, and others working in school settings. Candidates will learn to use a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, and devices for enhancing content and learning. The course is designed for elementary and secondary general and special education teachers as well as counselors, school psychologists, and administrators. It will particularly helpful to professionals who are currently or planning to: 1) team teach, 2) serve on problem-solving teams, or 3) consult with other professionals. 10 hours of fieldwork are required for this course. 3 credits.

**EDUU 665 Historical, Philosophical, and Legal Foundations of Early Intervention/Early Childhood Special Education**

Prerequisites: EDUU 639, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. This introductory course provides an overview of Early Intervention and Early Childhood Special Education including the theoretical, philosophical, legal and empirical basis for contemporary practice in the field. Candidates will examine the roles, responsibilities of Early Interventionists, Early Childhood Special Educators, Early Childhood Educators and Itinerant service providers as well as professional and ethical standards. The legal requirements of IDEA for Early Intervention and Early Childhood Special Education from initial referral through placement and ultimate transition will be evaluated and compared to recommended and culturally appropriate practices. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

**EDUU 666 Family Guided Practices in Early Intervention and Early Childhood Special Education**

Prerequisites: EDUU 639, EDUU 665, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. This course emphasizes family systems theory and the impact of sociocultural, ethnic, racial and linguistic factors that shape families’ values and beliefs surrounding child development and access to educational and community based services. Candidates will develop an understanding of the interdisciplinary nature of Early Child Special Education by evaluating the range of services available to families with young children, including those with disabilities, within their community and within the educational system. Emphasis is also placed on strategies to engage families as collaborative partners, to sensitively communicate and elicit family information, to develop respectful and reciprocal relationships, and to provide advocacy skills that assist families with the development and attainment of family goals. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

**EDUU 667 Assessment in Early Intervention and Early Childhood Special Education**

Prerequisites: EDUU 639, EDUU 665, EDUU 666, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. This course will focus on a linked system’s approach to Early Intervention and Early Childhood Special Education by emphasizing the interrelationship between assessment, evaluation, IFSP/IEP development, implementation and progress monitoring. Candidates will gain the knowledge and skills necessary to appropriately assess infants, toddlers, and preschool children with disabilities utilizing formal and informal assessments and observations across developmental domains. Candidates will learn how to collaborate with families and other team members to gather assessment information,
translate assessment results into child outcomes and goals, and present information in language appropriate for families. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

EDUU 668 Curriculum and Intervention in Early Intervention and Early Childhood Special Education
Prerequisites: EDUU 639, EDUU 665, EDUU 666, EDUU 667, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. This course examines contemporary theories and evidence-based approaches to intervention, instructional supports and curriculum for infants, toddlers, and preschoolers, highlighting naturalistic approaches such as the activity based approach. Emphasis is placed on collaborative teaming with families, caregivers, and professionals to support a young child’s success in natural environments. Students will develop learning and lesson plans to be used in planned, routine and child initiated activities and in home and center based settings. This class also focuses on collaboration and consultation skills necessary for working with families and early childhood educators across settings and in co-teaching situations. 10 hours of documented field experience is a requirement for course participation. 3 credits.

EDUU 669 Consultation and Advanced Strategies in Early Intervention and Early Childhood Special Education
Prerequisites: EDUU 639, EDUU 665, EDUU 666, EDUU 667, EDUU 668, a valid Certificate of Clearance on file with the CTC and a Negative TB Test. This course focuses on specific methods used across disciplines in Early Intervention and Early Childhood Special Education to meet the developmental and learning needs of children with a variety of special needs. Emphasis is placed on identifying specific developmental and learning characteristics and interventions 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 documented fieldwork during this course. 3 credits.

EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education
In this course, candidates participate in fieldwork that provides in-depth experiences with infants, toddlers and preschool age children across a variety of settings. Through field experiences candidates demonstrate and develop skills in the areas of assessment, planning and intervention of appropriate methodology and recommended practices with young children to enhance the development of cognitive, social, learning and effective skills in the home, specialized school settings, and inclusive programs. 3 credits.

EDUU 675 Programming for Students with Autism Spectrum Disorders
Prerequisite: EDUU 575. This course probes the neurobiological and cognitive issues experienced by individuals with autism, particularly as they apply to program planning and service delivery. Proactive measures for incorporating occupational, physical and speech therapists into the academic team are addressed, as well as researched best practices relative to working as part of a multidisciplinary team. Candidates will be provided with a variety of assessment, program planning and service delivery options,
as well as a range of therapies available to students with autism. The roles of the classroom environment and family as support systems, including the area of sibling issues, are addressed. Candidates are required to complete 5 hours of observation of a child with autism. 3 credits.

EDUU 676 Autism Spectrum Disorders: Assessment and Strategies for Success, I
Prerequisites: EDUU 575 and EDUU 675. This course examines the behavioral, developmental, and blended approaches in understanding and modifying the behaviors of autistic students. Candidates will be given an extensive set of skills in assessing, developing, and implementing behavioral interventions in the classroom. The use of Functional Analysis, Applied Behavior Analysis, and Functional Behavior Assessment techniques will be explored. Each Candidate is required to complete 5 hours of observation of a child with autism. This course may be taken in partial completion of an Autism Certificate, Autism, added Authorization, and/or the Master of Arts in Special Education, emphasis in Autism. 3 credits.

EDUU 677 Autism Spectrum Disorders: Assessment and Strategies for Success, II
Prerequisites: EDUU 575, EDUU 675 and 676. This course covers the evaluation of learning needs for the student with autism spectrum disorder, with an emphasis on resources and best practices for addressing academic issues at all functional levels. Additionally, the course will include guidelines for using a variety of assessment tools to design IEP goals, modifications and adaptations, and classroom strategies. Particular attention will be paid to the needs of students with Asperger’s Syndrome in general education settings. Each Candidate is required to complete 5 hours of observation of a child with autism. The capstone portfolio for the autism authorization will be completed in this course. 3 credits.

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. During EDUU 687, the candidate begins to develop their individualized induction plan (IIP) that includes specific professional development goals and creates the framework for their professional portfolio that will be used to approve their level II credential. Because the IIP must be approved by the candidate’s employer, a district support provider, and because the professional portfolio includes artifacts from the candidates professional (work) experience students must be employed in a special education position at least half time prior to beginning the level II program and enrolling in EDUU 687. No other Level II courses may be taken until EDUU 687 (3 credits) is successfully completed. EDUU 688 (3 credits) is the final class taken after all other Level 2 coursework has been successfully completed and when the Individualized Induction plan and portfolio is near completion. 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 finalize their Professional Portfolio, document expertise and hours in an area of specialization, and reflect on their comprehensive Professional Development Plan. Note that in order to be recommended for the level II credential, candidates must document 2 years full time teaching.
ENGLISH

ENGU 103 Writing and Rhetoric
The course provides instruction that focuses on the writing process, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research paper, and documenting research. Students will learn that reading is a complex process. Students are required to complete a minimum of 10,000 graded words in essays that include a researched essay. All work shall be submitted as a part of a final writing portfolio. 3 credits.

ENGU 104 Writing about Literature
Prerequisite: ENGU 103. English 104 develops a student’s critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry, drama, and creative non-fiction. The readings for the course reflect the diversity of writers and perspectives. Through a variety of essays, students will demonstrate their understanding of a variety of literary devices and their ability to write persuasively about literature. Not only will students improve their ability to analyze and write about literature, but they will also increase their understanding of the world and its people. Students will complete five essays totaling at least 8,000 words. 3 credits.

ENGU 205 Peer Tutor Training in Writing and Critical Thinking Across the Curriculum
This course prepares college students to work as peer tutors in Brandman University’s Online Writing Community (OWC). In this course, students will write short essays and a research paper to polish their own writing abilities. In addition, they will learn about tutoring methods appropriate for use with adult learners enrolled in Brandman University courses offered across the curriculum. Students will practice using tools like Adobe Connect to provide live, online tutoring, as they will be trained to provide writing help in both asynchronous and synchronous sessions. Students must earn a “B” or better in this course to be hired as OWC peer tutors. 3 Credits. (Not offered in 2014-15.)

ENGU 220 Introduction to Shakespeare
Prerequisite: ENGU 104. This course provides students with an opportunity to understand and interpret Shakespeare’s works in historical context and in light of the world around them. Students will address well-known plays in several genres and assess their importance from historical and contemporary viewpoints. Students will also analyze Shakespearian works and practice their own writing skills using Shakespeare as the foundation. The course highlights text and film versions of Shakespeare’s plays. 3 credits.

ENGU 306 Creative Writing
This introductory course in creative writing focuses on the study of poetry, fiction and nonfiction. Students analyze technique in the works of published writers and in their own original works. After submitting writing, students participate in informal discussion of their work, which includes helpful criticism from the class and the instructor. Increased writing skills help students prepare for careers in
communication, education, writing, advertising, selling, journalism, law, business, and government. 3 credits.

**ENGU 329 Experimental Topics in English**
Prerequisite: ENGU 104. An examination of selected topics in English relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**ENGU 348 Writing and Producing for New Media in the 21st Century**
In this course, students will explore the wide range of creative writing that addresses the convergence of and differences between traditional (print) with new (electronic) media. Students will participate in a number of hands-on experiences with creating, shaping and adapting stories for various media. The course emphasizes electronic publishing opportunities and the treasure trove of new media resources. 3 credits.

**ENGU 350 Ethical Leadership through Literature**
Prerequisite: ENGU 103 and 104 or their equivalent. What do Lucy Prebble, William Shakespeare, and Kazuo Ishiguro have in common? Besides being writers, each wrote imaginatively about leadership and leaders, particularly about leaders confronted with moral and ethical dilemmas. The course will examine the behavior of people in leadership roles through the imaginative lens. The course draws students into a deeper and more personal understanding of leadership through critical reviews and the discovery of literature. Literature presents us with the actions and results of action, and through the characters’ stories, we learn about the dangers and rewards of our own actions. Through class discussions of readings and case studies, students will consider and articulate their own moral positions and examine their judgments of characters and their actions. The literary readings of the class will cover several centuries, countries, and cultures, and all will challenge students to expand their understanding of the world and their place in it as leaders, whether on the battlefield, home, community, or athletic field. Online only. 3 credits.

**ENGU 410 Major Authors in Modern and Contemporary Literature**
In this course, students will explore seminal works of modern and contemporary literature by eminent British and American authors. The course focuses on some of the most innovative and influential authors of our times: James Joyce, Virginia Woolf, Ernest Hemingway, William Faulkner, Salman Rushdie, Kazuo Ishiguro, Toni Morrison, and Philip Roth. Students will engage with inventive styles such as stream of consciousness and magical realism, and consider themes that center on questions of identity and history, gender and race, community and alienation, and psychology and spirituality. Through study of the individual texts, students will appraise the concerns and transformations within the modern and contemporary periods, as well as between the two. 3 credits.
ENGU 420 Language Development and Acquisition
Prerequisite: ENGU 104. This course introduces students to the fundamental components of language. An emphasis is placed on major theories of language development and language acquisition as well as the processes involved in learning language. Students will examine the interaction between primary language and second language acquisition and strategies that support language development. The course also addresses the implications that language development and language differences have on the processes of learning to read and reading to learn. 3 credits.

ENGU 450 Literature of Children and Young Adults
Prerequisite: ENGU 104. This course will introduce the genres, history, themes, uses, and trends of children’s literature and its role in a child’s cultural socialization. Students will study children’s literature from diverse cultures and classic works through exploration of illustrations, traditional literature, modern and animal fantasy, bibliotherapy, fiction and non-fiction works, poetry, informational text, and literary merit. Those who interact with and write children’s literature will benefit from this study of style, technique, and methods for introducing the young to the pleasures of literature and elements of literary quality. 3 credits.

ENGU 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.

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 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.

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**ENVIRONMENTAL SCIENCES**

**ESCU 101 Introduction to Environmental Science**
An introduction to the causes of environmental problems as well as strategies for potential solutions from both a natural science and a social science perspective. Scientific understanding of the environment is emphasized. The course gives an overview of major environmental problems and scientific principles, with a focus on managing environmental problems and important natural resources. Online only. 3 credits.

**ESCU 111 Physical Geology**
An introduction to geology. Earth, the third planet from the sun, is a dynamic system. The geologic principles and processes that make our planet unique are introduced from a broad perspective. Covers the structure of the Earth, Earth materials, geologic processes, the oceans, and introduction to environmental geology. Required lab and Saturday field trips provide “hands-on” experience. Blended only. 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 607 Financial Management
Prerequisites: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: FINU 607. Study of the financial markets, instruments and the role of banks and other financial institutions in the economy. This course introduces tools to analyze the risks faced by investors and savers interacting with financial institutions and strategies to control and better manage these risks. 3 credits.

FOOD SCIENCE AND NUTRITION

FSNU 200 Human Nutrition
A study of food intake and utilization, nutrient sources, metabolism, and interactions. Human nutritional requirements and their relationship to various diseases are examined, as are facts and fiction about diets, “health foods,” etc. Students learn about nutrition, the elements of a balanced diet, and modern food technology. 3 credits.

FSNU 201 International Nutrition: The World Food Crisis
Students review contemporary nutritional issues affecting the world. Social, cultural, political, economical, and scientific aspects of the world food problems are examined. Nutritional deficiencies affecting various regions of the world and the role of international agencies are covered. Students learn about food production and food supplementation programs, and examine possible solutions and the future. Online only. 3 credits.

FSNU 315 Nutritional Basis of Disease
This course is designed to provide students with a general introduction to the complexities of the human body as it is related to nutrition and the disease process. Particular emphasis will be on disease acquired
through lifestyle and infection. The student will learn how the body works and how disease occurs and
may be overcome. Additionally, social and ethical issues in the concept of health will be addressed. For
example: will the removal of sweets from school vending machines really make a difference in child
obesity rates? An in depth look at cardiovascular disease, diabetes, cancer, aging, HIV/AIDS will be
explored. The course will conclude with an examination of the concept of social justice-what wealthy
nations do or do not owe the rest of the world to promote global health. Online only. 3 credits.

**FSNU 329 Experimental Topics in Food Science and Nutrition**

An examination of selected topics in food science and nutrition relevant to evolving areas of importance
to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic
Committee prior to being offered. May be repeated for credit provided the course content is different.
3 credits.

**FSNU 335 Science of Obesity**

This course will cover the role of diet and exercise in weight loss and body weight maintenance.
Discussion of metabolic and physiological changes occurring during weight gain and loss will be covered.
The course will look into the current trends in obesity and the relationship between body weight,
obesity and disease risk. Research comparing popular diets used for weight loss and disease treatment
will be covered along with recommendations for optimal weight loss and weight maintenance programs.
Online only. 3 credits.

**FSNU 338 Nutrition and Human Performance**

Prerequisite: FSNU 200. Designed to provide a more in-depth view of nutrition, metabolism, and human
performance. Ergogenic aids, blood doping, nutritional needs of the athlete are emphasized. The
methodologies and current topics related to nutrition and human performance are evaluated.
Mechanisms of nutrition are presented to better understand the cause-and-effect relationships of
human nutrition. Online only. 3 credits.

**FOREIGN LANGUAGE**

**Spanish**

**SPNU 100 Survival Spanish: Culture and Language for Healthcare Professionals**

This course is designed to provide basic Spanish communication skills and an understanding of Latino
culture for Health Professionals. Students will explore the history and culture of the monolingual Latino
population. They will also learn and practice necessary language skills to communicate with Spanish
speaking clients in the health care environment about health-related issues. No previous Spanish
language experience is required. Online only. 3 credits.
SPNU 101 Elementary Spanish I
Students develop basic communicative competence in the four skills of listening, speaking, reading, and writing needed in social situations. Appreciation of the uniqueness of Hispanic and Latino culture. 3 credits. (Not offered in 2014-2015)

SPNU 110 Spanish for the Dual Language Professional
This course is designed to build upon the students’ existing Spanish language skills. Focusing on practical applications of Spanish by dual language professionals in the workplace, it provides a review of Spanish vocabulary, grammar, syntax, and meaning. The course will place an emphasis on articulating professional concepts in Spanish, listening comprehension, and bridging communications between monolingual Spanish speakers and monolingual English speakers. 3 credits. (Enrollment restricted to Ameritas students).

SPNU 120 Spanish for Early Childhood Educators
This course is designed to provide early childhood educators with basic knowledge about the Latino culture, Spanish vocabulary and phrases necessary to communicate with parents and students on a very basic level. Students will explore the culture of the monolingual Latino population. They will also learn and practice necessary language skills to communicate with Spanish speaking students and parents. No previous Spanish language experience is required. 3 credits.

HEALTHCARE ADMINISTRATION

HAUU 601 Healthcare Policy, Organization, and Delivery
(Same as DNPU 700) This course comprehensively reviews the U. S. healthcare 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 healthcare 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 health administration emphasis. 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 clinical practice and healthcare management. The changing role of technology, its use and abuse, and the barriers to implementation will be covered. 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 healthcare administration and delivery with a focus on compliance, handling abuse cases and other current legal/ethical issues in healthcare. 3 credits.
HAUU 645 Healthcare Economics  
Prerequisite: HAUU 601. This course introduces the principles of economics as applied to the U.S. healthcare sector to support decisions about the organization and distribution of healthcare services. Economic concepts (supply and demand, cost, scarce resources, utility, and others) will be applied to healthcare. 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 Healthcare  
Prerequisite: HAUU 601. This course provides students with an understanding of the concepts of healthcare 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.

HEALTHCARE INNOVATION

MHI 600 Concepts and Principles of Healthcare Innovation  
Innovation is often based on the intersection of ideas from seemingly disparate disciplines. Leaders in healthcare understand how to adapt innovation processes from other business sectors to a variety of healthcare populations, practices, settings, and systems. The student will examine theories of innovation and systems changes as they relate to effective leadership in healthcare settings. 3 credits.

MHI 610 The Business Case for Healthcare Innovation  
Healthcare organizations have to manage factors that optimize net income. They are unlikely to adopt innovations, even those aimed at improving quality, without a business case. The student will explore the decision-making process within a healthcare organization as leaders determine whether an innovation would be a good fit financially, strategically, and clinically. 3 credits.

MHI 620 Population Health: Metrics and Payment Models  
Healthcare by its very nature requires continuous evaluation of models of healthcare delivery and payment. Legal emphasis on accountability for a population’s health demands innovations in efficiency and effectiveness of systems of care. The student will examine the building blocks for success in a changing environment: infrastructure, operational effectiveness, and strategic positioning. 3 credits.

MHI 640 Diffusion of Healthcare Innovation  
Diffusion of innovations is a major challenge in all industries, including healthcare. This course addresses the theory behind diffusion and the role of social processes in the adoption of innovations. The student will explore opportunities to accelerate the spread of evidence-based practices, programs, and policies in the healthcare system. 3 credits.
MHI 660 Health Policy and Regulation
Policy and regulation shape the delivery of healthcare including development of novel health promotion strategies, behavioral treatments, medical devices and pharmaceuticals. The student will investigate a range of issues that affect the successful development and market uptake of new therapies: including emerging S&T principles; commercial R&D processes; public/private translational models for innovation; regulatory systems for novel technologies; and social, political and ethical factors that shape innovation processes and healthcare delivery. 3 credits.

MHI 670 Healthcare Innovation Capstone
Prerequisite: Completion of all core courses. This capstone course serves as a final seminar for MHI students nearing the completion of their degree. Prior to enrolling in this course, students have gained a strong foundation in theories of healthcare innovation and have been challenged to think about the opportunities they might pursue in the application of this knowledge and the competencies gained through their coursework. This course is about taking the final step: the completion of an independent innovation project that makes a significant contribution to the field of healthcare innovation. Graded on a Pass/No Pass basis. 3 credits.

MHI 671 Communication in Healthcare Settings
There are few places where communication is more important than in a healthcare setting. This course explores the dynamics of communication between healthcare practitioners and patients and among healthcare practitioners. The course will review multiple aspects of communication including verbal vs. non-verbal, formal vs. informal, technology-aided, and signs and symbols. 3 credits.

MHI 691 Health Literacy
In this course, 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. 3 credits.

HISTORY

HISU 101 United States History Survey I
This course traces the economic, social, political, and cultural development of the United States from the Age of Discovery through the end of the Civil War. Students will address colonization, British colonial policies, natural law, revolution, Republicanism, democracy, slavery, sectionalism, Manifest Destiny, and states’ rights versus federal law. Students will have the opportunity to both explore historical events and analyze their influence over time. 3 credits.
HISU 103 United States History Survey II
Students study the basic issues of American life, culture, society, and economics from 1865 to the present, while considering the following questions: Who is the American? How have we evolved? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions? Online only. 3 credits.

HISU 105 The Rise of World Civilizations I
The course covers world pre-history through the Middle Ages, emphasizing significant discoveries in paleontology, paleoanthropology, and archaeology, the earliest centers of civilization, the beginnings of civic culture in Asia and the Mediterranean world, the origins and impact of the great world religions, and the intellectual and artistic achievements of medieval India, China, and Japan, Europe, and pre-Columbian America. World physical and historical geography forms a major component of this course. 3 credits.

HISU 200 Modern Latin American History
This course surveys the history of Latin America from 1820 to date, when most countries of the region obtained their independence from Spain and Portugal. After this time, they began a path towards political and economic independence, with outcomes as unique as the nations themselves. This course will examine the roots of economic and political change in the region, as well as social inequality in it. The course will study the contradictions of liberalism; the widening gap between the elites and whites compared to the indigenous populations; the attempt of these nations to compete with the economic powerhouse in Europe and the United States; urbanization and urban poverty; and military dictatorship and repression of civilians, particularly during the 20th century. We will pay special attention to México, Argentina, Brazil, Cuba, and Chile, and other nations of the region as appropriate. 3 credits.

HISU 304 The Ancient World
Students survey the history of the ancient Mediterranean world by examining the Egyptian, Greek, Roman, and Byzantine civilizations. The historical and artistic accomplishments of these ancient peoples are highlighted, with particular attention given to the development of religious thought and philosophical inquiry, archeological research, and museum studies. Blended only. 3 credits. (Not offered in 2014-2015)

HISU 306 The Middle Ages
Lords and ladies, peasants and popes, soldiers and saints—this course examines the history of the Middle Ages, 500–1500, through the themes and events that shaped the period. Students discuss feudalism, the development of scholastic theology, the launching of the Crusades, and the creations of Romanesque and Gothic architecture. Blended only. 3 credits.

HISU 316 Modern Far Eastern History
In this course students will study the history of the countries of East Asia, specifically China, Japan and Korea, from the 16th Century to present. Students will gain an understanding of the region's cultures and value systems while examining the connections among them as well as the unique evolution of each
society. Students will analyze the history and relationship between the West and the different countries in this region, especially the relationship between industrial development within each country and corresponding regional and global political developments. 3 credits.

HISU 317 Modern Middle Eastern History
This course surveys the history of the Modern Middle East. Students will explore the rise and fall of the Ottoman Empire, the age of European colonialism, modernity and the rise of nationalism. The course will focus on U.S. and European influence in the region, oil, religious movements, the Israeli-Palestinian conflict, and the 2011 Arab Spring. 3 credits.

HISU 319 Modern European History
This course surveys the history of Modern Europe from the Age of Enlightenment to date. Students will explore a number of major events, including the French, Industrial and Russian Revolutions, the birth of capitalism and other ideologies, The Age of Imperialism, the World Wars, Decolonization, the Cold War, the end of Communism and the European Union. This course will focus the lives of people during eras of transition while examining demographic change, political and economic revolution and interrelationships of different nations within Europe. 3 Credits.

HISU 323 The Western Legal Tradition
(Same as POSU 342) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. Online only. 3 credits.

HISU 329 Experimental Topics in History
An examination of selected topics in History relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

HISU 330 America and Its Revolution: The Bonfires of Change
Students examine one of the most tumultuous times in American history and analyze and interpret the events that form the foundation, not only of our system of democracy, but much of our identity as Americans. Online only. 3 credits.

HISU 337 World War II
A comprehensive review of the great mid-twentieth century catastrophe which consumed the world and forever altered history. The global nature of the war, its fundamentally racial nature, and the conflict of ideologies will be examined. Major topics will include the diplomatic and economic background, the roles of propaganda, of non-combatants, and the home fronts, as well as a wide ranging review of the military aspects. Blended only. 3 credits.
HISU 340 American Diplomatic History and Foreign Policy
(Same as POSU 321) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. Online only. 3 credits.

HISU 355 History of the Vietnam Conflict
Plato wrote: “Only the dead have seen the end of war.” This course is created to provide a well told story about the causes, main events and the impact of the Vietnam Conflict. Students will trace the events, decisions and results of America’s involvement in Southeast Asia. Military, social, economic and political historical analysis of the era will be a key element in the research and assignments the students will produce. Online Only. 3 credits.

HISU 358: United States History and Democracy
This course provides an overview of United States history from pre-colonization until the Industrial Revolution. It focuses on the importance of democracy and the Constitution as they relate to events and trends in our nation’s history. An emphasis is placed on the provisions of the U.S. Constitution and the democratic principles that serve as the foundation of our political system. Students will examine these principles and how they are applied in social, legal and political contexts. 3 credits.

HISU 360: World History and Geography
This course is an overview of world history from antiquity to the early modern era. Students will examine ancient, medieval and early modern civilizations, the factors that influenced the development of these civilizations and the ways in which they have contributed to the development of our modern global world. Geography, as it relates to human settlement, migration, and cultural diaspora, is also explored. 3 credits.

HISU 372 California History
In this in-depth study of California from its discovery in 1542 to the present, students attempt to answer the question: How has the Golden State changed? The roles of mining, Indians, agriculture, high technology, Japanese/American relations, and the missions system are considered. 3 credits.

HISU 380 The American West: Miners, Cowhands, Homesteaders, and Gunslingers
This is the American legend. The five frontiers (fur, mining, cattle, farming, and technology) are examined in depth. The American frontier and the westward movement in the United States are the areas of emphasis. Online only. 3 credits.

HISU 397 Social Movements in the Sixties
Through film, literature, and oral history, we will take a fresh look at this controversial time in American history. Beyond protests, civil rights, Vietnam, sex, drugs, and rock’n’roll, there is the sociological
question of how and when social movements arise, and how individuals within them rise to leadership roles. Social movements are a response to economic and demographic changes and they, in turn, make societal and cultural changes (or perhaps solidify them). Many of the characteristics of modern society that we take for granted -- for example, voting rights for women or organized labor -- have their origins in the struggles of organized social movements. Sociological theory and methods such as oral history provide a means to examine these issues. 3 credits.

**HISU 499 Independent Study**
Prerequisites: Instructor’s approval and approval of petition. Directed readings and/or research designed to meet specific needs of superior upper division students. 1-3 credits

**HUMAN RESOURCES**

**HRCU 350 Compensation and Benefits**
This course is designed to provide an understanding of compensation and employee benefit programs and practices and how and why employers provide benefits as they do. Employee benefits are a significant component of total compensation and offers employers added flexibility in compensation design. Topics include indirect and direct compensation, legally required employee benefits and voluntary programs, governmental regulations, and external social factors affecting compensation. Online only. 3 credits.

**HRCU 351 Workforce Planning and Employment**
This course examines staffing, training, and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvement in organizational effectiveness. The course also focuses on policies and procedures for both short and long range human resources planning for a competent workforce, job analysis, legal compliance, recruitment and selection, employee separations’ and retention, training and career management. Online only. 3 credits.

**HRCU 352 Labor Relations**
This course will generate an understanding of and appreciation for core elements of union-management relationships. A thorough review of a model for the labor relations process will focus on real-world situations and concerns. Online only. 3 credits.

**HRCU 353 Performance Improvement**
This course introduces performance improvement concepts and provides practice in the selection and development of strategies designed to maximize organizational performance. Online only. 3 credits.
HRCU 406 Legal Issues in Human Resources
Students study legal issues associated with the administration of human resources in public and private sector organizations. The course focuses on human resource matters such as affirmative action, grievance handling, hiring and firing, labor relations, and health and safety. Online only. 3 credits.

HRCU 415 Becoming an HR Strategist
This course focuses on developing the strategic capability of the HR professional. The course builds on 4 areas of HR strategy: 1) Pre-strategy blueprint, 2) Strategic HR Communications, 3) Integrating HR into the organization’s vision and mission via the development of the HR vision and mission statement, and 4) the HR Scorecard. The course adds a component regarding HR leadership to assist the HR professional to acquire organizational leaders' acceptance of the HR strategies and bring added-value to their HR position. Online only. 3 credits.

HRCU 425 Social and Technological Change
Students will study corporate governance broadly with an emphasis on leading corporate citizenship. In recent years trends in sustainability, corporate values, ethics and globalization have been evident. This course will emphasize the changing corporate environment and how human resources can influence this ongoing discussion. Online only. 3 credits.

HRCU 430 Conflict Resolution
Students analyze the nature, types and stages of conflict and conflict resolution. Focus is on conflict within and between persons, organizations, communities, and societies, with emphasis upon resolution techniques. Online only. 3 credits.

HRCU 445 Human Resource Studies
Students are introduced to the study of human resources in organizations. Topics include workforce planning, job analysis, recruitment, selection, staffing, performance evaluation, training, and compensation. Online only. 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. Online only. 3 credits.

HRCU 622 Labor Relations and Collective Bargaining
Students analyze the nature of industrial society and its changing dimensions as in the post-industrial era. Union organizing, collective bargaining and contract administration are emphasized. Problems related to technology, automation, environmental work/safety requirements, labor-management conflict, and affirmative action are discussed. Online only. 3 credits.
HRCU 625 The Changing Environment of Human Resources  
Students will explore the changing environment’s effects on human resources. Dimensions of the environment explored will include characteristics of the changing labor market, technological changes, and competing in a global marketplace. Online only. 3 credits.

HRCU 630 Conflict and Negotiation  
Students analyze the nature, types and stages of conflict and conflict resolution, focusing on conflict within and between persons, groups, organizations and societies. Negotiation and resolution techniques are examined and applied. 3 credits.

HRCU 644 Recruitment and Selection  
Students study the recruitment and selection of employees in organizations. The course examines the entire staffing process from HRCU planning to offer acceptance. Issues and problems involved in designing recruitment and selection systems are discussed. Topics covered include recruitment planning, strategies, and evaluation, as well as selection instruments and the evaluation of staffing systems. 3 credits.

HRCU 645 Human Resources Systems  
Students learn a systems approach to managing human resources in organizations. Topics include environmental scanning, managing diversity, legal issues, strategic HR, job analysis, performance appraisal, recruitment and selection, workforce reductions, career development, training, compensation, benefits, and labor and employee relations. 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
Prerequisites: Satisfactory completion of HRCU 645 and twelve (12) credits of additional core courses. This capstone course prepares students to create competitive advantage through human resource practice. The integration of human resources with strategy is stressed. 3 credits.

HRCU 651 Human Resource Development Evaluation
This course provides instruction, insights, and learning experiences regarding educational human resource development applications of and relationships among five leading types of evaluation: needs assessment, program design/delivery, performance outcomes, impact assessment, and efficiency/Return on Investment. Students will learn effective evaluation strategies for training and development programs. 3 credits.

HRCU 652 Human Resources Information Systems
Students learn how to assess, design and implement human resources information systems (HRIS). The course covers issues central to HRIS effectiveness in organizations of all sizes and in a range of technical environments. Students are presented with a theoretical framework to understand systems design issues, analyze needs, choose software and install an HRIS. Online only. 3 credits.

HRCU 653 Benefits
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
Employment litigation has continued at an ever-increasing rate and has proven extremely costly to employers and has impacted productivity and our national economy. This course explores the means by which employment disputes can be resolved without litigation through the use of alternatives such as mediation, arbitration and other acceptable alternatives. Based on recent Supreme Court decisions Alternative Dispute Resolution is an area in which Human Resources professionals must become knowledgeable and competent. Online only. 3 credits.

HRCU 670 International Human Resources Management
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. Online only. 3 credits.

HRCU 699 Independent Research
Prerequisite: Dean approval. Supervised independent study or research on a special issue or program development affecting human resources management. 3 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.

HUMU 250 Digital Humanities
This course provides an introduction to the evolving field of digital humanities. It examines the cultural and social impact of digital technologies from the perspective of the humanities. Students will analyze the ways in which digital technologies transform our experience of time, space, privacy, and social engagement. 3 credits.

HUMU 320 Roll Over Beethoven: A Survey of Rock and Roll
A survey of the many musical styles and cultural movements collectively called "rock and roll" that have developed since the mid-1950s. The course will examine the artistry of rock music, as well as its historical contexts and social implications. Online only. 3 credits.

HUMU 329 Experimental Topics in the Humanities
An examination of selected topics in the humanities relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

HUMU 345 Art, Media Technology, and Culture
The goal of this course is to explore the particular ways that art transforms culture. Technologies, from ancient oral narratives through medieval cathedrals, geographical explorations, public theatres and the printing press to the nearly ubiquitous open access of current electronic media, will be studied as essential to both the creation of the works themselves as well as to their transmittal over space, time and peoples. The course historically contextualizes a number of critically important artistic units of cultural information [epiphanies or memes] in order to demonstrate the process of cultural evolution. The course also highlights the primacy of the imagination and the intertwining roles of creator/artist/adapter, medium chosen and publisher/producer/promoter. Online only. 3 credits.

HUMU 347 Society, Culture, and Literature
In this course, students will examine popular literature and culture as a way of critically analyzing society. They will analyze the interrelationship between literature, culture and society, as it has existed in America since Post WWII. Students will read popular genres such as post-modern literature, African American literature, Irish American literature, emergent Ethnic literature, and gay/lesbian literature among other genres. Students will interpret the literature and analyze the role of culture and society on literature and vice versa. Online only. 3 credits.
HUMU 449 Multicultural Perspectives
Students examine culture, identity and ethnic diversity. Students study the value systems which underlie customs, traditions, folklore, history, geography, art and literature. The goal of the course is to increase awareness and respect for similarities and differences among global and domestic cultures and subcultures. Online only. 3 credits.

HUMU 499 Independent Study
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

LIBERAL STUDIES

LBSU 100 Student Success Strategies
Students will explore and practice strategies designed to improve their success throughout their college experience. Topics include specific study skills, such as note-taking, critical thinking and test-taking. Students will also address goal setting, stress reduction and time management, to help them balance work and home life. Additionally, students will evaluate how their own learning styles guide their approaches to education, and they will formulate a personal strategy for success. 3 credits.

LBSU 101 Success Strategies for the Dual Language Learner
Prerequisite: LBSU 100. This course builds upon the tools and strategies presented in LBSU 100-Student Success Strategies. This course will delve into topics such as the role of academic integrity and importance of using citations in higher education, how to access the library and other online resources, technologies used in higher education, team dynamics, financial literacy and budgeting, and the importance of career planning. It also addresses special considerations of the dual language learner, such as additional resources and services embedded in the program as well as the role of family and community in supporting the dual language learner. 3 credits. (Enrollment restricted to Ameritas students).

LBSU 105 Academic Foundations
This course introduces students to core intellectual concepts in a liberal arts education. The course focuses on a critical reading and interpretation of resources from a broad range of disciplines, including literature, history, philosophy, and social sciences. Students will be encouraged to develop an ability and desire to question, examine, and discover connections between course topics, their own lives, and the broader community. 3 credits.

LBSU 250 Education and Society in the 21st Century
Prerequisite: ENGU 103. In this course students will consider the sociological origins, purposes and consequences of American education from multiple perspectives. A primary goal of this introductory
course is to help students identify and debate educational issues that impact public policy and an individual's range of learning options in the 21st Century. 3 credits.

LBSU 300 Liberal Arts Core Foundations
LBSU 300 is the foundational course for students’ experiences at Brandman University. The course is designed to support students to achieve success in upper division courses and realize their academic goals. Students will explore and analyze the multiple perspectives in liberal arts and higher education. Through personal reflection, students will apply their understanding of a liberal arts education to their own career goals and lives. (Must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 302 Information Fluency and Academic Integrity
This course is designed to provide students with lifelong research and information literacy skills. Students will gain working knowledge of library resources as well as those within their profession. Coursework is designed to engage students as active researchers honing their ability to evaluate, analyze, organize, synthesize, and ethically use information. Emphasis will be placed on utilizing digital tools to locate information and present findings in a virtual environment. (Must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 305 Frameworks of Understanding
Prerequisite: ENGU 103. Students will explore the principles of a multi- or trans-disciplinary approach to education. This course is designed to develop the skills in critical thinking, analytical and reflective writing, and research necessary for a student to design an individualized degree and a learning portfolio. Course assignments will include readings about critical thinking and analytical writing as well as exercises and papers designed to apply the skills, particularly to the examination of experience and connection of experience and learning to career goals. Online only. 3 credits.

LBSU 310 Music, Movement and Drama: The Human Expression
Prerequisite: ENGU 104. This course examines the connected relationships of movement, music and drama and their importance as a reflection of world culture and social expression. Students will learn to recognize, appreciate, and build upon music theory, acting principles and dance foundations as they apply to educational settings. 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 403: Liberal Studies Multiple Subjects Capstone
Prerequisites: Senior Status and all Education Foundations and Subject Matter courses in the BA Liberal Studies Program. Students may take Education Foundations or Subject Matter courses as co-requisites with LBSU 403, as long as they complete all Education Foundations and Subject Matters courses at the same time they complete LBSU 403. This senior capstone course in Liberal Studies is designed to assess students’ cumulative knowledge and integrative skills in analysis, synthesis, evaluation, and application of subject matter content to educational contexts. Students will examine and reflect on a variety of educational approaches such as public schools, charter schools, home schooling, and unschooling. This course will address issues such as the definition of a well-educated citizen in the 21st century and the importance of a whole child perspective to education. 3 credits.

LBSU 487 Applied Studies Capstone
This course provides students with the opportunity to reflect upon their experiences in the applied studies degree program and analyze the relationship between course content, experiences and future goals. They will demonstrate mastery of integrated learning by connecting experiences inside and outside the formal classroom. Online only. 3 credits.

LBSU 492 Experiential Learning
Prerequisites: Approval of academic advisor and experiential learning coordinator. University contracts must be signed by sponsor and student and submitted to the experiential learning coordinator two weeks prior to the beginning of the session in which the student wishes to enroll. Students engage in a supervised experience with an activity of personal and public concern that is both individually life-enriching and socially beneficial to the community. The fieldwork component may comprise service-learning, internship, or other types of experiential learning. Students are required to complete the fieldwork component as well as threaded discussions, assigned readings, and written evaluations and reflections of the readings and field experience. May be repeated for a total of 6 credits with approval of Internship Coordinator, as long as the experiential learning component is substantially different. Online only. 3 credits.

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 management of supply chains is presented in this course with emphasis on the topics of supply chain capabilities, risk management, CSR principles, collaborative innovation, strategic sourcing, logistics strategy, and value network management. The concept of responsive or efficient supply chain design is developed, to prepare students for management challenges in a wide range of industries. 3 credits.

MGTU 321 Project Management and Supply Chain Leadership
Design of supply chain processes is presented in this course with emphasis on cross functional project management, management of supply chain processes, procurement management, logistics system design, risk management, performance management, analysis and improvement. Definitions and metrics are developed for success in driving continuous improvement in supply chain systems. 3 credits.

MGTU 400 Global Environment of Business
(Formerly BUSU 410) 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.

MGTU 410 Strategic Management
Prerequisite: All core courses in the BBA major must be completed; one course may be taken concurrently. Formulation and implementation of strategies for both single-business and diversified
firms operating in domestic or international contexts. Topics include the analysis of the remote, industry, and operating environments, the analysis of the internal firm resources, competencies and competitive advantages and weakness, the issues of outsourcing, mergers, acquisitions and joint ventures, and the integration of functional and behavioral knowledge in the formulation and implementation of firm strategies and tactics. 3 credits.

**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 605 Marketing Management
This course introduces marketing strategy, providing students with an overview of the role of marketing within specific companies and society. The course will provide students with the fundamental, conceptual and analytical tools essential for a comprehensive understanding of marketing. 3 credits.

MKTU 624 Seminar in Marketing Research
Prerequisite: MKTU 605. Research issues, methods and applications in marketing are examined. Other issues explored are the scope of market research, buyer and industrial applications, research methodologies including research design, data collection and analysis, report writing and presentation. 3 credits.

MKTU 630 Seminar in New Product Development
Prerequisite: MKTU 605. New products and services are critical to successful growth and increased profits in many industries. If the product provides customers with highly valued benefits, that product will be profitable. Identifying customer perceived needs, and developing them into product concepts helps to build and manage products and brands. Competitive and segment analysis, idea generation and product launch are topics covered in this course. 3 credits.

MKTU 635 Seminar in Advertising and Promotion
Prerequisite: MKTU 605. This course provides an introduction to current processes and practices of advertising and promotion. The course focuses on the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success. 3 credits.

MKTU 640 Seminar in International Marketing
Prerequisite: MKTU 605. Students will be introduced to global marketing environment concepts and theories that are required in order to analyze the global market and to develop global marketing strategies. The impact of such global influences as ethics, sociology, and culture will be evaluated as they pertain to international marketing activities. 3 credits.
MATHEMATICS

MATU 099 Intermediate Algebra
Prerequisite: successful completion of basic algebra or equivalent. This course focuses on topics such as linear, quadratic, exponential, and logarithmic functions and equations; rational expressions and equations, solving systems of equations in two to three unknowns, matrices and determinants, and conic sections. Blended only. 3 credits.

MATU 103 Applied Mathematics
This course presents contemporary and historical topics in mathematics from problem solving, humanities, and business. Students will explore mathematical concepts by applying quantitative problem solving methods to sets, cryptanalysis, number systems, geometry, art, probability, statistics, voting methods, fair division, economics, and finance topics in a real-world context. 3 credits.

MATU 104 Pre-Calculus Mathematics I
Presents topics such as functions and transformations, linear and quadratic functions and inequalities, matrices and determinants, exponential and logarithmic functions. Online only. 3 credits.

MATU 115 Calculus I
Prerequisite: Pre-calculus or the equivalent. This Calculus I course is designed for science and math majors, premed students, and MBA students and covers the following topic areas: limits, continuity, derivatives from definition, derivatives from graphs, rules of differentiation, Mean Value Theorem, applications of differentiation, basic differential equations, optimization, L'Hopital's Rule, curve sketching, Riemann integration, both parts of the Fundamental Theorem of Calculus and basic applications of integration. Online only. 4 credits.

MATU 203 Introduction to Statistics
Prerequisite: MATU 099 or higher. Not recommended for the student who has taken a statistics course in another department or for mathematics majors. Students study probability, analysis of data, parametric and non-parametric statistics, with examples from the social sciences and the natural sciences. 3 credits.

MATU 206 Mathematics for Elementary School Teachers I
This course is the first in a two-part mathematics sequence for prospective elementary school teachers. Addressing Common Core and National Council of Teachers of Mathematics Standards, instruction will include problem solving, pattern recognition, critical reasoning, estimation, logic, number theory, properties of sets, operations on real numbers, divisibility, proportions, and percents. 3 credits.

MATU 207 Mathematics for Elementary School Teachers II
Prerequisites: MATU 206. This course is the second in a two-part mathematics sequence for prospective elementary school teachers. Addressing the Common Core and National Council of Teachers of
Mathematics Standards, instruction will include algebraic thinking, use of variables, graphing algebraic equations, geometry, measurement, data analysis, statistics, and probability. 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.

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

MUSU 329 Experimental Topics in Music
An examination of selected topics in music relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

NATURAL SCIENCE

NSCU 302 Life Science
This course examines the fundamental concepts of life science and its applications. Topics include the structure and functionality of the structures found in plants and animals, the relationships between living and nonliving components within the environment, example life cycle and reproductive patterns, evidence that supports the theory of evolution, and how to plan and conduct appropriate scientific investigations. An emphasis is placed on applying science concepts to current events in science and society. 3 credits.

NSCU 304 Earth and Physical Science
This course examines the fundamental concepts of Earth and physical science and their applications. Topics include the structure and composition of the Earth, Earth’s atmosphere and Earth’s bodies of water, the solar system and the universe, the structure and properties of matter, the principles of
motion and energy and how to plan and conduct appropriate scientific investigations. An emphasis is placed on applying science concepts to current events in science and society. 3 credits

NURSING

Bachelor of Science in Nursing

NURU 400 Transitions to Inquiry Based Practice: Baccalaureate Generalist Nursing Practice
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. 3 credits.

NURU 401 Nursing’s Public Image and Professional Issues
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 healthcare, 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. 3 credits.

NURU 403 Managing Healthcare Reform
This course will focus on the changing landscape, process, and issues facing healthcare reform in the United States. The context, role and impact of healthcare policy, finance, and regulation in shaping the nature, quality and safety of the practice environment will be examined. The associated responsibilities of the professional nurse to advocate for patients, families, communities, the nursing profession, and changes in the healthcare 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. 3 credits.

NURU 404 Healthcare Communication and Collaboration
This course explores the history and development of issues in healthcare 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. Students will be able to develop case studies relating to their areas of interest within the field. 3 credits.

NURU 405 Evidence-Based Thinking for Scholarship and Practice
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, healthcare policy, and educational practice. 3 credits.
NURU 406 Improving Patient Healthcare Outcomes: Quality Care & Patient Safety
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 healthcare 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
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
Students in this course will explore the recent changes in healthcare technology, specifically electronic medical records, patient care, decision support, radio-frequency identification (RFID) systems, work flow, robotics, and evaluate these technologies in terms of nursing practice and patient outcomes. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the area and use of the integration of electronic information and related healthcare technologies to improve the design, delivery, and evaluation of evidence-based, quality care. 3 credits.

NURU 409 Understanding Health Issues and Health Delivery in the Community Setting
Prerequisites: NURU 400 and NURU 401. Co-requisite: NURU 410. This course will review the concepts, theories and evidence-based thinking in community/public health nursing in relation to population-based healthcare and its delivery in diverse healthcare settings for patients across the lifespan. Students will develop a knowledge-base and mastery of interventions aimed at health promotion and disease prevention that shape a community’s health status. 3 credits.

NURU 410 Practicum in the Community Setting
Prerequisites: NURU 400 and NURU 401. Co-requisite: NURU 409. Students in this course will apply evidence-based thinking and nursing practice in selected community-based healthcare sites with emphasis on health risk assessment, disease prevention, and health promotion for improved health outcomes. Students will complete 96 practicum hours. 3 credits.

NURU 411 Transformational Leadership and Management in Nursing
Prerequisites: NURU 400 and NURU 401. Co-requisite: NURU 412. This course provides the basis for understanding leadership and management principles as they relate to the delivery of healthcare. 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 Practicum in Transformational Leadership and Management in Nursing
Prerequisites: NURU 400 and NURU 401. Co-requisite: NURU 411. 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 80 practicum hours. 3 credits.

NURU 413 Advanced Pathophysiology for the Oncology Nurse
Prerequisite: COH RN or consent of instructor. Co-requisite: NURU 414. This course focuses on understanding the pathophysiology of cancer across the lifespan including the most common cancers for each age group. This course stresses critical thinking and decision-making in the clinical setting based on these concepts. 3 credits

NURU 414 Assessment and Management of the Oncology Patient Across the Lifespan
Prerequisite: COH RN or consent of instructor. Co-requisite: NURU 413. This course focuses on understanding the assessment and management of the cancer patient across the lifespan including the most common cancers for each age group. Emphasis will be on culturally appropriate care across the lifespan. 3 credits

Doctor of Nursing Practice

NURU 600 Theoretical Foundations of Evidence-based and Advanced Practice Nursing
This course will analyze the major nursing theories and theories from other disciplines to explore how they apply to advanced practice nursing. Students in this course will develop a personal theoretical framework for their own clinical practice and for use in their final scholarship project. Tools used to conduct research that might be appropriate for data collection in the final project will be reviewed. 3 credits.

NURU 601 Transitions in Practice: The Advanced Practice Nurse as DNP
Prerequisite: NURU 600. This course will explore the evolution of doctoral education in nursing. Current issues regarding the DNP role, including titling, role transition, education, certification, and public understanding of the role will be discussed. The role of the DNP graduate as a leader, collaborator, and expert clinician will be analyzed. Students will discuss the future of advanced practice nursing and the role that the nurse practitioners will play in healthcare reform. 3 credits.

NURU 602 Developmental, Cultural and Spiritual Care Across the Lifespan
This course focuses on understanding different cultures, religions, and alternative healthcare practices and how they affect the provision of patient centered care. Variations of family structure and patient support will be explored. Normal development of individuals across the lifespan will be reviewed. Emphasis will be placed on the needs of patients and their support system across the lifespan during well office visits or follow-up care for maintenance of optimal health even if the patient has a chronic disease. 3 credits.
NURU 603 Advanced Health Assessment Across the Lifespan and Cultures
Co-requisite: NURU 604. This course is designed to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection, verbal case presentation, documentation, and physical examination strategies culminating in a differential diagnosis will be addressed. This course provides the foundation for critical thinking, diagnostic reasoning, and the development of clinical decision making skills necessary for the advanced practice nursing role across the lifespan for an evidence-based perspective. This course is taken concurrently with a track-specific health assessment laboratory/practicum course. 4 credits.

NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures
Co-requisite: NURU 603. This course will provide students with the opportunity to develop and refine comprehensive health assessment skills necessary for advanced health assessment across the lifespan. Students will be expected to demonstrate and document, both in a laboratory and clinical setting, their ability to perform a comprehensive and organized history and physical examination that considers cultural and socioeconomic background, developmental variations, and pathophysiological changes. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 605 Advanced Pathophysiology Across the Lifespan
Prerequisite: Admission to the DNP Program. This graduate course is designed to prepare advanced practice nurses to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts. 3 credits.

NURU 606 Advanced Pharmacotherapeutics across the Lifespan
The focus of this course for advanced practice nurses is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts and principles across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized,iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. 3 credits.

NURU 609 Genetics across the Lifespan
Prerequisite: Completion of NURU 600, NURU 601 and/or equivalent with permission of instructor. This course provides the student with knowledge of the principles of human genetics as they apply to the
healthcare professional. Specific topics pertinent to genetics in maternal-child health and the use of genetics and genomics in diseases across the lifespan will be analyzed. Questions regarding genetics and ethics in healthcare in a time of advancing technology in gene mapping, genetic testing and gene therapy will be explored. Students are given the opportunity to develop techniques to build knowledge for evaluation of a genetic disorder using evidence-based practices. The course emphasizes the role of the advanced practice nurse in the creation of an evaluation process and treatment plan for clients with genetic disorders presenting across the lifespan. 3 credits.

NURU 610 Synthesis of Advanced Practice Management, Role and EBP
This course will cover scope of practice, state and federal regulation(s), legal issues, negligence, malpractice, hospital privileges, 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. Students will also integrate reflective habits in assembling a career trajectory to outline personal and professional projected outcomes, leading to sustained and continued growth, education, career satisfaction/longevity, health and well-being of the APRN-DNP graduate over time. 3 credits.

NURU 622 Management in Pediatric Acute Care
Prerequisite: Admission to the program or permission of the Program Director. 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 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 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 the 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 and
adolescent. 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 a 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 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 complementary and alternative therapies 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. This course requires students to attend face-to-face immersion. 3 credits.

NURU 632 Management in Adult-Gerontology 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 a face-to-face immersion. 3 credits.

NURU 633 Practicum in Adult-Gerontology 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 is graded on a Pass/No Pass basis. 3 credits.

NURU 634 Complex and Chronic Problems in Adult-Gerontology Acute Care
Co-requisite: NURU 635. This course is the 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 attend face-to-face immersion. 3 credits.

NURU 635 Practicum for Complex and Chronic Problems in Adult-Gerontology Acute Care
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 is graded on a Pass/No Pass basis. 3 credits.

NURU 641 Psychopharmacology across the Lifespan
Co-requisite: NURU 643. This course provides the didactic background to prepare the Psychiatric Mental Health Nurse Practitioner for the complex role of prescribing psychotropic medications. Students will apply evidence-based knowledge of psychopharmacological principals to treat specific psychiatric and neurologic conditions and explore management of iatrogenic problems caused by psychopharmacologic agents. Students will examine concepts of neuropsychiatric development, brain function, neuroanatomy, and neurophysiology with relation to psychopharmacotherapeutic agents. Students will learn how to prescribe, manage, and monitor psychopharmacotherapeutics including complementary and alternative agents. Course content will address therapeutic challenges such as medication adherence, outcomes, patient preference, family dynamics, ethical responsibilities, advocacy, recovery, legalities, financial realities, cultural diversity, and practical considerations. 3 credits.

NURU 642 Management in Lifespan Psychiatric and Mental Health Care
This course is designed to facilitate in preparing the 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. 3 credits.

**NURU 643 Practicum in Psychotherapeutic Treatment Modalities**

Co-requisite: NURU 641. This course is a precepted clinical practicum designed to facilitate in preparing the Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health for children, adolescents, adults and families. Learners will participate in a variety of clinical settings where they will learn to conduct at least three different treatment modalities. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding and improved outcomes. This course requires students to attend face-to-face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 644 Complex and Chronic Problems in Psychiatric and Mental Health Care**

Co-requisite: NURU 645. This course is designed to facilitate the Psychiatric Mental Health Nurse Practitioner’s role as primary mental health care provider for patients, families and groups with chronic, complex psychiatric illness and substance use problems including those with Severe Mental Illness (SMI). Emphasis will be on integrating evidence based approaches, and therapeutic management across the lifespan. This course builds on the fundamental knowledge and concepts obtained in NURU 642 with focus upon complexity and its management. Examination of the social, physical, economic, familial, spiritual and societal impacts of SMI will incorporate local and worldviews as well as advocacy opportunities for the Psychiatric Mental Health Nurse Practitioner. 3 credits.

**NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care**

Co-requisite: NURU 644. This course is the second precepted clinical practicum designed to facilitate in preparing the 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 Psychiatric Mental Health Nurse Practitioner. This course requires students to attend face-to-face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 651 Embryology**

This course is designed to prepare advanced practice nurses to apply concepts of embryology, malformations, and physiology when assessing infants and children in various acute and primary care
environments and with a variety of health conditions. This course stresses critical thinking and decision-making in clinical settings based on these concepts. 3 credits.

NURU 652 Advanced Practice Nursing 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 face-to-face immersion. 3 credits.

NURU 653 Practicum for Neonatal Acute Care
Co-requisite: NURU 652. This practicum course (255 Clinical Hours) provides the student with an opportunity to apply knowledge related to neonatal assessment, clinical decision-making, differential diagnosis, management, intervention and developmental follow-up of at-risk infants with conditions seen commonly in the acute care setting of the NICU. The practicum draws from and reinforces the theoretical and research concepts the student is learning in the theory courses. The student will assess premature and high-risk neonates with common (high incidence) alterations in health status most frequently related to the transition from the intrauterine environment. Skills development includes the refinement of physical, behavioral and developmental assessment modalities and integration of developmental care theories and current research findings into clinical practice. The role of advanced practice nurses will be explored in relation to promoting optimal infant/family outcomes. Seminars will allow the student to synthesize theoretical content through discussion of the advanced practice role in the management of neonatal health alterations. The supervised practicum provides students with the opportunity to further develop and demonstrate mastery of advanced practice skills and clinical reasoning. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 654 Complex and Chronic Problems in Neonates
Prerequisites: NURU 652, NURU 653; Co-requisite NURU 655. This is the final management course for advanced practice in the care of neonates with acute, complex, multi-system conditions, which require extensive nursing, medical, or surgical intervention. It is required for preparation as a neonatal nurse practitioner. Current research and theoretical foundations for promoting adaptation to complex alterations in physiological functioning as well as family functioning and neonatal development in such situations provide the foci for the course. The course focuses on complex pathophysiological alterations in genetic, cardiovascular, pulmonary, metabolic, musculoskeletal, and immunological functioning. Emphasis is placed on advanced assessment, intervention and management modalities required for promoting adaptation to these complex physiological alterations. Health promotion, health restoration, risk factor assessment and illness prevention strategies are integrated within the course content. Course content builds upon information in previous courses and students will synthesize knowledge in
major content areas to support a framework for advanced nursing practice that includes developmentally supportive, family-centered, culturally appropriate care. Ethical considerations are explored as they apply to practice. This course requires students to attend face-to-face immersion. 3 credits.

**NURU 655 Practicum for Complex and Chronic Problems in Neonates**  
Prerequisites: NURU 652, NURU 653; Co-requisite NURU 654. This practicum course (255 Clinical Hours) provides the student with an opportunity to apply knowledge related to neonatal assessment, clinical decision-making, differential diagnosis, management, intervention and developmental follow-up of at-risk infants with conditions seen commonly in the acute care setting of the NICU. The practicum draws from and reinforces the theoretical and research concepts in the theory courses. The student will be involved in assessing premature and high-risk neonates with common (high incidence) alterations in health status most frequently related to the transition from the intrauterine environment. Skills development includes the refinement of physical, behavioral and developmental assessment modalities. Integration of developmental care theories and current research findings in clinical practice will be addressed. Ethical considerations are explored as they apply to clinical practice and management of neonates with complex and chronic problems. The role of the advanced practice nurse will be explored in relation to promoting optimal infant/family outcomes. Seminars will allow the student to synthesize theoretical content through discussion of the advanced practice role in the management of neonatal health alterations. The supervised practicum provides students with the opportunity to further develop and demonstrate mastery of advanced practice skills and clinical reasoning. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 662 Management of Common Problems in the Adult and Aging Adult**  
Co-requisite: NURU 663. This course is designed to provide students with the knowledge necessary for the management of common problems in the adult and aging adult client. Students explore principles for gerontology assessment and diagnosis and discuss strategic care and management of adults and aging adult populations. 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 face-to-face immersion. 3 credits.

**NURU 663 Practicum in the Care of the Adult and Aging Adult**  
Co-requisite: NURU 662. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the adult and aging adult client. Students will participate in a variety of primary, long term and skilled nursing care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, or with a specialty service. Students will apply the latest evidence to practice. This course requires students to attend face-to-face immersion. This course is a pass/no pass course. 3 credits.
NURU 664 Complex and Chronic Problems in the Adult and Aging Adult
Co-requisite: NURU 665. This course extends student knowledge regarding the management of adult and aging adults. Students explore the principles of assessment and ethical issues related to complex, critical, and chronic problems in adults; and examines units on the identification and management of geriatric syndromes. NURU 664 course content builds upon information in previous courses related to the principles of assessment and ethical issues related to complex, critical and chronic problems in adults. Using a patient centered perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. This course requires students to attend face-to-face immersion. 3 credits.

NURU 665 Practicum for Complex and Chronic Problems in the Adult and Aging Adult
Co-requisite: NURU 664. This course is the second precepted clinical practicum (255 Clinical Hours) focusing on the management of complex and chronic problems of the adult. Students will participate in a variety of primary care clinics, long term and skilled nursing care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, or with specialty services. Students will participate in care coordination and on management of patients on multiple medications. Working as a member of a team a student may provide palliative care, wound care, and hospice. Students will apply the latest evidence to practice. This course requires students to attend face-to-face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 666 Practicum in Care of the Adult
Co-requisite: NURU 662. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the adult client. Students will participate in a variety of primary, internal medicine, and community care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, community clinics, internal medicine offices and with specialty services that see adult patients. 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 667 Practicum in Care of the Aging Adult
Co-requisite: NURU 662. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the aging adult client. Students will participate in a variety of primary, long term, and skilled nursing care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, or specialty services that see aging adult patients. 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 668 Practicum in Care of Complex and Chronic Problems in the Adult
Co-requisite: NURU 664. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the adult client. Students will participate in
variety of primary, community clinic, and internal medicine care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, community clinics, hospice care, or with a specialty service. Students will apply the latest evidence to practice. This course requires students to attend the face-to-face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 669 Practicum in Care of Complex and Chronic Problems in the Aging Adult**
Co-requisite: NURU 664. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the aging adult client. Students will participate in a variety of primary, long term and skilled nursing care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, hospice care or with a specialty service. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 693 Independent Advanced Health Assessment across the Lifespan and Cultures**
This course allows students who are required to take an additional advanced health assessment across the lifespan and culture credit/s, as determined through gap analysis. Permission of Program Director required. Variable: 1-2 credits.

**NURU 695 Independent Advanced Pathophysiology across the Lifespan**
This course allows students who are required to take an additional advanced pathophysiology across the lifespan credit, as determined through gap analysis. Permission of Program Director required. 1 credit.

**NURU 696 Independent Advanced Pharmacotherapeutics across the Lifespan**
This course allows students who are required to take an additional advanced pharmacotherapeutic across the lifespan credit, as determined through gap analysis. Permission of Program Director required. 1 credit.

**NURU 698 Independent Practicum Completion**
This course allows students to complete required clinical hours for specialty programs. Permission of the Program Director or Faculty Advisor required. This course is graded on a Pass/No Pass basis. 1 credit.

**NURU 699 Independent Practicum**
Prerequisite: admission to graduate studies. Additional clinical experience hours not encompassed in the student’s curriculum and/or relevant to their area of specialization. This course is graded on a Pass/No Pass basis. 1 credit.

**DNPU 699 Independent Special Topics**
Prerequisite: admission to graduate studies. Permission of the Faculty Advisor. A course of study not currently encompassed in the curriculum and relevant to topics of interest and growing importance in Nursing and Health Professions. Variable credit: 1-3 credits.
DNPU 700 Healthcare Policy, Organization and Delivery
(Same as HAUU 601) This course comprehensively reviews the U.S. healthcare 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 healthcare 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 research and evidence-based practice 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 healthcare data. This course requires students attend face-to-face immersion. 3 credits.

DNPU 702 Innovations in Technology and Information Access
(Same as HAUU 602) This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative clinical practice and healthcare management. The changing role of technology, its use and abuse, and the barriers to implementation will be covered. 3 credits.

DNPU 703 Leading through Innovation
This advanced leadership course focuses on the theories and practices needed to effectively lead innovative change to transform healthcare in the context of evidence-based thinking. Students are given the opportunity to develop an innovation philosophy for leading organizations using evidence-based practices now and in the future. Characteristics of the intuitive leader will be discussed. The course emphasizes the role of the DNP in the creation of an organizational context for innovation. Students will explore strategies for diffusion of innovation in complex, adaptive healthcare organizations. 3 credits.

DNPU 704 Evidence-Based Thinking for Scholarship and Practice III
This course will examine qualitative and quantitative methods for creating and using evidence in research, quality improvement, program evaluation, risk management, and clinical practice. Students will develop the idea for the final clinical scholarly project, and review instruments for data collection. This course requires students attend face-to-face immersion. 3 credits.

DNPU 705 Health Communication
Students explore the history and development of health communication. The course will review theory and practice, formative research, data collection, and data analysis relating to emerging trends in the field of health 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. 3 credits.
DNPU 706 Transforming Healthcare through Outcomes Management
This course focuses on the proactive management of clinical and service outcomes at all organizational levels to provide students with the ability to integrate outcomes into the routine flow of service delivery. Emphasis will be placed on understanding how measurement and data can be used to balance quality services and financial viability. Students will learn a framework that synthesizes theory and practice from the areas of continuous quality improvement, organizational learning and institutional organizing. This framework will focus on the organizational operating environment, to include input, throughput, output, and outcomes. Students’ learning will include building a framework for manipulation and analysis of service, cost, systems and outcome data. The course culminates with the creation of an outcomes measurement and management plan for the problem-focused DNP capstone project in which students address actual outcomes management problems encountered in the field. 3 credits.

DNPU 707 Clinical Residency I
Prerequisites: DNPU 700 through 706. This course is a synthesis of all previous didactic courses in the DNP curriculum, and allows application of knowledge in clinical and other professional settings. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area and scholarly project to demonstrate practice and mastery of the current AACN Essentials of Doctoral Education for Advanced Nursing Practice. This course is graded on a Pass/No Pass Basis. 3 credits.

DNPU 708 Application of DNP Clinical Scholarly Project
Prerequisite: DNPU 707. This final course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and dissemination. Students will complete a comprehensive written report of the scholarly project, as well as deliver a live oral presentation to faculty and peers. This course is graded on a Pass/No Pass basis. 3 credits.

DNPU 709 Clinical Residency II
Prerequisites: DNPU 700 through 706. This course is a synthesis of all previous didactic courses in the DNP curriculum, and allows application of knowledge in clinical and other professional settings. This is the second of two clinical residency courses in the Post-Masters to DNP program. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area. Students will demonstrate practice and mastery of current AACN Essentials of Doctoral Education for Advanced Nursing Practice. This course is graded on a Pass/No Pass basis. 3 credits.

DNPU 710 Seminar in Evidence-Based Thinking for Scholarship and Practice
Prerequisites: DNPU 704, and 706. This course will provide students with the opportunity to develop a tailored plan of study on topics not currently encompassed in the curriculum that are relevant to the student’s final clinical scholarly project. This course is graded on a Pass/No Pass basis. 3 credits.
DNPU 799 Independent Practicum
Prerequisite: admission to graduate studies. This course allows students to complete the required clinical scholarly project. Permission of the Faculty Mentor or Program Director required. This course is graded on a Pass/No Pass basis. 1 credit.

ORGANIZATIONAL LEADERSHIP

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 303 Organization Development and 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 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 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 380 Research and Analytical Thinking
(Replaces OLCU 486, which is no longer offered) This course provides students with knowledge and skills in research and analytical inquiry. Students are introduced to the principles and procedures involved in conducting research, interpreting and analyzing scholarly writing, and employing research to solve organizational problems and improve organizational performance. Academic writing skills including APA formatting are emphasized. It is recommended students take this course early in the program. 3 credits.

OLCU 400 Theory and Practice of Leadership
This course examines leadership from theoretical and practical perspectives. It compares and contrasts leadership theories, models, and strategies; and explores how leaders can create organizations, systems and structures to achieve organizational goals and engage employees. The application of course concepts to enhance leadership effectiveness is emphasized. 3 credits.

OLCU 414 Team Building
Team-based organizations have been created to supplement the traditional, often rigid hierarchical structure within organizations to enhance leader effectiveness. Teams offer a more cooperative, collective philosophy. They outperform individuals; create more diverse, stimulating challenges; boost morale; and yield new skills for employees. This class will help students learn how to develop and participate in teams. Topics may include team development, conflict resolution, communication, decision-making, and reward systems. 3 credits.

OLCU 425 Leadership in Diverse and Multicultural Organizations
Understanding and valuing cultural differences assumes greater significance as our world becomes increasingly interdependent. This course explores multicultural issues in organizations highlighting how misunderstandings arise and how they can be rectified or prevented. It focuses on diversity issues (gender, race, and class) in domestic and international contexts, particularly as they apply to leadership, communication, teamwork, decision-making, and problem-solving. Reading, writing, research, and discussion are supplemented with experiential exercises and role-plays. 3 credits.

OLCU 487 Senior Research Project
Prerequisites: Senior Status and OLCU 380 or OLCU 486. Students will select a research topic on a leadership issue and conduct a thorough review of the literature. Students will draw conclusions and make recommendations on their research topic. 3 credits.
OLCU 499 Independent Study in Organizational Leadership
Prerequisites: Dean approval, junior or senior level, minimum 3.0 GPA, and approval of instructor. Supervised independent study or research on a special problem or topic related to leadership and organization studies resulting in a major paper. 3 credits.

OLCU 501 Organizational Research
Equivalent to OLCU 680, which is no longer offered. Introduction to graduate research and writing. This course provides students with an overview of the critical role of research and evaluation in identifying and solving management problems and in improving organizational performance. The course examines the fundamental principles of research and scholarly writing. The primary focus is on the practical application of research methods to improve organizational programs, policies, and performance. Taking this course early in the MAOL or MSHR programs of study is recommended. 3 credits.

OLCU 600 Foundations of Organizational Leadership
Review of contemporary issues and perspectives on organizational leadership including multidisciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include servant leadership, ethics, diversity, followership, the distinction between leadership and management, vision, leadership practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal philosophy of leadership. Taking this foundation course early in the MAOL degree program of study is recommended. 3 credits.

OLCU 601 Democracy, Ethics and Leadership
Exploration of how democratic values shape the concept and practice of leadership and policy-making in organizations, including the role of values in ethical decision-making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations. 3 credits.

OLCU 602 Self, Systems and Leadership
Examines individuals and organizations as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of systems thinking, mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning and change. 3 credits.

OLCU 603 Servant-Leadership: Theory and Practice
This course will provide students with a thorough exploration of the principles of Servant-Leadership as a leadership philosophy and way of being as a leader. It will allow students to become familiar with the writings of Robert Greenleaf, as well as those who have been influenced by Greenleaf, many of whom are leading thinkers in the field of organizational leadership. Particular attention is paid to application within a variety of organizational settings. 3 credits.
OLCU 613 Seminar in Organizational Dynamics
Students use theories of individual, group and organizational behavior to analyze organizational problems and improve organizational performance. Students gain experience applying theories and factors that influence behavior to organizational situations using a step by step decision making process. 3 credits.

OLCU 614 Leadership and Team Development
This course focuses on leadership skills needed to develop and promote effective teamwork. Teams can be complex and challenging to lead, and change processes difficult to implement. Topics include assessing and improving team performance; managing the internal dynamics of teams (team decision making, diversity, conflict, and creativity); and leading the team within the larger organization. 3 credits.

OLCU 615 Organization Development and Change
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 618 Cultural Dimensions of Global Leadership
This course is an examination of contemporary issues and recent theoretical and practical advances related to the cross-cultural aspects of organizational leadership. The course is designed to enable the student to become a global leader who can function in multicultural settings, both in the United States and abroad. The need for this is driven by many factors, including the rapid growth of foreign economics and the availability of technological and financial resources. An emphasis is placed on U.S. American organizations that contain a multicultural workforce and multinational organizations. Online only. 3 credits.

OLCU 621 Frontiers of Public and Nonprofit Leadership
This course provides exposure to contemporary issues and dilemmas in leadership as applied to nonprofit, voluntary, and non-governmental organizations (NGOs). Topics include civil society and professional ethics, collaboration, entrepreneurship, philanthropy, and technology and information. Online only. 3 credits.

OLCU 625 Selected Topics in Leadership
Prerequisite: Dean approval. This course examines contemporary issues and recent theoretical and practical advances related to organizational leadership. The course offers opportunity to explore and develop competencies essential to organizational leadership. Topics vary. Courses that examine different topics may be repeated for up to six credits. Not all selected topics may be offered at all sites or in all sessions. 3 credits.
OLCU 626 Dynamics of Public and Nonprofit Leadership
This course exposes students to the fundamentals of leadership necessary for exceptional performance in nonprofit, voluntary, and non-governmental organizations (NGOs). Communications skills are developed in assessing constituency needs, interfacing with governmental and private organizations and other nonprofits, and negotiating the varying aims of stakeholders. Principled strategies for mobilizing volunteers are addressed. Online only. 3 credits.

OLCU 630 Leadership Lives in Film
This course provides a framework for students to observe examples of leadership in classic and contemporary films that are based upon true stories as the medium for an in-depth exploration of leadership. By comparing students' observations of leadership concepts in the films to the leadership literature, as well as to real world experiences, the course builds upon the basic concepts of leadership to investigate more complex and theoretical aspects of contemporary leadership theory. Examples of leadership will be analyzed to create an awareness of how leadership impacts goal behaviors and productivity. Online only. 3 credits.

OLCU 632 Leadership and Innovation
This course will explore and review the phenomena of creativity and innovation in effective leadership from the individual, organization, and societal perspective relating each level to leadership and enhanced leadership effectiveness. Students will come to understand the value of innovation in organization as well as society and will learn the factors that contribute to a more creative self, organization, and society. 3 credits.

OLCU 639 Coaching in Organizational Settings
Prerequisite: Dean approval. Coaching in Organizational Settings covers the basics of organizational coaching and explores coaching from an evidence-based perspective. The course covers both a variety of researched theories that relate to the skills and practice of organizational coaching as well as the practice of coaching skills and competencies. No previous coaching experience is required. Not offered online. 3 credits.

OLCU 641 Leadership in Military Communication
Prerequisite: Dean approval. This course of study focuses on foundation and application principles of various forms of communication necessary for military leaders in field and garrison environments. Writing, listening and speaking, to include presentation skills, are the communication cornerstones in this course. (Designed for transfer of military coursework in the MAOL degree only.) 3 credits.

OLCU 643 Military Operations Leadership
Prerequisite: Dean approval. Students study and apply military operations principles and theory. Primary emphasis is placed on standard operational procedures for planning, conduct and evaluation of military operations in a variety of military scenarios. (Designed for transfer of military coursework in the MAOL degree only.) 3 credits.
OLCU 681 Leadership Capstone Seminar
Prerequisites: Completion of the following core classes is required, OLCU 501, 600, 601, 602, 613 and 614. 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 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. 3 credits.

PHILOSOPHY

PHLU 104 Introduction to Ethics
This course surveys questions and issues that arise in the field of ethics, along with the moral theories that address them. Students will reflect upon consequential, duty-based, virtue-based, and care-based theories of morality. They will evaluate the strengths and weaknesses of these theories independently and as they apply to contemporary moral problems, such as abortion, torture, the death penalty, euthanasia, sexual morality, drug policy, and animal rights. Students will not only become familiar with the field of ethics, but they will also sharpen their abilities to think critically about complex moral issues, while forming responses and critiquing ethical positions from their own perspectives. 3 credits.

PHLU 301 History of Political Philosophy I
(Same as POSU 301) An introduction to the early political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from Plato to the Enlightenment. It places special emphasis on examining and understanding the growing debate of separation of church and state and the rising voice of individual, social and civil liberties through this period. Online only. 3 credits.

PHLU 302 History of Political Philosophy II
(Same as POSU 302) An introduction to the later political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from the Enlightenment until today. This course places special emphasis on examining and understanding Fascism, Communism, Democracy, Anarchism and the rising voices of previously under-represented populations. Online only. 3 credits.

PHLU 304 Multicultural Ethics
An inquiry into the promises and perils of a multicultural society. Main topics include ethical theory from international perspectives, the nature of prejudice, and the culture wars. Online only. 3 credits.
PHLU 329 Experimental Topics in Philosophy
An examination of selected topics in philosophy relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

PHLU 499 Independent Study
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

POLITICAL SCIENCE

POSU 110 Introduction to American Politics
Students master the basic concepts and analytical methods used by political scientists in their attempts to address these questions: What are the fundamental components of the national government of the United States? How do they transform citizen opinion, interest group pressures, and economic imperatives into social policy? This course satisfies the State of California Credential requirement in American History and Government. 3 credits.

POSU 240 Introduction to Law
This course provides students with a foundational understanding of the dynamics of the legal system in the United States, as well as its constitutional underpinnings. Students will be exposed to the workings of the Executive, Legislative and Judicial branches of government. This course will also expose students to substantive areas of law such as torts, criminal law, and family law. Consideration will also be given to procedural and jurisdictional issues. 3 credits.

POSU 301 History of Political Philosophy I
(Same as PHLU 301) An introduction to the early political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from Plato to the Enlightenment. It places special emphasis on examining and understanding the growing debate of separation of church and state and the rising voice of individual, social and civil liberties through this period. Online only. 3 credits.

POSU 302 History of Political Philosophy II
(Same as PHLU 302) An introduction to the later political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from the Enlightenment until today. This course places special emphasis on examining and understanding Fascism, Communism, Democracy, Anarchism and the rising voices of previously under-represented populations. Online only. 3 credits.
**POSU 321 American Diplomatic History and Foreign Policy**  
(Same as HISU 340) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. Online only. 3 credits.

**POSU 324 Central Asian Political History**  
This course surveys the political and cultural history of Central Asia comprising the modern countries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Students will examine the historical influences, cultures, economies, social and political organizations of this vast region that shaped Central Asia from nomadic tribes to modern independent nations. Students will also analyze foreign policy centering on the Central Asian region as well as political and social policy by Central Asian leaders. 3 credits.

**POSU 325 South Asian Political History**  
This course surveys the political and cultural history of South Asia comprising the modern countries of India, Pakistan, Afghanistan and the region of Kashmir. Students will examine the historical, cultural, economic and foreign influences that have shaped India and Pakistan into nuclear powers and thrust Afghanistan on to center stage in the American War on Terror.

Students will also analyze foreign policy with focus on British imperialism, the rise of independent nations, the current tensions surrounding the region of Kashmir, and United States foreign policy towards Afghanistan and Pakistan. 3 credits.

**POSU 329 Experimental Topics in Political Science**  
An examination of selected topics in Political Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

**POSU 342 The Western Legal Tradition**  
(Same as HISU 323) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. Online only. 3 credits.

**POSU 343 Constitutional Government**  
This course examines the roles of the executive, legislative, and judicial branches of government as well as the role of state government. Focus is placed on what rights are reserved to the states versus the federal government; the role of the Supreme Court in reviewing & striking down laws; and the role the President plays, particularly in national security matters. Students will analyze major Supreme Court
decisions, the authority Congress does or does not have to pass legislation, and the current state of the federal government. The emphasis in this course is on the Constitution as it relates to our system of governance, while in POSU 344, the focus is primarily on our individual rights. 3 credits.

**POSU 344 Constitutional Rights**
This course provides an overview of our Constitutional rights. This includes the role of the Supreme Court in interpreting the Constitution and specific freedoms guaranteed in the Bill of Rights. Students will explore such relevant topics as the 4th Amendment and national security, whether free speech is an absolute right, the state of the death penalty, constraints on police interrogations, the ability to legislate gun control, and constitutional issues facing society today. The emphasis in this course is on the Constitution as it relates to our individual rights, while in POSU 343, the focus is primarily on our system of governance. 3 credits.

**POSU 499 Independent Study**
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

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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.

**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 301 Scientific Writing in Behavioral and Social Sciences**
This course introduces students to effective writing skills in the field of social and behavioral sciences. Emphasis will be placed on scholarly scientific writing, American Psychological Association (APA) format, summarizing current research findings in written form, and critical analysis of research. 3 credits.

**PSYU 304 Research Methods for the Behavioral Sciences**
Prerequisites: PSYU 101, MATU 203, PSYU 301 (or equivalent). May be taken concurrently with MATU 203. 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 317 Cognitive Psychology**
A survey of the discipline of cognitive psychology, the study of mental processes and their underlying biology. Students examine attentional processing, encoding, memory, mental imagery and decision-making processes. Other topics addressed include consciousness, creativity, and methods for measuring information processing. 3 credits.

**PSYU 320 Human Development through the Lifespan**
This course covers physical, cognitive and psychosocial development from conception through old age. Death and dying are also addressed. Research and theories related to the entire life span are reviewed. 3 credits.

**PSYU 322 Theories of Personality**
This course provides an evaluative review of the major theories of personality, emphasizing the structure, dynamics, behavior and development of the normal and abnormal personality. Theories include Freudian, neo-Freudian, cognitive, somatic, social learning, and humanistic explanations for individual differences. 3 credits.

**PSYU 323 Child Development**
This course covers physical, cognitive and psychosocial development from conception to adolescence. Both theoretical and applied aspects of development, parenting and teaching children are emphasized. 3 credits.

**PSYU 324 Adolescence**
This course presents the major theoretical models of adolescent development and biological maturation, while addressing the issues of identity, peers, family, school, sexuality, morality, substance abuse and psychological problems. The historical nature of adolescent experience is contrasted with the experience of today’s teenager. 3 credits.

**PSYU 328 Abnormal Psychology**
A systematic study of emotional disturbance and the major classifications of mental illness from the perspective of symptoms/behaviors, etiology, diagnosis and treatment. 3 credits.

**PSYU 333 Physiological Psychology**
Prerequisite: PSYU 101. An investigation of the relationship between brain and behavior. Students will study the structure and function of the nervous system, including the biological bases of psychopathology and normal function. 3 credits.
**PSYU 336 Social Psychology**
Discussion and analysis of the relationship between culture, group life, social structure, and human behavior; emphasis upon the dialogue between the individual and the social collective. Topics include group behavior, attitudes, stereotypes, nonverbal communication, health psychology, aggression, social perceptions, relationships and helping behavior. 3 credits.

**PSYU 351 History and Systems of Psychology**
Discussion and evaluation of psychology’s historical roots and the influences and the people that have contributed to its present form. 3 credits.

**PSYU 398 Pediatric Neuropsychology**
An introduction and overview of pediatric neuropsychology emphasizing brain-behavior relationships in children. Biological, environmental, psychological, and developmental variables that affect neurobehavioral outcomes will be addressed. The following childhood disorders will be covered: Hydrocephalus, epilepsy, Tourette’s syndrome, brain tumors, closed-head injury, meningitis, diabetes, leukemia, sickle cell disease, autism, and human immunodeficiency. 3 credits.

**PSYU 421 Cross-Cultural Psychology**
In our world today, we have more than 6 billion people and many of our psychological constructs are primarily developed in the western region of our world. This course is designed to examine individual psychological functioning across and within various cultures beyond the western scope. Students will examine the impact of culture on human behavior and review such topics as the cultural impact on gender, health, emotions, language, and personality, enculturation, the developmental processes of culture, cultural influence on abnormal psychology, and the development of the self. The intent is for students to gain a wider appreciation of culture and begin to identify how culture is a part of our everyday experience. 3 credits.

**PSYU 428 Introduction to Clinical Psychology**
Overview of the profession and practice of clinical psychology. The course will survey the field’s history, clinical training, assessment procedures, therapeutic interventions, research approaches, ethical and legal issues, areas of specialization (i.e. forensic, behavioral medicine and child), and current issues and trends. Online only. 3 credits.

**PSYU 437 Spirituality and Mental Health**
A systematic study of the participation of religion and spiritual practices in the cultural construction of mental health, illness, diagnosis, and treatment. The course will present various models of consciousness and examine the reductionist, humanistic, dualistic, and monistic paradigms for mental health. Psychosomatic effects of spiritual systems and practices such as 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. 3 credits.
**PSYU 450 Introduction to Counseling**
An introduction and overview of professional counseling. Selected theories will be evaluated briefly and methods of their application to specialties such as group, family, marriage, child chemical dependence and crisis intervention will be emphasized. Attention will be given to specific communicative skills in counseling, to ethical and legal issues and to strategies for counselor self-care. 3 credits.

**PSYU 455 Family Systems and Dynamics**
An exploration of a variety of theoretical orientations in the study of family systems. The theoretical foundations of such approaches to family counseling as structural, strategic, transgenerational, experiential and behavioral are studied. 3 credits.

**PSYU 480 Psychology Capstone**
Prerequisites: PSYU 101, MATU 203, PSYU 301, PSYU 304 and Senior standing in psychology major or approval of the instructor. This course is designed to provide a capstone experience for the undergraduate psychology degree. Students will create a final assessment portfolio which will include artifacts documenting academic/professional growth and personal reflections. Students will explore current issues in the field and integrate psychology theory and research. The class will include eight hours of fieldwork or focused interviews with current professionals and agencies in the field with respect to their research issues and career goals. 3 credits.

**PSYU 481 Organizational Psychology**
The application of psychological methods and techniques to understand, evaluate, and maximize human behavior in industrial and other organizations. Online only. 3 credits.

**PSYU 492 Intern Program: Fieldwork Practicum in Psychology**
Prerequisites: Approval of academic advisor and internship supervisor, and University contract must be signed prior to enrollment in internship. Students interested in gaining practical experience are encouraged to participate in a field experience. 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. Blended only. 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.
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. Blended only. 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. Blended only. 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 Family Therapy Theories and Techniques: A Modern Emphasis
This advanced graduate marriage and family therapy course is designed to study the major systemic theoretical approaches linked to marriage and family therapy. A major focus on cybernetics family systems theory and therapy will be emphasized. In addition, students will study therapy from Structural, Strategic, and Experiential approaches, with a focus toward integration of these approaches in the conduct of therapy as a marriage and family therapist. Blended Only. 3 credits.
**PSYU 556 Family Systems Theories and Techniques: A Postmodern Emphasis**
This advanced graduate marriage and family studies course provides fundamental introduction to the study of marriage and family systems theory. Theories and techniques of family therapy from a postmodern perspective will be reviewed and practical applications discussed. Major postmodern family therapy models such as Collaborative Language System, Narrative therapy, and Solution Focused therapy will be studied in depth. Blended Only. 3 credits.

**PSYU 561 Marital Systems and Studies and Domestic Violence**
This advanced 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). Blended Only. 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). Blended Only. 3 credits.

**PSYU 570 Advanced Psychopathology and Diagnosis**
Students take an empirical approach to the etiology and diagnosis of psychopathological disorders. Blended Only. 3 credits.

**PSYU 575 Advanced Individual Counseling I**
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. Blended Only. 3 credits.

**PSYU 576 Advanced Individual Counseling II**
Prerequisite: PSYU 575 or instructor’s approval. This course is a continuation of Advanced Individual Counseling I. In this course students will continue to hone skills in individual counseling and will learn techniques from evidence-based/empirically supported individual therapies. Covered therapies may include but are not limited to Acceptance and Commitment Therapy, Interpersonal Therapy, and
Dialectical Behavior Therapy. Other therapies may also be covered at the instructor’s discretion. Students will also learn to determine which techniques/therapies to employ based on clinical judgment and client characteristics and problems/diagnoses. Blended only. 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. Blended only. 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 582 Community and Environmental Mental Health**

Community and environmental mental health are essential parts of today’s mental health landscape, which make certain the provision of mental health services to the un-served and underserved populations of our cities, counties, state, and nation. These services include but are not limited to psychiatric care, case management services, individual and family therapy, group services, rehabilitation service, therapeutic behavioral services, and day treatment services. In this course you will be exposed to the general framework of community mental health agencies. You will learn about the clients/consumers and their challenges with mental health disorders. In addition, you will be introduced to environmental effects on mental health. These environmental challenges may come in many forms, including but not limited to poverty, socio-economic status, living in low income housing, living in drug and gang communities, and natural disasters. You will examine the recovery paradigm of treatment that is sweeping the field of community mental health and you will be introduced to best practice approaches while working in this domain. 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. Blended only. 3 credits.

**PSYU 595 Crisis and Trauma Counseling**

This course will address various issues related to crisis and trauma counseling. The effect of trauma on individuals will be analyzed. Crisis theory and responses to crises, emergencies, and disasters will also be discussed. Students will learn assessment and intervention strategies, and multidisciplinary
approaches to assisting clients, including those with pre-existing or co-occurring psychological disorders, during times of crisis, emergency, or disaster. Blended only. 3 credits.

**PSYU 613 Clinical Issues in Human Diversity**
An advanced marriage and family therapy course with 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. Blended only. 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. Blended only. 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.

The requirements for each practicum are as follows: 1) A minimum of 60 direct counseling hours (to include individual, family, couples, child and/or group counseling); 2) an additional minimum of 15 client centered advocacy hours, direct counseling hours, or some combination of both is required for a total requirement of 75 direct service hours for each practicum. The maximum number of client centered advocacy hours that may be counted each term is 15; 3) 15 hours of supervision are also required for each practicum. The total number of required hours for each practicum is 90 hours.

To complete practicum a total of 225 direct counseling/client advocacy hours is required. These hours will include: 1) a minimum of 180 direct counseling hours. 2) An additional 45 hours of client centered advocacy, direct counseling hours, or some combination of both. A maximum of 45 hours of client centered advocacy may be counted as a part of the required 225 clinical hours. 3) A minimum of 45 supervision hours. The total number of hours to complete practicum is 270.
In addition to the hours listed above, Practicum students will be required to continue to meet with instructors and complete assignments related to the practicum experience.

The student may elect to begin the Capstone Case Study in PSYU 688. Work on the case study will continue through the remaining practicum course(s). The case study requirement will be fulfilled after passing a written and oral presentation. The practicum courses are graded on a pass/no pass basis. Practicum courses are to be taken consecutively. Blended only. 3/3/3 credits

**PSYU 699 Independent Study**
Advanced supervised independent study or research on a special problem or in a selected area. 1-3 credits.

**PUBLIC ADMINISTRATION**

**PADU 600 Introduction to Public Administration**
Historical development of public administration as a field, with a focus on operations and function of administration. Political interactions, management theory, planning, allocation of resources, and decision-making are explored. 3 credits.

**PADU 605 Public Finance**
This course examines the various ways in which public services are financed, objects of public expenditures, and the problems of fiscal administration. Emphasis will focus on fundamental accounting and budgeting concepts as they relate to the basic financial statements of government. 3 credits.

**PADU 607 Public Policy Analysis**
Public policy analysis requires a sophisticated understanding of a variety of types of data. Empirical arguments and counterarguments play a central role in policy debates. This course will introduce students to strategies of data collection and principles for critically evaluating data collected by others. Topics include measurement reliability and validity, questionnaire design, sampling, qualitative research methods, and the politics of data in public policy. 3 credits.

**PADU 615 Professional Development Seminar**
Students will participate in a faculty approved experience in a local or state government agency. The student will meet on a regular basis with a faculty member to compare, interpret, and scrutinize theory and practice. In addition, public administrators will assist and advise fellows in their transition from academic life into professional political careers. Portfolio development is designed to direct the learning of students in this professional development experience, as well as in defining and guiding their career aspirations. Courses that cover different internship experiences may be repeated up to six credits. This course is graded on a Pass/No Pass basis. 3 credits.
PADU 620 Contemporary Issues in Public Administration
Prerequisite: Dean approval. These “Special Topics” courses allow the MPA program to offer specialized courses or courses covering emerging fields of study. In these courses, examination of contemporary issues and recent theoretical and practical advances related to public administration will be explored. Topics vary. Courses that examine different themes may be repeated up to six credits. 3 credits.

PADU 630 Local Government
This course focuses on local government and politics in the U.S. Students will be introduced to the basics of local politics, including the structure and organization of local government, intergovernmental relations, and nongovernmental elements (voters, interest groups, media, private power holders, race, and class. To the extent maximum possible, this will be done using the surrounding area as a learning laboratory. 3 credits.

PADU 688 Action Learning Project
Prerequisites: Successful completion of all MPA Core courses (one MPA core course may be taken concurrently). This capstone course requires students to identify and research an issue facing public administrators, communities and/or the non-profit sector; analyze the impact of social, technological, economic and political forces; research alternatives recommending one or more resolution strategies; and discuss tradeoffs and ethical considerations.

RELIGIOUS STUDIES

RELU 110 Religion and Values
This course is a thematic study of religious values as they come to expression within the Abrahamic traditions (Judaism, Christianity, and Islam). Students explore the basic beliefs and practices of these religions with a view to understanding how each tradition approaches key contemporary ethical issues: the ecological crisis, economic justice, war, capital punishment, abortion, euthanasia, gender, and sexual orientation. 3 credits.

RELU 301 Introduction to the New Testament: Gospels and Acts
This course is an introduction to the history, beliefs, and ethics of the Christian Scriptures (the New Testament) and to the methods and principles that have been developed for their interpretation. This course will focus on the four canonical Gospels and the Acts of the Apostles. 3 credits.

RELU 302 Introduction to the Old Testament: Torah and Deuteronomistic History
This course is an introduction to the Hebrew Scriptures (referred to by Christians as the Old Testament), focusing on the Torah and Deuteronomistic History. Students will learn to interpret the Hebrew Scriptures as historical documents by studying the cultural milieu in which they were produced, as scripture in the ongoing life of the Jewish synagogue and Christian church, and as literature that has
profoundly influenced Western history, philosophy, law, ethics, and the arts. Throughout the course, students will be introduced to various critical methodologies that have been developed for the academic study of these influential writings. 3 credits.

**RELU 329 Experimental Topics in Religious Studies**
An examination of selected topics in religious studies relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different.  3 credits.

**RELU 499 Independent Study**
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

**SOCIAL SCIENCE**

**SSCU 329 Experimental Topics in Social Science**
An examination of selected topics in Social Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time.  3 credits.

**SSCU 494 Social Science Capstone Course**
Prerequisites: SOCU 301 and senior standing. This three-credit 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. 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. 3 credits.

**SSCU 499 Independent Study**
Prerequisites: Instructor’s approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

**SOCIOLOGY**

**SOCU 101 Introduction to Sociology**
An examination of the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Discovery of how social patterns are created, how they become organized and established, and how they change. 3 credits.
SOCU 300 Social Work Foundations
This course introduces perspective social work students to basic foundational concepts and methods of the social work profession. Students will examine the historical foundations and current context of social work. The course will analyze the different factors and perspectives such as social justice, poverty and populations that are at risk. Areas of professional social work services will be evaluated such as family and children’s services, mental health, health care, aging and the criminal justice system. Future social work challenges and trends will be assessed. 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 302 Interviewing and Assessment Skills in Social Work
This course introduces students to basic interview and assessment skills utilized in social work. Students will practice interpersonal communication skills, assessment strategies, and explore the dynamics of the helping relationship. Students will examine social and cultural influences, theories, and diversity issues related to the interview and assessment process. Students will evaluate communication and assessment skills used in the interview and assessment process. 3 credits.

SOCU 303 Diversity and Social Justice in a Global Society
This course will focus on diverse populations in American society and on an international level. We will examine ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. 3 credits.

SOCU 304 Social Welfare
This course examines social welfare issues from an historical perspective. Students are introduced to the origins of the welfare state, the development of the social welfare system, and the evolution of the social work profession. Social welfare issues, such as poverty, discrimination, employment, and criminal justice, are explored in terms of their social, ideological, political, and economic context. Particular emphasis is given to oppressed and vulnerable populations and the role of social workers as advocates in addressing social welfare issues. 3 credits.

SOCU 306: Human Behavior and the Social Environment I: Infancy, Childhood, and Adolescence
This course is the first of a two-course sequence on the interaction of human behavior and the social environment across the lifespan. Students will examine interdisciplinary theories of human behavior and evaluate the “goodness-of-fit” between individuals and their environment during early life stages. The role of social workers as advocates for infants, children, and adolescents will also be explored. 3 credits.
This course is the second of a two-course sequence on the interaction of human behavior and the social environment across the lifespan. Students will examine interdisciplinary theories of human behavior and evaluate the “goodness-of-fit” between individuals and their environment during later life stages. The role of social workers as advocates for adults and the elderly will also be explored. 3 credits.

SOCU 309 Introduction to Social Work Research
This course introduces students to basic research concepts and methods with particular emphasis on the application of research to social work issues. Students examine the process of conducting research and compare different research methodologies to understand social work issues. Social work values and ethics are explored as they apply to conducting research. Diversity and unique populations are considered in the decision of research topics, subjects, and methodologies. Research studies and findings are evaluated as they apply to practice situations. The issue of research-informed practice and practice-informed research is explored. 3 credits.

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 350 Human Diversity
This course examines the causes and consequences of the American racial and ethnic structure and the role of economic and political factors in the formation, reproduction, and change of this structure. Examines the interrelationship between social class, race and ethnicity, the ways in which gender roles are defined and practiced within different groups in America, as well as the experiences of gays and lesbians, who are also minorities. Online only. 3 credits.

SOCU 391 Youth-at Risk
This course will introduce students to various models, theories, and intervention of children and adolescents considered "at-risk". Topics covered include, but may not be limited to the following: a) socio-cultural factors in defining and influencing behavior; b) psychological models both biological and ecological that interact to shape behavior; c) types of at-risk categories including school dropouts, substance use and addiction, teenage pregnancy, antisocial behavior, delinquency, gangs, school shooters, and youth suicide; and d) specific types of clinical abnormal behavior including anxiety, mood, and impulse control disorders; e) theoretical and practical considerations related to community and school interventions. 3 credits.
SOCU 393 Child Abuse
An introduction to and overview of the phenomena of child abuse as it relates to the helping professional. This class will examine the definition and cause of child abuse from sociological, cultural, and psychological perspectives. The legal and child welfare systems will be studied in addition to treatment and prevention aspects of the child abuse issue. 3 credits.

SOCU 399 Sociology of the Family
This course engages a critical, in-depth analysis of the ways in which families are seen by society and the ways in which they see themselves. Topics to be covered include family politics, division of labor, child care, economics, health, leisure, and the politics of the family. 3 credits.

SOCU 405: Military Social Work
The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with the military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society. Online only. 3 credits.

SOCU 408 International Social Work
This course introduces the major concepts, theories, and issues of international social work practice. The history, values, ethics, and practice of social work are discussed in a global context that examines the role of the social work profession on an international level. Students will explore issues of human rights, sustainability, community building, and development as they apply a social work perspective to international social work issues at the individual, group, and societal level while considering the role of social workers as advocates in a global society. Online only. 3 credits.

SOCU 415 Sociology of Organizations and Institutions
How and why are organizations created? What are their purposes? How does the need for organizational survival come to supersede whatever human purposes lay at its origins? Course will look at organizations through numerous metaphors: as machines, as organisms, as antipoetic systems, etc. 3 credits.

SOCU 416 Sociology of Health Care
This course presents health care as a dynamic social and political institution. Students will learn to analyze the U.S. health care system from a sociological perspective, recognizing the hierarchies and power differences involved in all aspects of the system. These aspects include: societal definitions of health, illness, and health care; the settings in which Americans receive health care, and how they
compare to health-care settings in other nations; the various technologies used to provide health care; the ethics of health care; and health care providers themselves. 3 credits.

**SOCU 418 Social Policy**
This course examines the nature and impact of social welfare policies and the role of social workers in influencing social policy. Students will analyze the developmental stages of social policy- from identifying need to implementation, and consider the social, political, and economic context of policy development. The role of ideology in social policy and the impact of policies on individuals, groups, and society will be addressed, with particular attention given to oppressed and vulnerable populations. Students will analyze social policies in the areas of homelessness, poverty, mental health, discrimination, and others. 3 credits.

**SOCU 420 Sociology of Deviant Behavior**
This course examines why societies label behavior deviant and explores the distinction between behaviors considered “socially unacceptable” and those considered “criminal”. Theories of deviance, as well as the amount, distribution and patterns of deviance are considered. Discussions may also include political influence, social change, and selected types of deviant activity. 3 credits.

**SOCU 421 Social Work Practice: Individuals and Families**
This course introduces students to a conceptual framework and a core set of interpersonal helping skills for generalist practice with individuals, families, groups, and communities. This course focuses on the common knowledge, values, and skills which underlie social work practice with diverse client systems in diverse practice settings and community contexts. 3 credits.

**SOCU 422 Social Work Practice: Groups**
This course complements the knowledge, values, and skill base found in Social Work Practice: Individual & Families. It is focused on micro assessment and intervention skills, as well as covering the steps of the problem solving process in working with groups. The class focuses on the dynamics of task and process groups. Students learn how to apply a systematic approach to the development, implementation, termination, and evaluation of groups. 3 credits.

**SOCU 423 Social Work Practice: Organizations and Communities**
This course presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. 3 credits.

**SOCU 426 Crime and Delinquency**
(Same as CJCU 426) Crime and delinquency are integral parts of human society. This class scrutinizes the causes of crime, crime prevention and control, and the treatment of criminals. Emphasis on the
sociological causes, extent, constraint and deterrence of juvenile delinquency and juvenile crime. Topics include bio/psycho/sociogenic causation, youth criminalization, professional versus amateur criminals, violence and sexual crimes, victims and juvenile punishment alternatives. Online only. 3 credits.

**SOCU 436 Globalization and Social Change**
This course presents the history and meaning of globalization for various social institutions: the economy, politics, media, religion, and social justice. Students will pay special attention to social and political inequalities and change. The course also addresses the impact of globalization on local, everyday events as well as the impact of local institutions on global events. Students will hypothesize future trends in globalization and also propose solutions to social problems resulting from those trends. 3 credits.

**SOCU 440 Drugs and Society**
(Same as CJCU 440) Study of drug use from a sociological perspective. Discussion will include the effects and toxicity of legal drugs such as alcohol, nicotine, caffeine, and over-the-counter pharmaceuticals, as well as illegal drugs such as marijuana, cocaine, ecstasy, and heroine. Course topics include the integration of drugs with everyday life, the prescription drug industry as a social problem, addiction, recovery as the trope of popular culture, drug-testing, HIV/AIDS and intravenous drug use, criminal behavior and drug use, drug legalization debates and other policy issues. 3 credits.

**SOCU 445 Drug and Alcohol Treatment in Social Work**
This course introduces the major theories, issues, and treatment approaches related to drug and alcohol abuse. Students examine perspectives on the causes, effects, context, and unique treatment needs of different populations. An historical and multicultural perspective is introduced to examine the origins and social context of substance use and abuse. The role of social work and social workers in addressing drug and alcohol issues is explored as well as societal attitudes and policy approaches to this issue. A social work perspective is applied to understanding and responding to the issues of drug and alcohol use, abuse, and consequences for individuals, families, and societies. Online only. 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 482 Social Work with Older Adults**
This course introduces students to age-specific issues involved in assessing and providing services to older adults in social work. Students review physical, psycho-social, and cultural characteristics of aging men and women. They also evaluate assessment and service-delivery strategies and models designed for diverse client populations. Students will study aging from a person-in-environment approach that examines the characteristics of aging as well as attitudes towards aging, societal responses to meeting the needs of older adults, and the role of social workers as advocates for older adults. 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 493/494/495 Social Work Practicum I, II, III**
Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, completion of readiness review with the Social Work Field Director, and permission of Field Director. This is a required course in the BA in Social Work program, and serves as the capstone experience in that program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. The field practicum and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Required readings provide additional content on specific practice topics addressed in the seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3/3/3 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.
STATE AUTHORIZATION

The United States Department of Education requires that institutions comply with applicable authorization requirements in each state in which distance education instruction is delivered to its residents. Consequently, Brandman University monitors developments in each state’s laws and is constantly working with Higher Education authorities throughout the states to ensure compliance with these requirements. While our only physical campuses are in California and Washington, our online programs are accessible to students from every state and sometimes require that we seek State Authorization for those programs.

In addition to potential State Authorization requirements, and pursuant to 34 CFR 668.43(b), institutions must provide current and prospective students with contact information for filing complaints with the appropriate state agency in that student's home state. Some states also require Brandman University to include specific language in the catalog and/or website. We have included the following statements and state contact information to satisfy these requirements.

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Alabama Commission on Higher Education
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Annette Funderburk
Private School Licensure Specialist
Alabama Department of Postsecondary Education
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Alabama Office of the Secretary of State
Rebecca Morris, CPM Director of Business Services
Office of Alabama Secretary of State
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ALASKA

Alaska Commission on Postsecondary Education
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HAWAII

No Authorization Agencies in Hawaii

IDAHO

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MINNESOTA

Brandman University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
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NEW MEXICO

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Office of the South Dakota Secretary of State,
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Information regarding the application process:
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TEXAS

The student complaint form is available on the THECB website. All complaints must be submitted to the Agency on the student complaint form.
http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D

For specific information regarding student complaints pursuant to Title 19 of the Texas Administrative Code, Sections 1.110-1.120 please see the following site:

Texas Higher Education Coordinating Board
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Texas Workforce Commission
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PLEASE CONTACT TWC CAREER SCHOOLS AND COLLEGES:
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Vermont State Board of Education
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Brandman University is authorized by the Washington Student Achievement Council 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 specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council 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 Council at P.O. Box 43430, Olympia, WA 98504-3430.
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The Board of Regents, appointed by the Board of Trustees, is composed of sixteen members, one-third of whom are elected annually for a three-year term. The president of Chapman University serves as regent ex-officio.

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Executive Assistant to the Chancellor, 2003

Gary Brahm, M.B.A.
Chancellor, 1994

Sarah Catz, J.D.
Vice Chancellor of External Affairs, 2012

Stuart Pompel, B.A.
Senior Project Analyst, 1992

Academic Affairs

Charles A. Bullock, J.D., LL.M.
Executive Vice Chancellor of Academic Affairs & Provost, 2008

Laurie G. Dodge, Ph.D.
Vice Chancellor of Institutional Assessment and Planning & Vice Provost, 1994

Maria Cesario, Ph.D.
Associate Vice Chancellor of Academic Administration, 1978

Hadassah Yang, M.S.Ed.
Assistant Vice Chancellor of Institutional Research and Planning, 2011

Jennifer Murphy, Ed.D.
Director of Center for Innovative Instruction, 2011

Michelle Rosensitto, Ed.D.
Director for the Online Writing and Math Community, 2011

Tyke Hanisch, DNP, APRN, FNP-c
Interim Dean of Marybelle and S. Paul Musco School of Nursing and Health Professions, 2009

Jeremy Korr, Ph.D.
Dean of Arts and Sciences, 2005

Nancy Salzman, J.D.
Dean of Extended Education, 2009

Glenn Worthington, Ed.D.
Dean of Business and Professional Studies, 1995

Christine Geranios Zeppos, Ed.D.
Dean of Education, 2010

Finance and Administration

Phillip Doolittle, M.B.A.
Executive Vice Chancellor of Finance and Administration and Chief Financial Officer (CFO), 2013

Sam Bresler, Ph.D., M.B.A., SPHR
Associate Vice Chancellor, Human Resources, Learning and Development, 1998

Hamid Etesamnia, M.S.
Associate Vice Chancellor of Information Technology and Chief Information Officer (CIO), 2014
Dina Guthrie, M.A.
   Senior Executive Assistant, 2013
Cristi Kim, B.A.
   Director of Budget and Finance, 2001
Doug Renner, M.B.A.
   Assistant Vice Chancellor and Controller, 2011
Jay Warner, M.B.A.
   Assistant Vice Chancellor, Real Estate and Facilities, 1992

Enrollment and Student Affairs
Greg Ball, M.S.
   Assistant Vice Chancellor of Financial Aid, 1997
Jamie Brownlee, M.A.
   Director, Student Services, Online, 2013
Annette Ceccotti
   Assistant Vice Chancellor of Admission, 1993
Jennifer Dean, B.F.A.
   Manager, Military Services, 2007
Patricia Hammer, M.A.
   Assistant Vice Chancellor, Northern Region, 1982
Thomas Horstmann, M.Ed.
   Assistant Vice Chancellor, Southern Region, 2010
Saskia Knight, M.P.A.
   Executive Vice Chancellor of Enrollment and Student Affairs, 1988
Loren O’Connor, Ph.D.
   Director of Americans with Disabilities Act Services, 2012
Shelly Neal, Ph.D.
   Vice Chancellor of Strategic Initiatives, 2006
Sean Nemeth, M.B.A.
   Associate Vice Chancellor of Enrollment Services, Retention, and Advising, 2008
Kelly Rico, B.A.
   Senior Executive Assistant, 2014
Nirmala Sharma, B.A.
   Assistant Vice Chancellor, Military Services, 2013
John Snodgrass, B.S.
   Associate Vice Chancellor of Student Services, 2000
Shanna Vaughn, M.A.
   Director of Financial Aid, 2001
Kimanthi Warren, B.S.
   Director of One Stop Student Services, 2009
Marketing and Communications

Gabriel Camargo, B.A.
Sr. Website Marketing Manager, 2012

Valerie Laflamme
Executive Administrative Assistant, 2011

Ron Miranda, B.F.A.
Sr. Graphic Designer, 2012

Manuel Nikoghossian, B.S.
Graphic Designer, 2013

Thomas Parker, M.S.
Marketing Solutions Manager, 2008

Lee Porteneuve, B.S.
Marketing Manager, Northern Region, 2012

Steve Quis, B.F.A.
Director of Public Relations, 2013

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Web Marketing Manager, 2012

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Marketing Manager, Southern Region, 2012

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Director of Marketing, Creative Services, 2012

Diana Santos, B.A.
Director of Online Marketing, 2012

Manuela Scott, M.B.A.
Marketing Coordinator, 2012

Ramendra Singh, M.B.A.
Vice Chancellor, Marketing & Communications CMO, 2012

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Social Media Specialist, 2014

Lindsay Amanda Smith, M.B.A.
Marketing Content Manager, 2010

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Associate Director of Marketing Operations, 2010

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Marketing Business Analyst, 2012

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Marketing Manager, Creative Services, 2012

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Assistant Vice Chancellor, Northern Region 1982
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   Assistant Vice Chancellor, Southern Region 2010

Campus Directors
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   Joint Base Lewis - McChord, 2000
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   Whidbey Island
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   Online, 2013
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   Antelope Valley, 2002
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   Lacey, 2005
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   Monterey, 2012
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Jennifer Perryman, M.S.
   Bangor, 2009
Patrick Pierson, M. A.
   Ontario, 2014
Kristin Plapis, B.B.A.
   Riverside, 2010
Niki Santo, M.A.
    Modesto, 2007

Site Directors
Miguel Aranda, M.B.A.
    Menifee, 2014
Xenia Avarca, M.S.
    Santa Clarita, 2012
Rick Boone, M.B.A.
    Culver City, 2013
Richard Carnes, M.A.
    Hanford, 2010
Sandra Handel, B.S.
    Travis AFB, 2012
Roy Martin, M.Ed.
    Yuba City, 2013
Bethany Matos, B.A.
    Lemoore, 2013

Strategic Business Development
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    Assistant Vice Chancellor of Community and Corporate Relations, Irvine, Southern Region, 2011
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    Assistant Director, Special Projects, Monterey, 1997
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    Director of Competency Based Education, National Relations, Irvine, 2014
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    Manager, Marketing and Communications, Irvine, 2012
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    Assistant Director, Outreach Analyst, Fairfield, 2008
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Community and Corporate Relations Managers
Steve Ashton, M.A.
    San Diego, 2010
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Antelope Valley, 2008

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Hanford, 2012

Vinny Johl, M.B.A.
Yuba City, 2012

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Lacey, 2014

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Fairfield, 2013

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Palm Desert, 2010

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Temecula, 2012

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Ontario, 2008

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Carla C. Piper, Professor of Education, Modesto; 1998. B.A., University of Nebraska; M.A., Stanford University; Ed.D., University of the Pacific.

Faith Polk, Assistant Professor of Early Childhood Development, Santa Maria; 2008. B.A., Trinity University; M.A, University of California; Ph.D, Claremont Graduate University.

Isa Ribadu, Assistant Professor of Psychology, Hanford and Visalia; 2008. B.A., California State University, San Bernardino; M.S., Ph.D., Loma Linda University.

Kathleen L. Ringenbach, Associate Professor of Psychology, Antelope Valley; 1993. B.S., East Stroudsburg State College; M.A., Trinity University; M.A., St. Mary’s University; Ph.D., Pennsylvania State University.

Marilou Ryder, Associate Professor of Ed Leadership, Irvine; 2012. B.S., Adelphi University; MS, Syracuse University; Ed.D., University of La Verne.

Monica Shukla, Assistant Professor of Business Administration, Irvine; 2013. B.S., B.A, M.S., M.A., Chapman University.
Cheryl Sjostrom, Assistant Professor of Education, Palm Desert; 2011. B.A. United States International University; M.A. California State University, Los Angeles; Ed.D., University of LaVerne.

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Anne Spillane, Assistant Professor of Special Education, Walnut Creek; 2011. B.A., Simmons College; M.A, University of California, Santa Barbara; Ph.D., Columbia University.

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Frank Weber, Assistant Professor of Psychology, Roseville and Yuba City; 2012. B.S., M.S., Brigham Young University; Ph.D., University of Oregon.

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Leigh Ann Wilson, Assistant Professor of History, Online; 2012. B.A., University of North Alabama; M.S., Kansas State University; Ph.D., University of Memphis.

Rachel A. Winston, Associate Professor of Mathematics, Irvine; 2012. B.S., Syracuse University, Syracuse; M.S., Pepperdine University, Malibu; M.A., California State University, Fullerton; Ph.D., University of Texas at Austin.

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Academic Advisors
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ACADEMIC CAMPUSES

Antelope Valley
   Santa Clarita
Fairfield
   Travis AFB
Irvine
   Culver City
Modesto
Monterey
Ontario
Online
Palm Desert
Riverside
   Menifee
Sacramento Valley
   Roseville
   Yuba City
San Diego
   Oceanside
Santa Maria
Victorville
South San Joaquin Valley
   Hanford
   Lemoore NAS
   Visalia
Walnut Creek
Washington State
   Bangor NSB
   JBLM – Ft. Lewis
   Lacey
   JBLM – McChord Field
   Whidbey Island NAS