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MESSAGE FROM THE CHANCELLOR

Commitment to Access and Collaboration

Established more than 60 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 60 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.

Over the past several years, Brandman has also emerged as a leading pioneer in online competency based education with the development of Brandman MyPath, an innovative solution to one of the biggest challenges in the American workforce. Through Brandman MyPath, Brandman offers accredited associate, bachelor and master’s degrees through new technology, allowing students to move at their own pace in less time than the normal four years while working completely online via a tablet or laptop device.

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 https://www.brandman.edu/ to see how we can help you expand your intellectual and professional horizons.

Gary Brahm
Chancellor
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

### Fall Trimester – September 3, 2019 – December 22, 2019

#### Fall Session I – 2019 – September 3, 2019 – October 27, 2019

- **Last day for 100% Tuition and Fees Refund**: September 1
- **Labor Day (Administrative Offices Closed)**: September 2
- **First day of instruction**: September 3
- **Tuition and Fees Due**: September 3
- **Last day to add classes**: September 8
- **Last day for 90% Tuition Refund**: September 8
- **Last day to drop classes without record of enrollment**: September 15
- **Last day for 80% Tuition Refund**: September 15
- **Last day to withdraw from classes without receiving an “FW”**: October 13
- **Last day for change of grade option**: October 13
- **First day of instruction**: October 28
- **Tuition and Fees Due**: October 28
- **Last day to add classes**: November 3
- **Last day for 90% Tuition Refund**: November 3
- **Last day to drop classes without record of enrollment**: November 10
- **Last day for 80% Tuition Refund**: November 10
- **Thanksgiving (Administration Offices closed)**: November 28, 29
- **Last day to withdraw from classes without receiving an “FW”**: December 8
- **Last day for change of grade option**: December 8
- **Last day of instruction**: December 22
- **All Grades due**: December 23, 2019 – January 12, 2020

### Spring Trimester – January 13, 2020 – May 3, 2020


- **Last day for 100% Tuition and Fees Refund**: January 12
- **First day of instruction**: January 13
- **Tuition and Fees Due**: January 13
- **Last day to add classes**: January 19
- **Last day for 90% Tuition Refund**: January 19
- **Last day to drop classes without record of enrollment**: January 26
- **Last day for 80% Tuition Refund**: January 26

#### Spring Session II – 2020 – March 9, 2020 – May 3, 2020

- **Last day for 100% Tuition and Fees Refund**: March 8
- **First day of instruction**: March 9
- **Tuition and Fees Due**: March 9
- **Last day to add classes**: March 15
- **Last day for 90% Tuition Refund**: March 15
- **Last day to drop classes without record of enrollment**: March 22
- **Last day for 80% Tuition Refund**: March 22
- **Last day to withdraw from classes without receiving an “FW”**: April 19
- **Last day for change of grade option**: April 19
- **Last day of instruction**: May 3
- **All Grades due**: May 11

### Summer Trimester – May 4, 2020 – August 23, 2020

#### Summer Session I – 2020 – May 4, 2020 – June 28, 2020

- **Last day for 100% Tuition and Fees Refund**: May 3
- **First day of instruction**: May 4
- **Tuition and Fees Due**: May 4
- **Last day to add classes**: May 10
- **Last day for 90% Tuition Refund**: May 10
- **Last day to drop classes without record of enrollment**: May 17
- **Last day for 80% Tuition Refund**: May 17
- **Memorial Day (Administrative Offices closed)**: May 25
- **Last day to withdraw from classes without receiving an “FW”**: June 14
- **Last day for change of grade option**: June 14
- **Last day of instruction**: June 28
- **All Grades due**: July 6

#### Summer Session II – 2020 – June 29, 2020 – August 23, 2020

- **Last day for 100% Tuition and Fees Refund**: June 28
- **First day of instruction**: June 29
- **Tuition and Fees Due**: June 29
- **Independence Day Observed (Administrative Offices Closed)**: July 3
- **Last day to add classes**: July 5
- **Last day for 90% Tuition Refund**: July 5
- **Last day to drop classes without record of enrollment**: July 12
- **Last day for 80% Tuition Refund**: July 12
- **Last day to withdraw from classes without receiving an “FW”**: August 9
- **Last day for change of grade option**: August 9
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<td>Last day of instruction</td>
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<td>All Grades due</td>
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Continuing education and professional development courses offered by the School of Extended Education may not adhere to the dates on the academic calendar above. Dates pertinent to registration and refunds vary by course and may be viewed in more detail at www.brandman.edu/extended-education (http://www.brandman.edu/extended-education).

“Information on Degree Conferral and deadlines for Commencement is available in MyBrandman under the Brandman Student Tab”
BRANDMAN AT A GLANCE

Brandman University

History
For more than 60 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.

Over the past several years, Brandman has also emerged as a leading pioneer in online competency based education with the development of Brandman MyPath, an innovative solution to one of the biggest challenges in the American workforce. Through Brandman MyPath, Brandman offers accredited bachelor’s degrees through new technology, allowing students to move at their own pace in less time than the normal four years while working completely online via a tablet or laptop device.

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 Executive Vice Chancellor of Marketing/CMO, and the Executive Vice Chancellor of Advancement and Special Projects. 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, WSCUC-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 WASC Senior College and University Commission (WSCUC) 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), Council of College and Military Educators (CCME), the Online Consortium (OLC) and the University Professional and Continuing Education Association (UPCEA).

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

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

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

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

Values
Innovative: We value new, viable ideas, and rigorously promote them.
Respect: For each other, our students, our communities and our environment.
Service-oriented: Through instruction and guidance we serve the needs of our students with knowledge and skills, putting others before ourselves.
Teamwork: By supporting each other, we can accomplish more than what is possible individually.
Integrity: Our personal and professional behavior is guided by honesty, ethics and conscience.

Enrollment
Nearly 13,000 students are enrolled in 27 academic campuses/sites and online throughout California and Washington.
Faculty
94 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 WASC Senior College and University Commission (WSCUC), Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda California, 94501; (510) 748-9001. The School of Education at Brandman University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs that are offered at campuses listed on the website: https://www.brandman.edu/school-education-overview. The University’s teacher training and credential programs are approved by the California Commission on Teacher Credentialing (CTC). Effective November 7, 2011, the baccalaureate degree program in nursing and the Doctor of Nursing Practice Program at the Musco School of Nursing and Health Professions are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791. The BA Social Work program is accredited by the Council on Social Work Education (CSWE). The Master of Social Work program is a candidate for accreditation by the Council on Social Work Education (CSWE).

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.
**GENERAL INFORMATION**

**Freedom of Speech, Expression and Dissent**

Freedom of speech is an important value within Brandman University's academic community. Students and student organizations may examine, discuss, and debate any topics of interest to them within the framework of academic inquiry (with exceptions of harassing speech, threats of violence, or other perceived violations of the Student Code of Conduct and its appendices). Students may support causes by orderly means which do not disrupt the regular and essential operation of the institution. Without advance written authority from University administration, students and student organizations should not state or indicate that they are speaking on behalf of the University. The complete text of the Freedom of Speech, Expression and Dissent Policy is available in MyBrandman within the Student Code of Conduct appendices section.

**Policy Prohibiting Discrimination and Harassment**

Brandman University is committed to providing an educational and work environment free of unlawful discrimination and harassment in any form, including but not limited to verbal, physical, written, electronically recorded, or visual. As described within the Harassment and Discrimination Policy, Brandman prohibits all forms of discrimination and harassment on the basis of age, race, color, religion (including religious dress and grooming practices), sex (including pregnancy, childbirth, breastfeeding, and/or related medical conditions), gender identity, gender expression, national origin, ancestry, physical and/or mental disability, 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 University agents, employees, and students. It also applies to applicants for admission and employment, vendors, independent contractors, instructors, and other third parties doing business with the University. This policy prohibits retaliation of any kind against individuals who oppose perceived discrimination or harassment or who assist in complaints or investigations regarding potential discrimination or harassment.

**A Note on Sex and Gender-Based Discrimination and Harassment**

Brandman University does not discriminate on the basis of sex in its education programs and activities. The University and Title IX’s prohibition of sex discrimination covers sexual harassment, including sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s age, use of drugs and/or alcohol, or intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion. The University prohibits sex-based and gender-based discrimination and harassment even if those acts do not involve conduct of a sexual nature.

The complete text of the Sex/Gender-Based Discrimination and Harassment Policy is available at https://www.brandman.edu/title-ix.

Inquiries concerning the application of Title IX and complaints regarding suspected acts of sex or gender-based discrimination or harassment, including sexual violence, may be referred to the University’s Title IX Coordinator at: civilrightscomplaints@brandman.edu.

You also have the right to file a complaint with the Department of Education’s Office for Civil Rights – please visit: https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

**Brandman University’s Complaint Policy**

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 Office of Student Concerns (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 (https://my.brandman.edu/sites/student/UniversityPolicies/Pages/Home.aspx) and click on the link for the Office of Student Concerns under the Student Services section.

The Director of Student Conduct and Compliance and the Assistant Registrar, of the Division of Student Services, are the institutional contacts for this process and may be reached at ombuds@brandman.edu.

To complain about a grade, students are asked to contact their academic advisor for assistance with the Grade Challenge Procedure located in MyBrandman. If complaints are regarding Brandman faculty, students are requested to contact their academic advisor, campus director, or academic dean directly.

While we encourage students to first address complaints with the institution, an individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

**Mailing Address:**

Bureau for Private Postsecondary Education

P.O. Box 980818

West Sacramento, CA 95798-0818

**Physical Address:**

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento California, 95833

Phone: (916) 431-6959

Toll Free: (888) 370-7589
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. In those circumstances, students may then contact the OSC for guidance. The OSC provides informal assistance by providing recommended actions to help resolve conflicts and disputes, and/or putting students in 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 of all concerned.

To submit a ticket of concern with the OSC, students may log in to MyBrandman and click on the link for the “Office of Student Concerns” under the “Student” tab.

Library Resources and Services

The Leatherby Libraries’ homepage https://www.chapman.edu/library/ is the starting point for accessing more than 350,000 books, over 160,000 e-books, 317 online databases, and over 70,000 full-text journals, which are available 24/7. Students, faculty, and staff may borrow books and media from the library’s extensive physical collections. Items are sent directly to the borrower’s home via 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. Students may request Individual Research Consultations (IRC) for one-on-one research assistance. Contact the Coordinator of Brandman University Library Services for research assistance, to request a library instruction session, or to schedule an IRC at (800) 344-5756 Ext. 2 or bulib@chapman.edu (bulib@chapman.edu) For weekend assistance, contact the Leatherby Libraries Reference Desk at libweb@chapman.edu / (714) 532-7714 or (800) 344-5756 Ext. 3. A basic guide for navigating the library is available at: http://chapman.libguides.com/brandman_university.

The Office of Accessible Education and Counseling Services

The Office of Accessible Education and Counseling Services at Brandman University is committed to ensuring equal educational access and
opportunities 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 (ADAAA). The Office works individually with each student to develop an effective and comprehensive accommodation plan. The Office also provides comprehensive counseling services to students regarding their academic concerns and assists students in accessing internal and external resources to address their needs.

In addition to providing direct service to our students, the Office of Accessible Education and Counseling 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 Accessible Education and Counseling Services with your Academic Advisor. If you are interested in accommodations and services, access https://www.brandman.edu/accessible-education.

All documents will be kept confidential in the Office of Accessible Education and Counseling 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.

**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**


**Previous Education and Training**

a. Brandman maintains a written record of previous education and training.

b. Transcripts of college-level education are part of the record.

c. The records clearly indicate that appropriate credit has been granted with training periods proportionately shortened and the VA notified.

d. Brandman University maintains an official record of previous education and training of the veteran and active duty military student, 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, the active duty military student, as well as The Department of Veterans Affairs and the respective military branch of the armed forces will be notified of this official evaluation of prior education or training.

**Standards for Maintaining Adequate Records and Policies for Satisfactory Progress**

a. Brandman maintains adequate records to show the progress of each veteran and active duty military student.

b. Records show continued pursuit at the rate for which enrolled and progress being made.

c. Records include final grades in each subject for each session.

d. Cumulative permanent records are maintained to reflect grades in all subjects undertaken.

e. Students are not permitted to enroll repeatedly in courses not attended or withdrawn from, without penalty. A veteran or an active duty military student may repeat a course in which a passing grade has been achieved only when a higher grade is required by the major.

f. The school records will reflect the point in time when educational benefits should be discontinued for unsatisfactory progress, unsatisfactory conduct, and withdrawals. See Academic Probation and Dismissal policy for more detail information.

**Academic Probation and Dismissal**

a. 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.
b. 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. Veteran and active duty military students 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 veteran student is determined to be making unsatisfactory progress resulting in interruption of benefits and/or academic dismissal.

c. No veteran or active duty military 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 courses undertaken, except when there are extenuating circumstances.

**Conduct and Attendance**

a. Brandman enforces a policy relative to standards of conduct and progress as defined in the academic policies and procedures in this catalog.

b. 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.

**Unearned Military Tuition Assistance Policy**

In accordance with the Department of Defense Voluntary Education Partnership Memorandum of Understanding regulations, Tuition Assistance funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. If a Service member officially or unofficially withdraws from a course, Brandman University must return unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the enrollment period. In cases where some or all of the tuition assistance must be returned, the Service member will be responsible for all balances on his or her student account.

In instances when a Service member stops attending due to a military service obligation, the affected Service member will work with Brandman University to identify solutions that will not result in a student debt for the returned portion.

**Requesting your Military and Veteran Benefits**

a. Students who wish to use their Military or VA Education benefits are required to fill out the "Request to Use Military/VA Benefits Form" on MyBrandman Self Service, in order for their respective enrollment to be certified.

b. The student's Brandman primary campus will collect required documents needed for VA benefit certification and validation of military status. Students may be asked for additional and/or updated information at the request of the Military and Veterans Services Department.

**Interrupted Enrollment**

Active Duty Military students who left the University in order to perform military services will be readmitted with the same academic status that he/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.
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, 2020 for the 2020-21 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 Brandman University Office of Postsecondary Education identification number (OPE ID) is 041618.

The preferential filing date for submitting the FAFSA is eight weeks prior to the start of a student’s first session of attendance within an academic year. 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>$660</td>
<td>$400</td>
<td>$330</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctorate of Education (new students)</td>
<td>$1005</td>
<td>$1005</td>
<td>$503</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctorate of Nursing</td>
<td>$1155</td>
<td>$1155</td>
<td>$578</td>
<td>Yes</td>
</tr>
<tr>
<td>Brandman MyPath (Competency Based Education):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per Billing Period/24 Weeks (Two Billing Periods Per CBE Academic Year)*</td>
<td>Minimum # of Units Per Billing Period/24 Weeks</td>
<td>Total per CBE Academic Year/48 weeks*</td>
<td>Cost per Billing Period/24 Weeks (Two Billing Periods Per CBE Academic Year)*</td>
<td>Minimum # of Units Per Billing Period/24 Weeks</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>$3,200</td>
<td>12</td>
<td>$6,400</td>
<td></td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>$3,500</td>
<td>9</td>
<td>$7,000</td>
<td></td>
</tr>
</tbody>
</table>

*CBE Academic Year is defined as 24 units (Bachelor’s Degree) or 18 units (Master’s Degree) in 48 weeks of instruction

### Other Mandatory Fees

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Frequency</th>
<th>Refundable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Text Fee</td>
<td>$145</td>
<td>One-Time</td>
<td>Yes¹</td>
</tr>
<tr>
<td>Lab and Material Fees</td>
<td>Varies by Course</td>
<td>Per Course</td>
<td>Yes²</td>
</tr>
<tr>
<td>Nursing General Fee</td>
<td>$400</td>
<td>One Time</td>
<td>Yes²</td>
</tr>
<tr>
<td>Nursing Advanced Physical Assessment Fee</td>
<td>$800</td>
<td>One Time</td>
<td>Yes²</td>
</tr>
<tr>
<td>Nursing Clinical Fee I</td>
<td>$400</td>
<td>One Time</td>
<td>Yes²</td>
</tr>
<tr>
<td>Nursing Clinical Fee II</td>
<td>$400</td>
<td>One Time</td>
<td>Yes²</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$110</td>
<td>Per Session</td>
<td>Yes²</td>
</tr>
</tbody>
</table>

### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandman MyPath Re-Grade Fee</td>
<td>$100</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Brandman MyPath Re-Assessment attempts (Non-Certification)</td>
<td>$100</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Brandman MyPath Re-Assessment attempts (Certification)</td>
<td>Varies</td>
<td>By Competency</td>
</tr>
<tr>
<td>Brandman MyPath Walmart Associate Contribution Fee</td>
<td>$180</td>
<td>Per Billing Period</td>
</tr>
<tr>
<td>Brandman MyPath Continuation Fee</td>
<td>$100</td>
<td>Monthly⁶</td>
</tr>
<tr>
<td>Comprehensive Exam Fee</td>
<td>$55</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Degree Conferral and Certificate Processing Fee</td>
<td>$150</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Duplicate Diploma Fee</td>
<td>$50</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>DNP Continuing Candidacy Fee</td>
<td>$500</td>
<td>Per Session</td>
</tr>
<tr>
<td>Nursing Clinical Continuation Fee</td>
<td>$500</td>
<td>Per Session</td>
</tr>
<tr>
<td>Practicum Continuation Fee - Undergraduate</td>
<td>$150</td>
<td>Per Session</td>
</tr>
<tr>
<td>Practicum Continuation Fee - Graduate</td>
<td>$300</td>
<td>Per Session</td>
</tr>
<tr>
<td>Ed.D. Continuing Candidacy Fee</td>
<td>$600</td>
<td>Per Session</td>
</tr>
<tr>
<td>Ed.D. Enrollment Deposit Fee</td>
<td>$250</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Education Demonstration of Mastery Portfolio Fee</td>
<td>$150</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Leadership Coaching Fee</td>
<td>$135</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Nursing Hooding and Pinning Fee</td>
<td>$200</td>
<td>One-Time</td>
</tr>
<tr>
<td>Prior Learning Portfolio Assessment Fee</td>
<td>$300</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Returned Item Processing Fee</td>
<td>$25</td>
<td>Per Occurrence</td>
</tr>
<tr>
<td>Teacher Performance Assessment Fee</td>
<td>$125</td>
<td>Per Task</td>
</tr>
<tr>
<td>Teacher Performance Remediation Fee</td>
<td>$125</td>
<td>Per Task</td>
</tr>
<tr>
<td>Teacher Performance Remediation Fee</td>
<td>$125</td>
<td>Per Task</td>
</tr>
</tbody>
</table>
### Tuition and Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
<th>Per Occurrence</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Fee (USPS)</td>
<td>$10</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Transcript Fee (Electronic)</td>
<td>$7.55</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Transcript Fee ( Expedited)</td>
<td>$10+S/H</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Walmart Associate Contribution Fee 5</td>
<td>$60</td>
<td>Per Session</td>
<td>No2</td>
</tr>
</tbody>
</table>

1. If returned unused/unopened and not activated prior to the first day of classes. No refund on or after the 1st day of the session.
2. If course is dropped prior to the first day of the session. No refund on or after the 1st day of the session.
3. See Brandman MyPath Tuition Refund Policy below.
4. See Brandman MyPath section of the Academic Catalog for more detail.
5. Applies to Walmart associates in academic programs fully covered by employer.
6. Starting 8th month of billing period and continuing until the end of the billing period.

### 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 for credit hour programs other than Brandman MyPath and School of Extended Education. Please see Academic Calendar section for specific trimester dates.

<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>

For more information about your state’s specific refund policies, if available, please refer to the State Authorization section online or in the catalog.

**Brandman MyPath 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 attendance and completes a substantive academic activity.

**School of Extended Education Tuition and Refund Policies**

The School of Extended Education provides courses and programs to non-matriculated students providing opportunities for continuing education outside of the traditional degree program. Tuition is set based on the individual programming and may vary from the standard tuition policies governing the degree programs. For the most up-to-date tuition on courses and programs offered through the School of Extended Education, as well as specific refunding policies, please visit the website at https://www.brandman.edu/academic-programs/extended-education.

**Important Note**

It is every student’s responsibility to review their student account periodically 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. If the balance remains unpaid, interest accrues from the term start date. It is a fixed, simple interest rate. Brandman University reserves the right to change interest rate at any time without notice.
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

Prospective 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.

Prospective students must have the following for admission to Brandman University:

1. Twelve (12) or more transferable credits which may consist of all or any combination of the following credit types: Brandman University coursework, coursework from regionally accredited post-secondary institution(s), military, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP, (College Level Examination Program), Defense Language Proficiency Examination (DLAT/DLPT) and DANTES Subject Standardized Test (DSST) scores, and ACE or Brandman evaluated trainings.

2. Cumulative GPA of 2.0 or higher for courses from regionally accredited institutions.

3. As applicable, evidence of high school completion or equivalent.

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 institutions attended. Credits from regionally accredited institutions may be accepted in transfer.

3. University approved Other Credit Opportunities may be accepted in transfer.

4. 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.

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 will not receive credit for courses taken 10 or more years prior to the date of 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 coursework completed ten or more years ago prior to the date of admission. The Academic Fresh Start Acknowledgement Form must also be completed. Coursework taken within ten years prior to the date of admission must meet current admission requirements. This coursework cannot be ignored. A minimum of 2.0 cumulative GPA in college-level coursework taken within 10 years of the date of admission is required for formal acceptance into an undergraduate degree program.

Students admitted or readmitted to Brandman University under Academic Fresh Start may elect to use the provisions of this program at Brandman University 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. More information is available at https://www.brandman.edu/

Admission for International Students and Applicants with International Academic History

Brandman University can accept students to the Online Campus or an on-ground campus. Not all programs are open for international students. Not all Visa types can be accepted to Brandman University on-ground campuses. Please see https://www.brandman.edu/ for specific admission requirements.

If attending an on-ground campus, International Student must provide a copy of their visa. International Students and other Applicants with International Academic History must also provide:

• Foreign Transcripts: Original (or notarized copy) transcripts in the native language must be submitted with an International Transcript Translation in English.

• Copy of diploma: Students who have completed a degree must also submit a copy of their diploma in the native language along with an International Diploma Translation in English.

Once all the required documents are received, Brandman will complete a credential evaluation of the international transcripts and supporting documents to determine eligibility.

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”. 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, with the exception of those enrolled in a Brandman approved dual credit program. 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.

**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. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

### 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.

Admission for International Students and Applicants with International Academic History

Brandman University can accept students to the Online Campus or an on-ground campus. Not all programs are open for international students. Not all Visa types can be accepted to Brandman University on-ground campuses. Please see https://www.brandman.edu/ for specific admission requirements.

If attending an on-ground campus, International Student must provide a copy of their visa. International Students and other Applicants with International Academic History must also provide:

- Foreign Transcripts: Original (or notarized copy) transcripts in the native language must be submitted with an International Transcript Translation in English.
- Copy of diploma: Students who have completed a degree must also submit a copy of their diploma in the native language along with an International Diploma Translation in English.

Once all the required documents are received, Brandman will complete a credential evaluation of the international transcripts and supporting documents to determine eligibility.

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 (p. 20)
- Undergraduate Competency-Based Academic Policies and Procedures (p. 30)
- Graduate Credit-Hour Academic Policies and Procedures (p. 36)
- Graduate Competency-Based Academic Policies and Procedures (p. 46)
- Undergraduate Credit Hour Degree Requirements (p. 51)
- Undergraduate Competency-Based Degree Requirements (p. 51)

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), 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.

Traditional Credit–Hour Based Alternative Pathways to Undergraduate Admission

BrandmanTrack—A 12 credit opportunity

BrandmanTrack provides prospective Brandman undergraduate degree seeking students with an opportunity to obtain 12 credits to meet an admission requirement for Brandman or other institutions. In order to be admitted to a degree program, student must meet all applicable degree program admission requirements. This program is provided in multiple modalities in order to provide alignment with the student's intended degree program choices.

Following is the description and requirements for our traditional online or blended approach. Our traditional course-based program is perfect for students who:

- Operate better in an environment where deadlines are given to you and the weekly workload is more predictable
- Prefer to learn in a classroom environment with weekly assignments and set due dates
- Enjoy direct weekly interactions with classmates
- Want the pacing of Brandman defined start and end dates for each 8 week course
- Have an interest in one or more of the traditional online or blended Brandman undergraduate degree program disciplines

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 100</td>
<td>Student Success Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POSU 110</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>HUMU 250</td>
<td>Humanities in the Digital Culture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Students in this program are not eligible for financial aid. Registration into the program is granted to individuals who have a high school diploma or equivalent.

Change of Undergraduate Degree Modality

Students wishing to transfer from a credit hour modality to a competency-based modality or from a competency based modality to a credit hour modality within Brandman University should consult with their advisor and One Stop Student Services. A modality change between academic levels such as AA to BBA is not counted as one of the two modality changes allowed at the undergraduate level. A maximum of two modality changes will be allowed at the undergraduate level.

Transfer Credit Policies

General Transfer Credit Policy

Brandman University accepts 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 General Education Basic Skills and Breadth requirements. LBSU 302 Information Fluency and
Academic Integrity and LBSU 304 Liberal Arts Core Foundations must be taken at Brandman University.

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. The course for which the student seeks credit with a portfolio must appear in the current year’s catalog, 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 in the portfolio 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 University. Acceptance of such credits for transfer to other institutions is solely at the discretion of that institution. Students interested in portfolio assessment should consult the Prior Learning Assessment Portfolio Instructions document and their advisor before beginning work on a portfolio.

Separate fees apply for each portfolio submitted.

Prior Learning Assessment by Portfolio Regulations
1. Credit by portfolio is only available for credit based 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 student's 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 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.
11. Students may petition the evaluation results using the grade appeal process in the current University catalog.

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 Numbers</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 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 should 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. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- 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, blog, completing assignments including journal entries, or taking quizzes and exams.
- 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.

Course Cancellation Policy
Brandman University reserves the right to cancel or postpone a class. If a course is cancelled, Brandman University will make reasonable efforts to help the student find an alternative course. However, if no such course is available, the student is entitled to a full refund of tuition and fees relating to the cancelled class.

Add/Drop Policy (refer to tuition and unit based fees policy for additional information)
To add a class, a student must do so through MyBrandman Self Service 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 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, the student, who wishes to withdraw from a course, must do so by the end of the sixth week, either via MyBrandman Self Service, by telephone or in person at their campus. A grade of "W" will appear on the student's transcripts indicating the withdrawal. 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. It is the student's responsibility to officially withdraw from a course and verify that he/she has been dropped. Students cannot drop a course beyond the sixth week of the session. 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. 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.

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 reenrolled 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.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

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 designated 500 graduate level courses without Dean approval. Students with senior standing and admitted to one of Brandman's approved accelerated programs may enroll in required 600 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>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>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. Information about courses that require letter grades only can be found in the major program requirements. Information about courses that allow a P/NP as the grading option are found 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.

Disclaimer for Programs with On-ground Placements, Clinicals, Internships
As an institution with students nationwide, Brandman University monitors each state’s laws and the requirements of each agency therein that regulates Higher Education. We strive to maintain the appropriate approvals in each state, but with hundreds of state agencies nationwide, each having their own (and often changing) requirements, we can make no guarantees. If it comes to our attention that we must seek State Authorization or complete an approval process, we will take the appropriate steps as
quickly as possible. However, your internship or clinical placement at a particular site could be affected or could be prohibited if we are unable to obtain the State authorization or approval on a timely basis. Should you have questions or concerns, please contact your Clinical Coordinator who can assist further.

**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.

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.
2. Identify procedures for the Governance and Appeals Committee (GAC) hearing cases involving such violations as outlined below.

If a student requests a GAC hearing within the required deadline, the GAC will notify the student of the scheduled GAC hearing date. After receipt of the hearing date, the student should be aware of the following in preparation for the hearing:

- The GAC will review all evidence provided by the University and the student during the initial Academic Integrity Violation petition review by the Dean or Dean's Designee. Any additional evidence should be submitted to the GAC chair at least 3 business days prior to the scheduled hearing.
- The hearing is for the student to appeal the decision and/or sanction of the Dean or Dean's Designee. The student will be given the opportunity to explain why he/she feels the Dean's or Dean's Designee's decision and/or sanction is not appropriate based on the evidence.
- The student may have a support person present during the hearing, but only the student will be allowed speak during the GAC hearing, unless the GAC panel directly addresses the support person during their questioning.
- The GAC panel will ask clarifying questions to the student after the student presents his/her appeal.
- At the conclusion of the GAC panel's questioning, the student will be given one last opportunity to state his/her case for appeal.

Note: All other process/procedures for the GAC hearing are governed by the Brandman University Student Conduct Code, where applicable. The Student Conduct Code is available in MyBrandman.

### 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, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Cheating includes:

1. Unauthorized copying from the work of another student, with or without that student's consent.
2. Using notes or other unauthorized material during a test period.
3. Having another person do all or a substantive part of the work.

Working with Brandman's Online Writing and Math Community is encouraged.

It is also an academic integrity violation to falsify any academic records or documents. This includes falsely reporting attendance or participation in any field-work or clinical practicum 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, or a repeated course, or to satisfy a program requirement, is academic dishonesty, unless the instructor(s) receiving the duplicated work agree(s) beforehand, in writing, to accept such work.

Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment is also academic dishonesty, unless the course instructor agrees beforehand, in writing, to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include transcripts, add/drop forms, or any academic form that has been falsified or wherein 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

The procedures below apply both to current students, and to former students for whom information is discovered after the time of course completion, program requirement completion, and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

In cases involving a single academic integrity violation concerning one assignment in one course, the following action should be taken:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through Brandman e-mail, by phone, via a virtual meeting, or in person. If the transgression occurs during class (e.g., 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, in a virtual meeting, or via 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, no further action is required, and the Academic Integrity Violation and Sanction 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 Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyBrandman. The Director of
Academic Support and Curriculum will determine whether this is the student’s first, second, or successive academic integrity violation at Brandman.

4. If this is the student’s first reported academic integrity violation at Brandman, the following procedure is followed:
   a. The completed Academic Integrity Violation and Sanction Form is emailed 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. If the case is not resolved by the end of the session or the timeline for petition and appeals has not been exhausted, the instructor should enter the grade “AR” (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.
   b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an advisor to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
   c. The Dean or the Dean’s Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean’s Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the instructor’s sanctions. The Dean will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
   d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
   e. A student has the right to appeal within 30 days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with Brandman academic policy/guidelines. An appeal 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. In cases involving multiple academic integrity violations concerning more than one assignment in the same course, the following action should be taken:
   a. For the student’s first reported academic integrity violation within a course, the procedure in either B1-4e or 6a-c is followed depending upon whether the student has prior academic integrity violations at Brandman University.
   b. For a student’s second and successive violations within a single course, the instructor must communicate with the student as soon as possible after each violation. After the deadline for the final course assignment but before final grades are filed, the instructor should then submit a second Academic Integrity Violation and Sanction Form that includes all successive violations and the assignments that they involve. On this second form, the instructor should cite one sanction for each violation reported on the form, or one sanction for all violations reported on the form. A second or successive violation in the same course will be treated as the student’s second or successive academic integrity violation at Brandman, and the procedure described below in 6a – 6c is followed at this point. As the case will not be resolved by the end of the session, the instructor should assign the student a course grade of “AR” (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

6. If this is the student’s second or successive academic integrity violation at Brandman University, the following procedure is followed:
   a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the course before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students’ prior Academic Integrity Violation and Sanction Form(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 he or she 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 his or her decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
   b. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor and, when possible, attempt to contact the involved faculty member (and may also contact the involved student as part of the investigation. The Dean or the Dean’s Designee will review documentation from the student’s prior academic integrity violations, if any. If the Dean or the Dean’s Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not
limited to, change of course grade and/or retroactive dismissal resulting in revocation of the student’s degree.

b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 30 calendar days of transmission of the Dean’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student and Dean of the decision.

c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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.

8. A formal dismissal for a violation of academic integrity will be recorded on the student’s official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

9. Once an academic integrity allegation and sanction have been resolved and finalized, the course grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. 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.

Coercion regarding grading or evaluation of coursework, or any administrative petition: Threatening personal or professional repercussions or discipline against an instructor (or faculty), to coerce the instructor to change a grade or otherwise evaluate the student’s work by criteria not directly reflective of coursework or threatening personal or professional repercussions or discipline against an administrator to coerce a course of action not supported in fact is strictly prohibited.

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 available 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. Challenges to allegations of academic integrity violations such as plagiarism must be submitted and adjudicated under the academic integrity policies and procedures, not under the grade challenge policies and procedures.

Faculty/Instructors may change final grades after initial submission only for clerical error. Clerical error revisions are submitted by the instructor via the Grade Change form located on Self-Service for Faculty. 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.

Grade Challenge Procedure

1. Instructors must carry out a grade review process with the student within 15 calendar days of the student request, and notify the dean the results of that review. All grade changes will be submitted via the Grade Change form located on Self-Service for Faculty.

2. If after meeting with the instructor the grade dispute is not resolved, the student may submit a written request for review by the Dean/Dean’s designate. That request for review must be submitted utilizing the Grade Review form within 30 calendar days of the official response to the student by the instructor. This appeal must provide a) the rationale for the request for review, and b) all supporting documentation related to the request, including verification that the student has been in contact with the instructor as specified in step a. An example of verification would be an email from the instructor verifying the grade review meeting with the student, or an email verification that the instructor was not able to meet with the student.
3. If the Dean finds merit in the student’s request, the Dean will review the grade assignment, determine a final grade, and notify the student and instructor of the results via Brandman email. The final grade may be higher, lower, or the same as the grade originally assigned by the instructor.

4. If the Dean does not find merit in the request, the student and instructor will be notified and the grade will stand. The Dean’s finding of a lack of merit in a student’s request for grade review is not subject to appeal.

5. The student may submit an appeal to the Provost within 30 calendar days of the notification of the Dean’s decision. Appeals must be based upon one of the following:
   a. Additional relevant information which the student did not have at the time of the original request/automatic request is now available for consideration.
   b. Grade challenge procedures were not followed in accordance with Brandman academic policy/guidelines.
   c. The grade determination did not follow guidelines established within the course syllabus.

6. The Provost may determine:
   a. The appeal does not meet the additional criteria and deny the request; or
   b. The appeal does show that one of the appellate criteria has been met, and
      i. will refer the request back to the Dean for final review (not subject to appeal); or
      ii. will determine a final grade.

7. All decisions by the Provost are final and binding.

To submit a Grade Challenge Form, please contact your Academic Advisor.

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 overall GPA (includes Brandman institutional coursework and transfer coursework) 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.

Veteran and Active Duty 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. If currently enrolled in a course, a student has 30 days from the end of the course to appeal the academic dismissal decision. Appeal decisions will only be considered if there is 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 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 submitting a written request to the appropriate School Dean and submit a new application. The School Dean will make the re-admission decision. All students who return after academic dismissal will be placed in a probation status.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding academic probation and dismissal.

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

- Students may file a petition to request an exception to Brandman University policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student’s control.
- Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the Brandman Petition/Request location within 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

Degree Conferral
Degree conferral is an automatic process; students do not need to apply for degree conferral. Degree conferral is the result of the official program evaluation from Degree Works reflecting all requirements complete. The Degree Conferral date is final and is not subject to a request for back dating.

More information on Degree Conferral is available on MyBrandman.

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 https://www.brandman.edu/commencement or contact your academic advisor.

Diplomas and Transcripts
Diplomas are mailed out approximately three to six 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. 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.

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.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self-Service. For further processing and fee information, please visit the following link: http://www.brandman.edu/transcripts.

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 Brandman MyPath competency-based degree programs 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
An academic year for the Brandman MyPath competency-based education program consists of at least 24 units and 48 weeks of instruction. Unlike the traditional academic calendar, the Brandman MyPath program has no semesters, trimesters, quarters, or other terms with set beginning and ending dates. Instead, the academic year begins on the day that a student completes the first substantive academic activity (starts attendance) and ends when both the minimum 24 units and 48 weeks of instruction have been completed. Since the program is self-paced, students may earn more than 24 units in a 48-week period, or students can take more than 48 weeks to earn the 24 units.

In addition, there is a two-week break scheduled for December and June of each year in which teaching does not take place; therefore, these weeks do not count toward completion of the 48 weeks of instruction.

The breaks for the 2019-2020 Academic Year are:

• Winter Break: December 15th, 2019 through December 28th, 2019
• Summer Break: June 14th, 2020 through June 27th, 2020

Tuition
Brandman University reserves the right to change tuition and fee rates at any time without notice. Tuition is billed at a flat rate each billing period in the competency-based academic year. The competency-based academic year consists of two billing periods and is defined as a minimum of 24 units and 48 weeks of instruction. The student pays for the time, not by credit hour or by course. The student starts their competencies any time and completes as many as they would like, or are able to, during the billing period.

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.

Brandman MyPath Alternative Pathways to Undergraduate Admission
BrandmanTrack-A 12 credit opportunity

BrandmanTrack provides prospective Brandman undergraduate degree seeking students with an opportunity to obtain 12 credits to meet an admission requirement for Brandman or other institutions. In order to be admitted to a degree program, student must meet all applicable degree program admission requirements. This program is provided in multiple modalities in order to provide alignment with the student’s intended degree program choices.

Following is the description and requirements for Brandman’s MyPath approach. Our Brandman MyPath format is the right program for students who:

• Are a self motivated learner that wants to dictate your own learning pace
• Have prior work experience that could apply to certain subject matter areas, for example a marketing manager without formal coursework may move through some of the marketing competencies at a faster rate than a student who does not have the same work experience
• Prefer to work in a self-directed environment without set due dates for each assignment and the ability to complete a competency in less than the time it takes to complete a traditional 8 week course
• Have an interest in Brandman’s MyPath Bachelor of Business Administration (BBA) or Bachelor of Science in Information Technology (BSIT)

Competencies

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTC 305</td>
<td>Fundamentals of Consumer Behavior</td>
</tr>
<tr>
<td>HUMC 115</td>
<td>Human Experience</td>
</tr>
<tr>
<td>MKTC 301</td>
<td>Fundamentals of Marketing</td>
</tr>
<tr>
<td>ENGC 103</td>
<td>Written Communications Level A</td>
</tr>
<tr>
<td>MGTC 301</td>
<td>Fundamentals of Management</td>
</tr>
</tbody>
</table>

Students in this program are not eligible for financial aid. Registration into the program is granted to individuals who have a high school diploma or equivalent.

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, HiSET or GED equivalent for students with less than 12 transferable credits.

**Admission Requirements**

**Students with 12 or more transferable credits**
Students with 12 or more transferable credits are required to have a minimum 2.0 cumulative GPA in all prior coursework or mastery of the competency-based Brandman Track.

**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, HiSET or GED equivalent.
2. High school cumulative GPA of 2.0.
   a. Successful completion of a transferable course to ENGU 103 Writing and Rhetoric or ENGU 104 Writing About Literature (grade of B- or higher) waivers admissions test in English.
   b. Successful completion of a transferable course to MATU 103 Applied Mathematics or higher (grade of B- or higher) waivers admissions test in Math.

**Change of Undergraduate Degree Modality**
Students wishing to transfer from a competency-based modality to a credit hour modality or from a credit hour modality to a competency based modality within Brandman University should consult with their academic coach and One Stop Student Services. A maximum of two modality changes will be allowed at the undergraduate level. A modality change between academic levels such as AA to BBA is not counted as one of the two allowed modality changes. A modality change as a result of an academic dismissal from a competency based modality will not be considered as one of the two allowed changes.

**Transfer Credit Policies**

**Articulation/Transferability of Coursework**
Transfer courses will be evaluated for articulation of competencies through the following methodology:

1. 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 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.

Transfer credit for competencies may be granted for coursework where the content addresses all of the content for a particular competency or satisfies a subject matter requirement represented within the general education breadth area(s).

**Other Credit Opportunities**
Brandman University recognizes that adult learners are diverse and that they bring a wealth of life experiences to the classroom. These experiences 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 a coach concerning the degree applicability. Brandman MyPath programs require verification of B- or better for all articulated credit.

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 college level examination 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.

- Credit by exam may be accepted for credit as transcribed by the exam provider if the exam was provided by a regionally accredited institution.
- Students may receive credit for selected competencies in the current Brandman University catalog by satisfactorily completing the end of the competency assessment.

**Military Credit**
Brandman evaluates credit for both military service and military coursework for academic credit using ACE guidelines.

**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.

**Workforce Development Trainings**
Brandman University evaluates workforce development trainings and may award credit toward specified degree requirements. Refer to the Brandman website for a complete list of these trainings.

**Transferring from Brandman University**
The purpose of the Brandman University's competency-based programs are 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 programs are 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 at the discretion 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 from Brandman University to another institution should order an official transcript of their Brandman University academic work. An official transcript may be sent directly to the transfer institution upon request by the student. Transcript ordering information can be found at http://www.brandman.edu/transcripts.

4. The Brandman University transcript will be a straight line listing of competencies completed with the corresponding "M" grade for Mastery. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed.

Attendance Policy
All Competency-based students must adhere to the attendance policy as described in the Student Handbook for the Competency-based program.

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 advice and approval of their academic coach.

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

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 two years 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 two years, 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 good standing, and who continued inactivity will result in an administrative withdrawal. Inactive students who fail to reestablish contact with the academic coach and the competency course material for 28 consecutive days will be administratively (unofficially) withdrawn from the program 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 MyBrandman portal
2. In person, by visiting the Student Services office
3. By U.S. mail
4. By email from the student’s official Brandman University 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 an academic coach to discuss if a credit-hour program (e.g., blended or online) may be a better fit.

Grading System
In competency-based programs, grades are recorded as Mastered and a grade point average (GPA) is not calculated by the University.

M is for Mastery of Competency. Certifies successful completion of the course of study with a minimum grade of “B” or better or a 3.00 grade point equivalency (credit awarded, not calculated in GPA).

AR is for Administrative Review, a grade given when a student’s work is under review (e.g., due to grade appeals). A grade of “AR” will be removed upon completion of the review.

W signifies that a student has voluntarily withdrawn from a competency.

WX signifies that the student failed to demonstrate mastery in a competency after the maximum number of summative assessment attempts allowed.

WA signifies the student was administratively withdrawn due to failure to engage within a required timeframe.
Academic Dismissal
If a student fails to demonstrate mastery in a competency after a maximum number of Final Assessment attempts allowed in a competency, the student will be administratively withdrawn from the program and the action of dismissal will be placed on the official transcript. For competencies with external certification exams as the Final Assessment, students are allowed the number of attempts as set forth by the certifying organization. For all other competencies, the maximum number of Final Assessments is three.

Assessment Retake and Grade Review Policy
Retaking Final Assessments
Any student who does not demonstrate mastery on a Final Assessment attempt must meet with the tutorial faculty to develop a learning plan for the student, unless the attempt is the last one allowed in the competency. This learning plan will be developed based on Final Assessment report feedback and will provide the student with a detailed description of areas the student should focus on prior to the subsequent attempt.

Grade Review Policy: Final Assessments
For Level II Final Assessments, students may request a second grading 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 demonstrates mastery according to the second grading.

Dual Enrollment Policy
Students enrolled in a competency-based 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.

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.
2. Identify procedures for the Governance and Appeals Committee (GAC) hearing cases involving such violations as outlined below.
   If a student requests a GAC hearing within the required deadline, the GAC will notify the student of the scheduled GAC hearing date. After receipt of the hearing date, the student should be aware of the following in preparation for the hearing:
   • The GAC will review all evidence provided by the University and the student during the initial Academic Integrity Violation petition review by the Dean or Dean’s Designee. Any additional evidence should be submitted to the GAC chair at least 3 business days prior to the scheduled hearing.
   • The hearing is for the student to appeal the decision and/or sanction of the Dean or Dean’s Designee. The student will be given the opportunity to explain why he/she feels the Dean’s or Dean’s Designee’s decision and/or sanction is not appropriate based on the evidence.
   • The student may have a support person present during the hearing, but only the student will be allowed speak during the GAC hearing, unless the GAC panel directly addresses the support person during their questioning.
   • The GAC panel will ask clarifying questions to the student after the student presents his/her appeal.
   • At the conclusion of the GAC panel’s questioning, the student will be given one last opportunity to state his/her case for appeal.

Note: All other process/procedures for the GAC hearing are governed by the Brandman University Student Conduct Code, where applicable. The Student Conduct Code is available in MyBrandman.

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, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Cheating includes:
1. Unauthorized copying from the work of another student, with or without that student’s consent.
2. Using notes or other unauthorized material during a test period.
3. Having another person do all or a substantive part of the work.

Working with Brandman’s Online Writing and Math Community is encouraged.

It is also an academic integrity violation to falsify any academic records or documents. This includes falsely reporting attendance or participation in any field-work or clinical practicum 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, or a repeated course, or to satisfy a program requirement, is academic dishonesty, unless the instructor(s) receiving the duplicated work agree(s) beforehand, in writing, to accept such work.

Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment is also academic dishonesty; unless the course instructor agrees beforehand, in writing, to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include transcripts, add/drop forms, or any academic form that has been falsified or wherein 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.
In a certification-based Final Assessment, students must also adhere to rules and policies posted by the certification agency.

B. Procedures for Hearing and Investigation

The procedures below apply both to current students, and to former students for whom information is discovered after the time of competency completion, program requirement completion, and/or degree completion regarding alleged academic integrity violation that occurred during the time of the student’s enrollment.

In cases involving academic integrity violations, if the involved tutorial faculty and/or Quality Assurance Manager has found evidence that a student has violated the University standards, the following action should be taken:

1. The involved tutorial faculty and/or Quality Assurance Manager must communicate with the student in private to address the possible violation. The involved tutorial faculty and/or Quality Assurance Manager’s communication may be through written feedback on an assignment, through Brandman e-mail, by phone, via a virtual meeting, or in person. The student is expected to meet with the involved tutorial faculty and/or Quality Assurance Manager (either face-to-face, by phone, in a virtual meeting, or via 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 involved tutorial faculty and/or Quality Assurance Manager is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.

3. If the involved tutorial faculty and/or Quality Assurance Manager determines that there has been a substantiated violation of academic integrity, then the involved tutorial faculty and/or Quality Assurance Manager completes the Academic Integrity Violation and Sanction Form on this violation, citing the sanction. The form can be found in the faculty area of MyBrandman. The Director of Academic Support and Curriculum will determine whether this is the student’s first, second, or successive academic integrity violation at Brandman.

4. If this is the student’s first reported academic integrity violation at Brandman, the following procedure is followed:
   a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, involved tutorial faculty and/or Quality Assurance Manager, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program prior to final resolution of the case.
   b. If the student does not agree with the sanctions imposed by the involved tutorial faculty and/or Quality Assurance Manager, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an academic coach to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
   c. The Dean or the Dean’s Designee will review the petition and contact the involved tutorial faculty and/or Quality Assurance Manager (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean’s Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the sanctions. The Dean or the Dean’s Designee will notify the student and involved tutorial faculty and/or Quality Assurance Manager of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
   d. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean’s Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s or the Dean’s Designee’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the involved tutorial faculty and/or Quality Assurance Manager, and the Dean or the Dean’s Designee of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
   e. A student has the right to appeal within 30 days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with Brandman academic policy/guidelines. An appeal 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 successive academic integrity violation at Brandman University, the following procedure is followed:
   a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and involved tutorial faculty and/or Quality Assurance Manager. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form(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 or he sees fit to sustain, overturn, or modify the involved tutorial faculty and/or Quality Assurance Manager’s sanctions based on the student’s current and prior violations. The Dean will notify the student and involved tutorial faculty and/or Quality Assurance Manager of his or her decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
   b. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean’s Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s or the Dean’s Designee’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, involved tutorial faculty and/or Quality Assurance Manager, and Dean or Dean’s Designee of the decision.
   c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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 student has already completed the competency or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:

   a. The Dean or the Dean’s Designee will investigate the allegations and, when possible, attempt to contact the involved tutorial faculty member and/or Quality Assurance Manager, and the involved student, as part of the investigation. The Dean or the Dean’s Designee will also review documentation from the student’s prior academic integrity violations, if any. If the Dean or the Dean’s Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of grade and/or retroactive dismissal resulting in revocation of the student’s degree.

   b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 30 calendar days of transmission of the Dean’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student and Dean of the decision.

   c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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.

7. A formal dismissal for a violation of academic integrity will be recorded on the student’s official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

8. Once an academic integrity allegation and sanction have been resolved and finalized, the competency grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. 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 three to six 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. Diplomas and/or transcripts will not be released if the student has an active diploma/transcript hold as in the Self-Service Holds section in MyBrandman.

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 in progress or not completed will not be reflected on the academic record/transcript. Competencies, that were not successfully completed, will be reflected on the academic record/transcript with a “WX” grade as well as an academic dismissal notation 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.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self-Service. For further processing and fee information, please visit the following link: [http://www.brandman.edu/transcripts](http://www.brandman.edu/transcripts).
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 the MA in Psychology program, the Master of Social Work program, the Ed.D in Organizational Leadership program or to any of the School of Nursing and Health Professions programs will be admitted to the Catalog based on the program start date and not the admission date. (See MA in Psychology, Master of Social Work, School of Nursing and Health Professions and Education 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 Degree Works 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)

<table>
<thead>
<tr>
<th>Course Numbers</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 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>0001-0999</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>

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.

Change of Graduate Degree Modality
Students wishing to transfer from a credit hour modality to a competency-based modality or from a competency based modality to a credit hour modality within Brandman University should consult with their advisor and One Stop Student Services. A maximum of two modality changes will be allowed at the graduate level.

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 the second area of emphasis is completed after the initial degree has been awarded, the student will not be issued an updated diploma, nor will the student be allowed to participate in the commencement ceremony a second time. However, the second emphasis will appear on the student’s official Brandman University transcript.

Transfer 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 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 should 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. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
• 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, blog, completing assignments including journal entries, or taking quizzes and exams.
• 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.

Course Cancellation Policy
Brandman University reserves the right to cancel or postpone a class. If a course is cancelled, Brandman University will make reasonable efforts to help the student find an alternative course. However, if no such course is available, the student is entitled to a full refund of tuition and fees relating to the cancelled class.

Add/Drop Policy
(refer to tuition and unit based fees policy for additional information)
To add a class, a student must do so through MyBrandman Self Service 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 by the end of the second week of the session. Drops that are officially processed prior to or by the end of the second week will not appear on the student’s transcripts. After the second week of the session, students who wish to withdraw from a course must do so by the end of the sixth week, either via MyBrandman Self Service, by telephone or in person at their campus. A grade of “W” will appear on the student’s transcripts indicating the withdrawal. 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. It is the student’s responsibility to officially withdraw from a course and verify that he/she has been dropped. Students cannot drop a course beyond the sixth week of the session. 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. 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.

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.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

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.

**D** Unacceptable work. No credit is awarded toward graduation or program requirements.

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

**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 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, dissertation, project or Nursing clinical hours. An SP may also be given for zero credit courses. It is not a final grade. Upon completion, 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 used to calculate grade point average

All grades are on a 4.0 scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</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>

### 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.

Disclaimer for Programs with On-ground Placements, Clinicals, Internships
As an institution with students nationwide, Brandman University monitors each state’s laws and the requirements of each agency therein that regulates Higher Education. We strive to maintain the appropriate approvals in each state, but with hundreds of state agencies nationwide, each having their own (and often changing) requirements, we can make no guarantees.

If it comes to our attention that we must seek State Authorization or complete an approval process, we will take the appropriate steps as quickly as possible. However, your internship or clinical placement at a particular site could be affected or could be prohibited if we are unable to obtain the State authorization or approval on a timely basis. Should you have questions or concerns, please contact your Clinical Coordinator who can assist further.

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.

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.
2. Identify procedures for the Governance and Appeals Committee (GAC) hearing cases involving such violations as outlined below. If a student requests a GAC hearing within the required deadline, the GAC will notify the student of the scheduled GAC hearing date. After receipt of the hearing date, the student should be aware of the following in preparation for the hearing:

• The GAC will review all evidence provided by the University and the student during the initial Academic Integrity Violation petition review by the Dean or Dean’s Designee. Any additional evidence should be submitted to the GAC chair at least 3 business days prior to the scheduled hearing.
• The hearing is for the student to appeal the decision and/or sanction of the Dean or Dean’s Designee. The student will be given the opportunity to explain why he/she feels the Dean’s or Dean’s Designee’s decision and/or sanction is not appropriate based on the evidence.
• The student may have a support person present during the hearing, but only the student will be allowed speak during the GAC hearing, unless the GAC panel directly addresses the support person during their questioning.
• The GAC panel will ask clarifying questions to the student after the student presents his/her appeal.
• At the conclusion of the GAC panel’s questioning, the student will be given one last opportunity to state his/her case for appeal.

Note: All other process/procedures for the GAC hearing are governed by the Brandman University Student Conduct Code, where applicable. The Student Conduct Code is available in MyBrandman.

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, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Cheating includes:
1. Unauthorized copying from the work of another student, with or without that student’s consent.
2. Using notes or other unauthorized material during a test period.
3. Having another person do all or a substantive part of the work. Working with Brandman’s Online Writing and Math Community is encouraged.

It is also an academic integrity violation to falsify any academic records or documents. This includes falsely reporting attendance or participation
in any field-work or clinical practicum 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, or a repeated course, or to satisfy a program requirement, is academic dishonesty, unless the instructor(s) receiving the duplicated work agree(s) beforehand, in writing, to accept such work.

Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment is also academic dishonesty, unless the course instructor agrees beforehand, in writing, to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include transcripts, add/drop forms, or any academic form that has been falsified or wherein a professor’s signature, or anyone else’s signature, has been forged or altered.

Failing to report any previous academic work presented at another course, or a repeated course, or to satisfy a program requirement, than the registered student, participate in online course activities.

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

**B. Procedures for Hearing and Investigation**

The procedures below apply both to current students, and to former students for whom information is discovered after the time of course completion, program requirement completion, and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

In cases involving a single academic integrity violation concerning one assignment in one course, the following action should be taken:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through Brandman email, by phone, via a virtual meeting, or in person. If the transgression occurs during class (e.g., 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, in a virtual meeting, or via 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, no further action is required, and the Academic Integrity Violation and Sanction 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 Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyBrandman. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at Brandman.

4. If this is the student's first reported academic integrity violation at Brandman, the following procedure is followed:
   a. The completed Academic Integrity Violation and Sanction Form is emailed 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. If the case is not resolved by the end of the session or the timeline for petition and appeals has not been exhausted, the instructor should enter the grade "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an advisor to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

c. The Dean or the Dean's Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the instructor's sanctions. The Dean will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.

d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean's decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

e. A student has the right to appeal within 30 days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with Brandman academic policy/guidelines. An appeal 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. In cases involving multiple academic integrity violations concerning more than one assignment in the same course, the following action should be taken:
   a. For the student's first reported academic integrity violation within a course, the procedure in either B1-4e or 6a-c is followed depending upon whether the student has prior academic integrity violations at Brandman University.

b. For a student's second and successive violations within a single course, the instructor must communicate with the student as soon as possible after each violation. After the deadline for the final course assignment but before final grades are filed, the instructor should then submit a second Academic Integrity Violation and Sanction Form that includes all successive violations and the assignments that they involve. On this second form, the instructor should cite one sanction for each violation reported on the form, or one sanction for all violations reported on the form. A second or successive violation in the same course will be treated as the student's second or successive academic integrity violation at Brandman, and the procedure described below in 6a – 6c is followed at this point. As the case will not be
resolved by the end of the session, the instructor should assign the student a course grade of “AR” (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

6. If this is the student's second or successive academic integrity violation at Brandman University, the following procedure is followed:
   a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the course before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(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 or 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 his or her decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
   b. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean's decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean of the decision.
   c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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.

7. If the student has already completed the course or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:
   a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved faculty member and the involved student as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of course grade and/or retroactive dismissal resulting in revocation of the student's degree.
   b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 30 calendar days of transmission of the Dean's decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student and Dean of the decision.
   c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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.

8. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

9. Once an academic integrity allegation and sanction have been resolved and finalized, the course grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. 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.

Coercion regarding grading or evaluation of coursework, or any administrative petition: Threatening personal or professional repercussions or discipline against an instructor (or faculty), to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework or threatening personal
or professional repercussions or discipline against an administrator to 
coerce a course of action not supported in fact is strictly prohibited.

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 available 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. Challenges to allegations of 
academic integrity violations such as plagiarism must be submitted and 
adjudicated under the academic integrity policies and procedures, not 
under the grade challenge policies and procedures.

Faculty/Instructors may change final grades after initial submission only 
for clerical error. Clerical error revisions are submitted by the instructor 
via the Grade Change form located on Self-Service for Faculty. 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 
oficial posting of the grade.

Grade Challenge Procedure

1. Instructors must carry out a grade review process with the student 
within 15 calendar days of the student request, and notify the dean 
the results of that review. All grade changes will be submitted via the 
Grade Change form located on Self-Service for Faculty.

2. If after meeting with the instructor the grade dispute is not resolved, 
the student may submit a written request for review by the Dean/ 
Dean’s designate. That request for review must be submitted 
utilizing the Grade Review form within 30 calendar days of the official 
response to the student by the instructor. This appeal must provide: 
a. The rationale for the request for review, and 
b. All supporting documentation related to the request, including 
verification that the student has been in contact with the 
instructor as specified in step a. An example of verification would 
be an email from the instructor verifying the grade review meeting 
with the student, or an email verification that the instructor was 
not able to meet with the student.

3. If the Dean finds merit in the student’s request, the Dean will review 
the grade assignment, determine a final grade, and notify the student 
and instructor of the results via Brandman email. The final grade may 
be higher, lower, or the same as the grade originally assigned by the 
instructor.

4. If the Dean does not find merit in the request, the student and 
instructor will be notified and the grade will stand. The Dean’s finding 
of a lack of merit in a student’s request for grade review is not subject to appeal.

5. The student may submit an appeal to the Provost within 30 calendar 
days of the notification of the Dean’s decision. Appeals must be 
based upon one of the following:
   a. Additional relevant information which the student did not have 
at the time of the original request/subsequent request is now 
available for consideration.
   b. Grade challenge procedures were not followed in accordance with 
Brandman academic policy/guidelines.
   c. The grade determination did not follow guidelines established 
within the course syllabus.

6. The Provost may determine:
   a. The appeal does not meet the additional criteria and deny the 
request; or
   b. The appeal does show that one of the appellate criteria has been 
met, and
      i. will refer the request back to the Dean for final review (not 
subject to appeal); or
      ii. will determine a final grade.

7. All decisions by the Provost are final and binding.

To submit a Grade Challenge Form, please contact your Academic 
Advisor.

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 overall GPA (includes 
Brandman institutional coursework and transfer coursework) 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.

Veteran and Active 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. If currently enrolled in a course, a student 
has 30 days from the end of the course to appeal the academic dismissal 
decision. Appeal decisions will only be considered if there is relevant 
information that was not available at the time of the decision or if
Graduate Credit-Hour Academic Policies and Procedures

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 submitting a written request to the appropriate School Dean and submit a new application. The School Dean will make the readmission decision. All students who return after academic dismissal will be placed in a probation status.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding academic probation and dismissal.

Petitions

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

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

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

Degree Conferral

Degree conferral is an automatic process; students do not need to apply for degree conferral. Degree conferral is the result of the official program evaluation from Degree Works reflecting all requirements complete. The Degree Conferral date is final and is not subject to a request for back dating.

More information on Degree Conferral is available on MyBrandman.

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 https://www.brandman.edu/commencement or contact your academic advisor.

Diplomas and Transcripts

Diplomas are mailed out approximately three to six 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. 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.

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.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self-Service. For further processing and fee information, please visit the following link: http://www.brandman.edu/transcripts.

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.
Graduate Competency-Based Academic Policies and Procedures

Tuition

Brandman University reserves the right to change tuition and fee rates at any time without notice. Tuition is billed at a flat rate each billing period in the competency-based academic year. The competency-based academic year consists of two billing periods and is defined as a minimum of 18 units and 48 weeks of instruction. The student pays for the time, not by credit hour or by course. The student starts their competencies any time and completes as many as they would like, or are able to, during the billing period.

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.

Graduate Admission Requirements

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 at 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. For graduates of regionally accredited institutions that do not conduct a GPA Calculation, an official letter from the university determining grade equivalency will be accepted.

Option Two

A GPA between 2.5 and 2.99 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. 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 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...
detailed the reasons the student believes he or she is a good candidate for graduate study in the field he or she wishes to pursue.

Change of Graduate Degree Modality
Students wishing to transfer from a competency-based modality to a credit hour modality or from a credit hour modality to a competency based modality within Brandman University should consult with their academic coach and One Stop Student Services. A maximum of two modality changes will be allowed at the graduate level. A modality change as a result of an academic dismissal from a competency based modality will not be considered as one of the two allowed changes.

Transfer Credit Policies
Articulation/Transferability
Transfer courses will be evaluated for articulation of competencies through the following methodology:

1. 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 coursework where the content addresses some, but not all, of the content for a particular competency or block of competencies.
4. The number of graduate transfer equivalent credits authorized may vary from program to program. Specific transfer policy guidance can be found within the Transfer of Coursework section of each degree program.

Transferring from Brandman University
The purpose of the Brandman University's competency-based programs are to prepare students for career opportunities and advancement. This purpose does not include preparing students for transfer to another institution for further college study. Since the competency-based programs are 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 at the discretion 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 are 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 from Brandman University to another institution should order an official transcript of their Brandman University academic work. An official transcript may be sent directly to the transfer institution upon request by the student. Transcript ordering information can be found at http://www.brandman.edu/transcripts.

Attendance Policy
All competency-based students must adhere to the attendance policy as described in the Student Handbook for the Competency-based program.

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 advice and approval of their academic coach.

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

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 two years 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 two years, 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.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

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 reestablish contact with the academic coach and the competency course material for 28 consecutive days will
be administratively (unofficially) withdrawn from the program 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 MyBrandman portal
2. In person, by visiting the Student Services office
3. By U.S. mail
4. By email from the student's official Brandman University 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 an academic coach to discuss if a credit-hour program (e.g., blended or online) may be a better fit.

Grading System
In competency-based programs, grades are recorded as Mastered and a grade point average (GPA) is not calculated by the University.

M is for Mastery of Competency. Certifies successful completion of the course of study with a minimum grade of "B" or better or a 3.00 grade point equivalency (credit awarded, not calculated in GPA).

AR is for Administrative Review, a grade given when a student's work is under review (e.g., due to grade appeals). A grade of "AR" will be removed upon completion of the review.

W signifies that a student has voluntarily withdrawn from a competency.

WX signifies that the student failed to demonstrate mastery in a competency after the maximum number of summative assessment attempts allowed.

WA signifies the student was administratively withdrawn due to failure to engage within a required timeframe.

Academic Dismissal
If a student fails to demonstrate mastery in a competency after a maximum number of Final Assessment attempts allowed in a competency, the student will be administratively withdrawn from the program and the action of dismissal will be placed on the official transcript. For competencies with external certification exams as the Final Assessment, students are allowed the number of attempts as set forth by the certifying organization. For all other competencies, the maximum number of Final Assessments is three.

Assessment Retake and Grade Review Policy

Retaking Final Assessments
Any student who does not demonstrate mastery on a Final Assessment attempt must meet with the tutorial faculty to develop a learning plan for the student, unless the attempt is the last one allowed in the competency. This learning plan will be developed based on Final Assessment report feedback and will provide the student with a detailed description of areas the student should focus on prior to the subsequent attempt.

Grade Review Policy: Final Assessments
For Level II Final Assessments, students may request a second grading 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 demonstrates mastery according to the second grading.

Dual Enrollment Policy
Students enrolled in a competency-based 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.

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.
2. Identify procedures for the Governance and Appeals Committee (GAC) hearing cases involving such violations as outlined below. If a student requests a GAC hearing within the required deadline, the GAC will notify the student of the scheduled GAC hearing date. After receipt of the hearing date, the student should be aware of the following in preparation for the hearing:

   • The GAC will review all evidence provided by the University and the student during the initial Academic Integrity Violation petition review by the Dean or Dean's Designee. Any additional evidence should be submitted to the GAC chair at least 3 business days prior to the scheduled hearing.

   • The hearing is for the student to appeal the decision and/or sanction of the Dean or Dean's Designee. The student will be given the opportunity to explain why he/she feels the Dean's or Dean's Designee's decision and/or sanction is not appropriate based on the evidence.

   • The student may have a support person present during the hearing, but only the student will be allowed speak during the GAC hearing, unless the GAC panel directly addresses the support person during their questioning.

   • The GAC panel will ask clarifying questions to the student after the student presents his/her appeal.
• At the conclusion of the GAC panel’s questioning, the student will be given one last opportunity to state his/her case for appeal.

Note: All other process/procedures for the GAC hearing are governed by the Brandman University Student Conduct Code, where applicable. The Student Conduct Code is available in MyBrandman.

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, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Cheating includes:

1. Unauthorized copying from the work of another student, with or without that student’s consent.
2. Using notes or other unauthorized material during a test period.
3. Having another person do all or a substantive part of the work.

Working with Brandman’s Online Writing and Math Community is encouraged.

It is also an academic integrity violation to falsify any academic records or documents. This includes falsely reporting attendance or participation in any field-work or clinical practicum 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, or a repeated course, or to satisfy a program requirement, is academic dishonesty, unless the instructor(s) receiving the duplicated work agree(s) beforehand, in writing, to accept such work.

Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment is also academic dishonesty, unless the course instructor agrees beforehand, in writing, to accept such work.

Presenting forged or altered documents is academic dishonesty. These documents may include transcripts, add/drop forms, or any academic form that has been falsified or wherein 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.

In a certification-based Final Assessment, students must also adhere to rules and policies posted by the certification agency.

Procedures for Hearing and Investigation
The procedures below apply both to current students, and to former students for whom information is discovered after the time of competency completion, program requirement completion, and/or degree completion regarding alleged academic integrity violation that occurred during the time of the student’s enrollment.

In cases involving academic integrity violations, if the involved tutorial faculty and/or Quality Assurance Manager has found evidence that a student has violated the University standards, the following action should be taken:

1. The involved tutorial faculty and/or Quality Assurance Manager must communicate with the student in private to address the possible violation. The involved tutorial faculty and/or Quality Assurance Manager’s communication may be through written feedback on an assignment, through Brandman e-mail, by phone, via a virtual meeting, or in person. The student is expected to meet with the involved tutorial faculty and/or Quality Assurance Manager (either face-to-face, by phone, in a virtual meeting, or via 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 involved tutorial faculty and/or Quality Assurance Manager is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.

3. If the involved tutorial faculty and/or Quality Assurance Manager determines that there has been a substantiated violation of academic integrity, then the involved tutorial faculty and/or Quality Assurance Manager completes the Academic Integrity Violation and Sanction Form on this violation, citing the sanction. The form can be found in the faculty area of MyBrandman. The Director of Academic Support and Curriculum will determine whether this is the student’s first, second, or successive academic integrity violation at Brandman.

4. If this is the student’s first reported academic integrity violation at Brandman, the following procedure is followed:
   a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, involved tutorial faculty and/or Quality Assurance Manager, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program prior to final resolution of the case.
   b. If the student does not agree with the sanctions imposed by the involved tutorial faculty and/or Quality Assurance Manager, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an academic coach to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
   c. The Dean or the Dean’s Designee will review the petition and contact the involved tutorial faculty and/or Quality Assurance Manager (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean’s Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the sanctions. The Dean or the Dean’s Designee will notify the student and involved tutorial faculty and/or Quality Assurance Manager of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
   d. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean’s Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s or the Dean’s Designee’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the involved tutorial faculty and/or Quality Assurance Manager, and the Dean or the Dean’s
Designee of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

e. A student has the right to appeal within 30 days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with Brandman academic policy/guidelines. An appeal 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 successive academic integrity violation at Brandman University, the following procedure is followed:

a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and involved tutorial faculty and/or Quality Assurance Manager. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students’ prior Academic Integrity Violation and Sanction Form(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 or he sees fit to sustain, overturn, or modify the involved tutorial faculty and/or Quality Assurance Manager’s sanctions based on the student’s current and prior violations. The Dean will notify the student and involved tutorial faculty and/or Quality Assurance Manager of his or her decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.

b. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean’s Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within ten business days of receiving the Dean’s or the Dean’s Designee’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student and involved tutorial faculty and/or Quality Assurance Manager, and Dean or Dean’s Designee of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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 student has already completed the competency or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:

a. The Dean or the Dean’s Designee will investigate the allegations and, when possible, attempt to contact the involved tutorial faculty member and/or Quality Assurance Manager, and the involved student, as part of the investigation. The Dean or the Dean’s Designee will also review documentation from the student’s prior academic integrity violations, if any. If the Dean or the Dean’s Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and, if applicable, any prior violations. Sanctions may include, but are not limited to, change of grade and/or retroactive dismissal resulting in revocation of the student’s degree.

b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 30 calendar days of transmission of the Dean’s decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student and Dean of the decision.

c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with Brandman academic policy/guidelines. An appeal 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.

7. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

8. Once an academic integrity allegation and sanction have been resolved and finalized, the competency grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. 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 three to six 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. Diplomas and/or transcripts will not be released if the student has an active diploma/ transcript hold as in the Self-Service Holds section in MyBrandman.

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 in progress or not completed will not be reflected on the academic record/transcript. Competencies, that were not successfully completed, will be reflected on the academic record/transcript with a “WX” grade as well as an academic dismissal notation 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.
Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyBrandman Self-Service. For further processing and fee information, please visit the following link: http://www.brandman.edu/transcripts.
UNDERGRADUATE CREDIT HOUR DEGREE REQUIREMENTS

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 Student Success Strategies and LBSU 105 Academic Foundations cannot be satisfied in transfer.

Graduation Requirements—Bachelor Degrees
- A minimum of 120 credits.
- 36 credits earned in upper-division coursework.
- Minimum of 30 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 302 Information Fluency and Academic Integrity (Cannot be used as an elective in a major, minor, or certificate program)
- LBSU 304 Liberal Arts Core Foundations (Cannot be used as an elective in a major, minor, or certificate program)

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 maximum of 18 credits may 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.

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.

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.

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 or major.
- All major requirements must be met.
- A minimum of 30 semester credits in residence beyond the minimum requirements for the first bachelor’s degree.
- LBSU 302 Information Fluency and Academic Integrity and LBSU 304 Liberal Arts Core Foundations are waived for all bachelor degree holders from another regionally accredited institution.

Undergraduate Competency-Based Degree Requirements

Graduation Requirements—Associate Degrees
- Completion of Orientation Competency
- Mastery of all competencies required for the degree program(s)
- Minimum of 15 equivalent credits completed in residency at Brandman University

Graduation Requirements—Bachelor Degrees
- Completion of Orientation Competency
- Mastery of all competencies required for the degree program(s)
- Minimum of 30 equivalent credits completed in residency at Brandman University
GENERAL EDUCATION REQUIREMENTS

The General Education requirements at Brandman University provide both the broad, integrative knowledge and the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. In addition, they impart comprehensive, cross-disciplinary skills that are relevant within the student’s major as well as valuable to employers.

The General Education Requirements are comprised of 42 total units as follows:

### Brandman University General Education Requirements

#### Basic Skills
- **Writing Communication I:**
  - ENGU 103 Writing and Rhetoric 3
- **Written Communication II:**
  - ENGU 104 Writing About Literature 3
- Quantitative reasoning 3
- Oral communication 3

**Basic Skills Subtotal** 12

#### Breadth Requirements

**Humanities:**
- Select 9 credits from 3 different areas: 9
  - Communications
  - English
  - Fine Arts
  - Foreign Languages
  - Humanities
  - Liberal Studies
  - Philosophy
  - Religious Studies

**Natural Sciences:**
- Select 6 credits 6

**Social Sciences:**
- Select 9 credits from three different areas: 9
  - Criminal Justice
  - Early Childhood Education
  - Economics
  - History
  - Marketing
  - Organizational Leadership
  - Political Science/Legal Studies
  - Psychology
  - Social Science
  - Social Work
  - Sociology

**Breadth Requirements Subtotal** 24

#### Liberal Education Foundations

- LBSU 302 Information Fluency and Academic Integrity 3
- LBSU 304 Liberal Arts Core Foundations 3

**Liberal Education Foundations Subtotal** 6

**Total Credits** 42

* 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.

** Cannot be used as an elective in a major, minor, or certificate program. These must be taken within first two sessions after matriculation if ENGU 103 Writing and Rhetoric and ENGU 104 Writing About Literature are satisfied, or within the first two sessions after those requirements are completed. They cannot be satisfied in transfer.

### Brandman University Institutional Learning Outcomes

Institutional Learning Outcomes identify the competencies students will demonstrate by the end of their degree program. Every baccalaureate degree program introduces these skills and provides students opportunities to practice and demonstrate mastery.

The Institutional Learning Outcomes are:

- **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.
SCHOOL OF ARTS AND SCIENCES

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
Melissa Meyer, J.D., Associate Dean, School of Arts and Sciences
Isa Ribadu, Ph.D., Associate Dean, School of Arts and Sciences
Karen Woodcock, Ph.D., Associate Dean, School of Arts and Sciences
Tobi DeLong Hamilton, Ph.D., Program Director, Master of Social Work
Zolia Gordon, Ph.D., Program Director, Bachelor of Arts in Social Work

Brittany Aleshire, Ph.D.
Satara Armstrong, Ph.D.
Sibyl Beaulieu, M.S.W.
Ellen Beliuomini, Ph.D.
Kim Bundy-Fazioli, Ph.D.
Nakisha Castillo, DMFT
Marnie Elam, Ph.D.
John Freed, Ph.D.
William Gibson, Ph.D.
Anita Gonzalez, M.S.W.
Jennifer Good, Psy.D.
Vanessa Holtgrave, Psy.D.
Gerald Lege, Ed.D.
Tami Lincoln, Ed.D.
David Long, J.D.
Jessica McCallister, M.S.W.
Michael J. McGuire, Ph.D.
Jeannine Meza, M.S.W.
Margaret Moodian, Ed.D.
Michael Moodian, Ed.D.
Albert Munoz-Flores, Psy.D.
Debaleena Majumdar, Ph.D.
Lata Murti, Ph.D.
Catherine Pearlman, Ph.D.
Amber J. Ramirez, M.S.W.
Justine Rangel, M.S.W.
Kathleen Ringenbach, Ph.D.
Sheila L. Steinberg, Ph.D.
Karim J. Storm, Ed.D.
Jennifer Turner, M.S.
Frank Weber, Ph.D.
Leigh Ann Wilson, Ph.D.
Deborah Zipnick, J.D.

Undergraduate Degree Programs

- Bachelor of Arts in Sociology (p. 72)
- Bachelor of Arts in Spatial Social Sciences (p. 74)

Undergraduate Minors

- Minor in Communications and Media (p. 58)
- Minor in Criminal Justice (p. 60)
- Minor in Legal Studies (p. 63)
- Minor in Psychology (p. 67)
- Minor in Social Work (p. 71)
- Minor in Sociology (p. 73)
- Minor in Spatial Social Sciences (p. 75)

Undergraduate Certificates

- GIS Use in Non-Profit Organizations (p. 76)
- Nutrition and Wellness (p. 77)
- Paralegal (p. 78)

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 Geographic Information Systems and Data Analytics (p. 79)
- Master of Arts in Psychology (p. 81)
- Master of Social Work (p. 89)

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 and 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 Student Success Strategies and LBSU 105 Academic Foundations cannot be satisfied in transfer.

The Associate of Arts (A.A.) in General Education is designed to introduce students to the challenges and 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 Student Success Strategies, ENGU 103 Writing and Rhetoric, ENGU 104 Writing About Literature, LBSU 105 Academic Foundations. LBSU 100 Student Success Strategies and ENGU 103 Writing and Rhetoric may be taken concurrently; and ENGU 104 Writing About Literature and LBSU 105 Academic Foundations may be taken concurrently. ENGU 103 Writing and Rhetoric and ENGU 104 Writing About Literature 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, HiSET or GED equivalent.
2. High school cumulative GPA of 2.0
   a. Successful completion of a transferable course to ENGU 103 Writing and Rhetoric or ENGU 104 Writing About Literature (grade of “C” or higher) waives admissions test in English.
   b. Successful completion of a transferable course to MATU 103 Applied Mathematics or higher (grade of “C” or higher) waives admissions test in Math.

Basic Skills (12 credits)

<table>
<thead>
<tr>
<th>Written Communication I:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 103 Writing and Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Communication II:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 104 Writing About Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Fluency:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATU 103 Applied Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Oral Communication:

| COMU 101 Public Speaking I | 3 |

Breadth Requirements (24 Credits)

Humanities:

Select 9 credits from 3 different areas:

<table>
<thead>
<tr>
<th>Communications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td></td>
</tr>
</tbody>
</table>

Natural Sciences | 6

Social Sciences:

Select 9 credits from 3 different areas:

<table>
<thead>
<tr>
<th>Criminal Justice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>Political Science/Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

Liberal Education Foundations

Student Success Strategies:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 100</td>
<td>Student Success Strategies $^1$</td>
<td>3</td>
</tr>
<tr>
<td><strong>Academic Foundations:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LBSU 105</td>
<td>Academic Foundations $^1$</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 18 credits for electives</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

$^1$ These courses cannot be satisfied in transfer.
BACHELOR OF ARTS IN APPLIED STUDIES

The Bachelor of Arts (B.A.) in Applied Studies is designed to accommodate the varied educational and professional backgrounds of students by teaching competencies that are relevant for a broad range of career and work settings. Students apply to their academic studies the knowledge and skills they have acquired in work, educational, and community environments; and in turn, students apply to their professional work the skills and competencies from their academic coursework. This is a degree completion program especially suited for police officers, EMS workers, firefighters, and other professionals seeking a college degree for career growth and advancement.

While a traditional degree provides depth within a single discipline, the B.A. in Applied Studies offers a learning experience that is transdisciplinary. Students complete a set of core courses and choose electives or themed concentrations that are suited to their personal interests and career goals. In their capstone course, students produce a portfolio that showcases the synthesis of their academic and professional work for current and future employers.

Program Mission Statement

The Bachelor of Arts (B.A.) in Applied Studies offers a clear and attainable path to degree for students pursuing their careers and whose previous college level credits may not be easily applied to a single discipline or major. The degree integrates upper-division academic study in areas such as organizational and written communication, diversity, and ethics with students' professional experience, preparing them to achieve their goals for professional advancement and/or to pursue graduate education.

Program Learning Outcomes

- **Communication**: Communicate effectively through a variety of mediums.
- **Diversity**: Demonstrate an understanding of intercultural complexities.
- **Ethics**: Apply ethical principles to personal and professional contexts.
- **Applied Learning**: Create a professional portfolio linking knowledge or skills acquired in work or community with knowledge acquired in academic study.

Degree Requirements

In addition to the University General Education (p. 52) and elective requirements, the BAAS has a foundation requirement of 15 credits and a degree concentration of 21 credit hours at the upper division level. All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general education requirements.

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 306</td>
<td>Transition to Applied Studies</td>
<td>3</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMU 375</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 380</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 307</td>
<td>Applied Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration

Select one of the concentrations 21

Total Credits 36

Concentrations

Select among the three concentrations below or select 21 credits of elective, upper division courses (which may be satisfied in transfer) to fulfill the 36 credit requirement for this program.

Applied Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 300</td>
<td>Communications and Media: Challenges and Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>or COMU 370</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMU 330</td>
<td>History of Communication and Technological Revolutions</td>
<td>3</td>
</tr>
<tr>
<td>COMU 420</td>
<td>Strategic Social Media</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 348</td>
<td>Writing and Producing for New Media in the 21st Century</td>
<td>3</td>
</tr>
</tbody>
</table>

Select upper division course (three credits) from Communications, English, or Psychology 3

Total Credits 21

Applied Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 348</td>
<td>Writing and Producing for New Media in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 350</td>
<td>Ethical Leadership through Literature</td>
<td>3</td>
</tr>
<tr>
<td>HISU 319</td>
<td>Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>HISU 330</td>
<td>America and its Revolution: The Bonfires of Change</td>
<td>3</td>
</tr>
<tr>
<td>HUMU 250</td>
<td>Humanities in the Digital Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUMU 345</td>
<td>Art, Media Technology, and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one upper division course from Humanities, English, Philosophy, History or Liberal Studies 1

Total Credits 21

Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 301</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 350</td>
<td>Ethical Leadership through Literature</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 481</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 300</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or OLCU 303</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one upper division course from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership

Total Credits 21

1. Except LBSU 302 Information Fluency and Academic Integrity and LBSU 304 Liberal Arts Core Foundations
BACHELOR OF ARTS IN COMMUNICATIONS AND MEDIA

The Bachelor of Arts (B.A.) in Communications and Media is designed to provide undergraduates with the knowledge, skills, and adaptability necessary to succeed in professional environments which require application of communication skills and media. The curriculum emphasizes the intersections between communication, media and technology, ethical considerations in media and communication, and interpretation of data as a strategy to gather information and engage diverse audiences across separate and converging media platforms. Students will develop an understanding of storytelling skills that connect mass media production to stakeholder communities in the context of journalism, public relations and social media. This degree provides a strong foundation for students seeking careers related to social media, public relations, journalism, digital marketing, product and project management, media relations, and communication strategy, as well as for further studies in a variety of professional disciplines.

All courses taken in the major program must be passed with a letter grade of “C” or higher.

Courses may be used to fulfill both major and general education requirements.

Program Mission Statement

The mission of the communications and media program is to inspire students to develop solutions and adapt to real world challenges by communicating effectively, gathering and interpreting data, examining ethical considerations, and creating compelling stories to engage diverse audiences across media platforms in the ever changing cultural and technological landscape.

Program Learning Outcomes (PLOs)

- **Communication:** Apply effective communication skills to meet the needs of diverse audiences.
- **Technoculture:** Analyze the relationship between culture, media and technology.
- **Ethics:** Examine ethical considerations in media and communication environments.
- **Storytelling:** Create compelling stories to engage stakeholders across a variety of media platforms.
- **Data Interpretation:** Interpret data to make predictions and decisions.
- **Real World Implementation:** Create a solution to a real world challenge by integrating communication skills and media tools.

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 300</td>
<td>Communications and Media: Challenges and Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>COMU 301</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMU 330</td>
<td>History of Communication and Technological Revolutions</td>
<td>3</td>
</tr>
<tr>
<td>COMU 360</td>
<td>Methods and Techniques of Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMU 365</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMU 370</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMU 375</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COMU 420</td>
<td>Strategic Social Media</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 348</td>
<td>Writing and Producing for New Media in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 355</td>
<td>Media Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 303</td>
<td>Social Scientific Perspectives on Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 380</td>
<td>Interpreting Data: Predictions, Patterns, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMU 485</td>
<td>Communications and Media Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Major Core Requirements Subtotal</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Communications and Media Electives

Select six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTU 363</td>
<td>Modern Art</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COMU 410</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COMU 499</td>
<td>Independent Study or LBSU 492 Experiential Learning</td>
</tr>
<tr>
<td>HUMU 250</td>
<td>Humanities in the Digital Culture</td>
</tr>
<tr>
<td>HUMU 345</td>
<td>Art, Media Technology, and Culture</td>
</tr>
<tr>
<td>MGTU 310</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural Organizations</td>
</tr>
<tr>
<td>PSYU 306</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PSYU 336</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>SOCU 415</td>
<td>Sociology of Organizations and Institutions</td>
</tr>
</tbody>
</table>

**Communications and Media Electives Subtotal**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

1 At least three credits must be upper division.
## MINOR IN COMMUNICATIONS AND MEDIA

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 300</td>
<td>Communications and Media: Challenges and Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>COMU 365</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMU 370</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMU 420</td>
<td>Strategic Social Media</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 355</td>
<td>Media Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 380</td>
<td>Interpreting Data: Predictions, Patterns, and Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
BACHELOR OF ARTS IN CRIMINAL JUSTICE

The Bachelor of Arts (B.A.) in Criminal Justice program is designed to provide students with an understanding of the criminal justice system. This degree program will provide students with the appropriate skills and knowledge to effectively function in a criminal justice environment. The BACJ curriculum provides a unique and innovative framework which emphasizes effective communication, ethical problem solving strategies, and collaboration with the community. The Criminal Justice degree program has components on local, state, and federal law enforcement; courts; corrections; forensics; homeland security; and victim advocacy.

A minor in criminal justice is also offered for undergraduate students completing a bachelor’s degree in a different area of study.

Program Mission Statement

The mission of the Bachelor of Arts in Criminal Justice is to prepare students to be criminal justice professionals who apply critical analysis, ethical and legal problem-solving strategies, effective communication skills, innovative practices, and collaborative approaches within the criminal justice system and the community.

Program Learning Outcomes

- **Criminal Justice System:** Apply critical analysis and collaborative approaches to issues impacting the criminal justice system.
- **Ethical Problem Solving:** Apply ethical problem solving strategies within the criminal justice environment.
- **Communication:** Demonstrate effective communication skills in a criminal justice setting.
- **Theory:** Evaluate criminological theory to explain criminal behaviors and crime trends.
- **Community:** Apply innovative theory in an effort to build positive relationships with the community.

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general education requirements.

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 300</td>
</tr>
<tr>
<td>LEST 300</td>
</tr>
<tr>
<td>CJCU 380</td>
</tr>
<tr>
<td>SSCU 383</td>
</tr>
<tr>
<td>CJCU 403</td>
</tr>
<tr>
<td>CJCU 411</td>
</tr>
<tr>
<td>CJCU 415</td>
</tr>
<tr>
<td>CJCU 416</td>
</tr>
<tr>
<td>CJCU 425</td>
</tr>
<tr>
<td>CJCU 430</td>
</tr>
<tr>
<td>CJCU 432</td>
</tr>
</tbody>
</table>

| CJCU 434 | Diversity, Conflict, and Crime | 3 |
| CJCU 435 | Contemporary Issues in Criminal Justice | 3 |
| CJCU 450 | Homeland Security | 3 |
| CJCU 460 | White Collar Crime (or CJCU 414 Organized Crime) | 3 |
| CJCU 495 | Criminal Justice Capstone Course | 3 |

Core Requirements Subtotal | 48 |

Criminal Justice Electives (3 upper credits)

Choose one upper division course from:

- Criminal Justice (CJCU), Legal Studies (LEST), Organizational Leadership (OLCU), Political Science (POSU), Psychology (PSYU), Social Science (SSCU), Social Work (SOWK), Sociology (SOCU) and LBSU 492 (Experiential Learning)

Total Credits | 51
MINOR IN CRIMINAL JUSTICE

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

**Minor core (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 300</td>
<td>Contemporary Criminal Justice Applications</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>CJCU 430</td>
<td>Applied Criminology</td>
<td>3</td>
</tr>
<tr>
<td>LEST 300</td>
<td>Foundations of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Core Subtotal 15

Students choose one remaining upper division elective course in criminal justice 3

Total Credits 18
BACHELOR OF ARTS IN LEGAL STUDIES

The Bachelor of Arts (B.A.) in Legal Studies is designed to provide undergraduates with the knowledge and skills necessary to excel in environments which require an understanding of legal concepts. The curriculum addresses the application of writing, research, analysis, ethics, and communication in a legal setting and includes a focus on American constitutional governance. The major in Legal Studies offers a general concentration as well as specific concentrations in the Paralegal Profession and in Business Law. This degree provides a strong foundation for students seeking challenging work in diverse legal settings, and for further study in legal and related disciplines. Students completing the BA in Legal Studies with Paralegal Professional Concentration will meet the qualifications required to sit for the Paralegal Core Competencies Exam (NFPA), to sit for the Certified Paralegal Exam (NALA), and to work as a paralegal within the state of California.

Program Mission Statement

The mission of the Bachelor of Arts (B.A.) in Legal Studies is to empower students to be dynamic, ethical problem-solvers who effectively apply critical thinking, analytical and research skills in a legal context.

Program Learning Outcomes

- **Legal Writing**: Demonstrate proficiency in legal writing.
- **Governance**: Demonstrate an understanding of modern American constitutional governance.
- **Ethics**: Apply ethical practices to situations in a legal environment.
- **Legal Research**: Demonstrate proficiency in current legal research methods.
- **Communication**: Apply communication skills in such areas as negotiation, arbitration, mediation, dispute resolution, and interviewing.
- **Legal Analysis**: Apply critical thinking and analytical skills in a legal environment.

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

Major Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJSU 460</td>
<td>White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>LEST 300</td>
<td>Foundations of Law</td>
<td>3</td>
</tr>
<tr>
<td>LEST 303</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LEST 304</td>
<td>Constitutional Governance</td>
<td>3</td>
</tr>
<tr>
<td>LEST 306</td>
<td>Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LEST 320</td>
<td>Torts</td>
<td>3</td>
</tr>
<tr>
<td>LEST 322</td>
<td>Contracts</td>
<td>3</td>
</tr>
<tr>
<td>LEST 324</td>
<td>Interviewing, Negotiation and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Alternative Dispute Resolution</td>
<td></td>
</tr>
<tr>
<td>LEST 402</td>
<td>Litigation and Trial Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>LEST 462</td>
<td>Ethics in a Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>LEST 495</td>
<td>Legal Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Core Requirements Subtotal 33

Electives or Concentrations

Students choose four approved elective courses or may select from the concentrations below.

| Electives or Concentrations Subtotal | 12 |

Electives

Select four courses from the following approved electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJSU 418</td>
<td>Victim Advocacy</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>LEST 410</td>
<td>Employment Law</td>
</tr>
<tr>
<td>LEST 412</td>
<td>Intellectual Property</td>
</tr>
<tr>
<td>LEST 414</td>
<td>Transactional Law</td>
</tr>
<tr>
<td>LEST 416</td>
<td>Contemporary Legal Issues</td>
</tr>
<tr>
<td>LEST 418</td>
<td>Electronic Discovery and Legal Technology</td>
</tr>
<tr>
<td>LEST 420</td>
<td>Law Practice Management</td>
</tr>
<tr>
<td>LEST 499</td>
<td>Independent Study</td>
</tr>
<tr>
<td>LBSU 492</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td>SOWK 391</td>
<td>Youth At Risk</td>
</tr>
</tbody>
</table>

Total Credits 12

Concentration

Paralegal Profession Concentration

Take the following three courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEST 416</td>
<td>Contemporary Legal Issues</td>
</tr>
<tr>
<td>LEST 418</td>
<td>Electronic Discovery and Legal Technology</td>
</tr>
<tr>
<td>LEST 420</td>
<td>Law Practice Management</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJSU 418</td>
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</tr>
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<td>LEST 412</td>
<td>Intellectual Property</td>
</tr>
<tr>
<td>LEST 414</td>
<td>Transactional Law</td>
</tr>
<tr>
<td>LEST 420</td>
<td>Law Practice Management</td>
</tr>
<tr>
<td>LEST 499</td>
<td>Independent Study</td>
</tr>
<tr>
<td>LBSU 492</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td>SOWK 391</td>
<td>Youth At Risk</td>
</tr>
</tbody>
</table>

Total Credits 12

Business Law Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>LEST 410</td>
<td>Employment Law</td>
</tr>
<tr>
<td>LEST 412</td>
<td>Intellectual Property</td>
</tr>
<tr>
<td>LEST 414</td>
<td>Transactional Law</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CJSU 418</td>
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</tbody>
</table>

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<tr>
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<th>Course Description</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>LEST 416</td>
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</tr>
<tr>
<td>LEST 418</td>
<td>Electronic Discovery and Legal Technology</td>
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<tr>
<td>LEST 420</td>
<td>Law Practice Management</td>
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</table>

Total Credits 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LBSU 492</td>
<td>Experiential Learning</td>
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<td>SOWK 391</td>
<td>Youth At Risk</td>
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</table>

Total Credits 12
## MINOR IN LEGAL STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEST 300</td>
<td>Foundations of Law</td>
<td>3</td>
</tr>
<tr>
<td>LEST 303</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LEST 304</td>
<td>Constitutional Governance</td>
<td>3</td>
</tr>
<tr>
<td>LEST 324</td>
<td>Interviewing, Negotiation and Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LEST 402</td>
<td>Litigation and Trial Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>LEST 462</td>
<td>Ethics in a Legal Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 one emphasis, the Multiple Subject Teaching Emphasis which provides the undergraduate preparation needed for entry into post-baccalaureate Multiple Subject Credential Program. The B.A. in Liberal Studies program is administered jointly by the School of Arts & Sciences and the School of Education.

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.

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

The Multiple Subjects Teaching Emphasis Program Requirements

Education Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<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 Level I</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 403</td>
<td>Liberal Studies Multiple Subjects Capstone</td>
<td>3</td>
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</table>

Education Foundations Subtotal 9

Subject Matter Courses

English/Language Arts:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGU 420</td>
<td>Language Development and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 450</td>
<td>Literature of Children and Young Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

Natural Sciences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NSCU 302</td>
<td>Life Science</td>
<td>3</td>
</tr>
<tr>
<td>NSCU 304</td>
<td>Earth and Physical Science</td>
<td>3</td>
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Mathematics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATU 206</td>
<td>Mathematics for Elementary School Teachers I</td>
<td>3</td>
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</table>

History and Social Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISU 358</td>
<td>United States History and Democracy</td>
<td>3</td>
</tr>
<tr>
<td>HISU 360</td>
<td>World History and Geography</td>
<td>3</td>
</tr>
<tr>
<td>HISU 372</td>
<td>California History</td>
<td>3</td>
</tr>
</tbody>
</table>

Child Development/Health and PE:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 350</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>

Subject Matter Courses Subtotal 42

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.
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.

The Bachelor of Arts in Psychology (B.A.) provides a core curriculum that emphasizes psychological theory, critical thinking, research methodology, psychology processes, and the application of psychological principles to diverse areas of human behavior. Students take required core courses that provide the student with the essentials of psychological science and thought. The program has a senior capstone, where students reflect on their psychology program, as well as their goals for the future.

In addition to the core courses, students have choices of concentration areas, which offer a variety of options to meet students' interests and educational and career goals, while providing content from biological, evolutionary, behavioral, psychoanalytic, cognitive, sociocultural, and humanistic perspectives. Students have the opportunity to participate in practical fieldwork experience and elective independent research projects.

All courses taken in the major program must be passed with a letter grade of "C" or higher. Courses may be used to fulfill both major and general education requirements. In addition to PSYU 101 Introduction to Psychology, a total of 6 lower-division credits in the psychology elective area will be accepted for credit by CLEP and DANTES examinations.

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.

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

Core Foundation in Psychological Science (Required)

<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 Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 304</td>
<td>Research Methods for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 306</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 320</td>
<td>Human Development across 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 and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 480</td>
<td>Psychology Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Foundation in Psychological Science Subtotal 33

Concentration 15

Students will select a concentration from the options below.

Concentration Subtotal 15

Total Credits 48

* For elective courses, students may use any PSYU courses that do not duplicate core foundations courses in the list above.

Concentrations

Pre-clinical Concentration

The pre-clinical concentration is designed for students who are interested in pursuing a higher level of education in psychology, which is necessary in this field. The students who choose this concentration will be provided with a variety of courses that address the study of human behavior from biological, evolutionary, psychoanalytic, behavioral, cognitive, sociocultural, and humanistic perspectives, giving them a strong background to proceed to a doctoral degree in different psychological domains.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 310</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 317</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 322</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 432</td>
<td>Introduction to Psychological Measurement</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Industrial/Organizational Concentration

Students who are interested in applying their psychology degree in a business setting will thrive in the Industrial/Organizational Concentration. This concentration gives students the ability to take theoretical perspectives and use them in a practical and applied manner in a variety of workplace settings. Industrial/organizational (I/O) psychology is a high demand field designed to promote employee productivity and retention support organizations in dealing with diversity issues, job selection, training, performance feedback, coaching and other issues related to personnel in organizational settings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 400</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 432</td>
<td>Introduction to Psychological Measurement</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 460</td>
<td>Introduction to Career Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 462</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 481</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15
**Child Psychology Concentration**
The child psychology concentration is designed for students interested in working with all children with a specific emphasis on children with various developmental challenges. The Child Psychology Concentration provides students with a greater depth of study in child development, learning, and current treatment options for children with autism and other disabilities. It addresses child development from biological, evolutionary, behavioral, psychoanalytic, cognitive, sociocultural, and humanistic perspectives and provides applied courses on how to enhance child development and learning.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 310</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 398</td>
<td>Pediatric Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 464</td>
<td>Applied Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 466</td>
<td>Preferred Behavior Enhancement</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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<td>15</td>
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</tbody>
</table>

**Community Psychology Concentration**
The Community Psychology Concentration is designed for students who are interested in working with community programs designed to serve individuals who are disadvantaged or feel disenfranchised. The focus of this concentration is on the cultural, environmental, economic, social, and political factors that influence and shape the lives of people throughout the world. It prepares students to apply psychological principles to person-environment fit. Classes cover theoretical perspectives, as well as applied experiences where problems are identified and solutions are developed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 418</td>
<td>Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 421</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 450</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 468</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>Select one elective of student’s choice</td>
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<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Gerontology Concentration**
The Gerontology Concentration is designed to prepare students to understand and apply psychological and sociological principles when working with the aging population. They address psychological issues related to aging, grief and bereavement, successful and functional aging, social policy, and aging and culture, among other important content. These courses take a multidisciplinary approach, because geropsychology practitioners serve as members of interdisciplinary teams, collaborating with a variety of professionals, including psychologists, medical and other mental health care services providers, to ensure quality care.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 470</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 471</td>
<td>Issues in Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 472</td>
<td>Health Care and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 473</td>
<td>Social Aspects of Aging</td>
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<td>SOWK 482</td>
<td>Social Work with Older Adults</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**General Psychology Concentration**
The General Psychology Concentration is designed for students who are interested in addressing a broad range of topics in psychology, without being tied to one particular focus. Students are able to select any psychology elective classes they desire in order to build a diverse basis of psychological theory and application, giving students the opportunity to explore multiple domains of psychology. A student who graduates with a general psychology concentration may consider careers that demand an understanding of human behavior and cognition. The general psychology concentration can offer a student a better understanding of various specialties that can be pursued at the graduate level if desired.

Select five Psychology elective courses * 15

* Must total at least 15 credits, and must be upper division or equivalent
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 an advisor.

General Track

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATU 203</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 304</td>
<td>Research Methods for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or SOCU 301</td>
<td>Social Research Design</td>
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<tr>
<td></td>
<td>Select three upper-division elective courses in Psychology</td>
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<tr>
<td>Total Credits</td>
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<td>18</td>
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</tbody>
</table>

Applied Track

Requirements

<table>
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<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></td>
<td>Select five upper-division elective courses in Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
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 policy, and intervention skills with individuals, families, and communities. Students in the BASW program are encouraged to take either or both of PSYU 101 Introduction to Psychology and SOCU 101 Introduction to Sociology as general electives. As a professional program, the BASW program requires 400 hours of field education experience. Field education includes placement in a BASW program-approved field site in the student's geographic area. The BASW program is professionally accredited by the Council on Social Work Education (CSWE).

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Program Mission Statement

The mission of the BASW program is to provide baccalaureate students with a strong generalist foundation in the knowledge and skills necessary for professional entry-level social work practice.

Educational Competencies (Program Learning Outcomes):

• Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

• Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

• Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

• Competency 4: Engage in Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

• Competency 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

• Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Students in the BASW program are encouraged to take either or both of PSYU 101 Introduction to Psychology and SOCU 101 Introduction to Sociology as general electives. As a professional program, the BASW program requires 400 hours of field education experience. Field education includes placement in a BASW program-approved field site in the student's geographic area. The BASW program is professionally accredited by the Council on Social Work Education (CSWE).

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Ethical and Professional Standards

Students are expected to meet all program standards and abide by the ethical standards of the profession as published in the National Association of Social Workers Code of Ethics, and by 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 National Association of Social Workers (NASW) ethical standards and should understand that he/she is being trained in a program which is not only academic, but also professional in nature. The NASW Code of Ethics is available on the NASW website.

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.

The BASW professional conduct policy applies both to current BA Social Work students and graduated BA Social Work students.
For current BA Social Work students, the professional conduct procedures are as follows:

1. When a BASW program faculty member observes or becomes aware of behavior that brings into question a student’s ability to maintain appropriate professional, ethical, or personal standards, the faculty member shall meet with the student (in person, by phone, or by electronic means) to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. The faculty member will document the behavior and the advisement provided, and will submit the documentation to the BASW program director.

2. When the BASW program director and field director deem that, after one or more occurrences of such faculty advisement, a student’s ability to maintain appropriate professional, ethical, or personal standards remains in question and behavioral concerns remain unresolved, a Professional Conduct Meeting shall be convened. The meeting shall consist of a conference call for the program director, field director, and student. If the faculty member who met with the student in step 1 was the program director or field director, the Dean will appoint a different faculty member to substitute for the program director or field director in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program director and field director will discuss the behavior in question with the student, will solicit the student’s response to the behavioral concerns in question, and will advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting’s proceedings, and the program director will further document the advisement provided. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, program director, and field director.

3. At any time after the Professional Conduct Meeting, if the BASW program director and field director deem that the student’s ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the BASW program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student.

4. 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 within 30 calendar days of the student’s petition. The committee’s ruling is not subject to appeal.

For graduated BA Social Work students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the BA Social Work program, the professional conduct procedures are as follows:

1. When the BA Social Work program director and field director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the BA Social Work program, they may investigate the allegations.

2. After reviewing their findings, the program director and field director may choose to convene a Professional Conduct Meeting. The meeting shall consist of a conference call for the program director, field director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The graduated student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program director and field director will discuss the behavior in question with the graduated student and will solicit the student’s response to the behavioral concerns in question. The staff member will document the meeting’s proceedings. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the graduated student, program director, and field director.

The program director and field director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear. Should there be a hearing, the findings of the program director’s and field director’s investigation shall be presented and considered regardless of whether or not the graduated student attended the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the BA Social Work program director and field director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the BA Social Work program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the program director and field director may recommend to the Dean that the graduated student’s degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student’s degree.

4. A graduated student receiving a Dean’s letter of intent to revoke the student’s BA Social Work degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean’s letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student’s written appeal and supporting
documentation, the Dean may or may not decide to revoke the
graduated student’s degree, with written notice of either outcome
provided to the student.
5. A graduated BA Social Work student whose degree is revoked
may, within 30 calendar days of transmission of the notification of
degree revocation, 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 graduated
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 within 30 calendar days of Dean’s receipt of the graduated
student’s petition. The committee’s ruling is not subject to appeal.

Field Education
Prior to becoming eligible to begin field education, students must
successfully complete at least 27 required prerequisite credits, with
a grade equivalent of “C” or higher, successfully complete the field
readiness interview, a field site interview, and be approved to begin field
by the Field Director.

All required documents including the practicum site agreement must
be completed and students must be enrolled in field practicum seminar
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

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

Social Work Core Subtotal 42

*If a student does not complete the required 400
practicum hours during the SOWK 493, 494, 495 course
series, s/he will be enrolled in a required SOWK 497
Practicum Continuation course (0 credits) and required
to pay a Practicum Continuation fee, per each course and
session, until the student completes the total required
hours and receives a P in the SOWK 493, 494, 495
courses. Students will accumulate hours toward their
practicum requirements only when enrolled in SOWK 493,
494, 495, or 497.

Social Work Electives
Select two from the following: 6

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

Social Work Electives Subtotal 6

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**

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

*Minor Core Subtotal: 12*

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any two courses from the social work major core requirements or social work electives</td>
<td>6</td>
</tr>
</tbody>
</table>

*Minor Electives Subtotal: 6*

**Total Credits: 18**
Bachelor of Arts in Sociology

Sociology is the scientific study of how society organizes itself. Sociologists study society by using the sociological perspective, also known as the sociological imagination, which allows them to understand how social forces shape individual experiences and choices. Students of Brandman University’s Bachelor of Arts (B.A) in Sociology program learn the major sociological theories and methods of inquiry that have derived from a sociological perspective. They also apply these theories and methods in order to gain a greater understanding of societal phenomena, such as social inequality and stratification, social institutions and organizations, as well as globalization. In addition, Brandman’s BA Sociology students research and write about a sociological topic of their choice in a culminating capstone experience. With a major in Sociology, students are prepared for careers such as social and community service professions, academia, education, management, marketing, criminology, international relations, law, and social justice.

All courses taken in the major program must be passed with a letter grade 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 position students to succeed in professions that require the application of sociological theory and inquiry to analyze societal phenomena, including social inequality, institutions and organizations, and globalization.

Program Learning Outcomes

- **Social Inequality, Diversity and Stratification**: Critically analyze United States and global social stratification and diversity, as well as the societal inequalities that result.

- **Social Theory**: Apply major sociological theories to societal phenomena.

- **Social Scientific Writing**: Practice appropriate methods of scientific writing in APA format.

- **Social Research Methodology**: Apply both quantitative and qualitative methods of sociological inquiry to societal phenomena.

- **Organizations and Institutions**: Evaluate the structure of major social institutions and organizations using a sociological perspective.

### Sociology Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 301</td>
<td>Scientific Writing in Behavioral Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
<td>3</td>
</tr>
<tr>
<td>COMU 315</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 317</td>
<td>Quantitative Methods and Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 350</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 401</td>
<td>Sociology of Social Conflict, Analysis, and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 415</td>
<td>Sociology of Organizations and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 436</td>
<td>Globalization and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 448</td>
<td>Social Inequality/Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 484</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 494</td>
<td>Social Science Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Sociology Core Subtotal 36

### Sociology Electives (9 Upper Division Credits)

Take courses from communications (COMU), criminal justice (CJCU), environmental sciences (ESCU), history (HISU), legal studies (LEST), marketing (MKTU), organizational leadership (OLCU), political science (POSU), social science (SSCU), social work (SOWK) or sociology (SOCU). Students may also select LBSU 492, Experiential Learning for 3 of the elective credits if they are interested in engaging in service learning, an internship or another type of experiential learning.

Sociology Electives Subtotal 9

Total Credits 45
# MINOR IN SOCIOLOGY

<table>
<thead>
<tr>
<th>Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
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<td>3</td>
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<td>PSYU 301</td>
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<tr>
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<td>Social Research Design</td>
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<td>Human Diversity</td>
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<tr>
<td>SOCU 448</td>
<td>Social Inequality/Stratification</td>
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</tr>
<tr>
<td>SOCU 484</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
The Bachelor of Arts (B.A.) in Spatial Social Sciences is grounded in Brandman University’s commitment to the liberal arts tradition united with intellectual abilities that are vital for 21st century challenges. The curriculum prepares students to create relevant empirical inquiries focused on solving real-world, integrated problems using applied research skills. The Spatial Social Sciences major brings together thoughts and approaches from different disciplines and teaches methodological, communication, cultural and interdisciplinary thinking skills that enable students to identify and analyze societal and workplace challenges. Students in the program develop skills for understanding people, the places they live, the complex challenges they face, and the interconnections among these dynamics. They creatively apply diverse and integrated methods (quantitative, spatial and qualitative) to generate policies and solutions. Graduates of the program are problem-solvers who have the ability to think holistically, identify societal issues of concern, and use a variety of research methods to study such problems and develop solutions. This degree provides a strong foundation for careers in such fields as social services, health, analytics, government, non-profit and for-profit enterprises, teaching and environmental science. The Spatial Social Sciences major also prepares students for many fields that require analytical, problem solving skills and for graduate study in a wide range of disciplines.

The Spatial Social Sciences curriculum requires students to take 10 core courses and to choose five elective courses. Moving through the core courses, students follow a progression that begins with learning how to think about issues in an integrated manner, how to identify a societal problem, and how to creatively approach problems using spatial thinking and cutting-edge effective technologies such as Geographic Information Systems (GIS). Additionally, students master interdisciplinary critical thinking skills and the quantitative, qualitative and spatial methods collectively needed to understand complex phenomena in society and the environment. After developing spatial thinking skills in their coursework, students apply those skills in the culminating capstone experience, designing policies to help solve complex social and environmental challenges.

Program Mission Statement

The mission of the Bachelor of Arts (B.A.) in Spatial Social Sciences is to equip students with an understanding of interdisciplinary problem-solving, multiple research methods, policy, effective communication skills, and the relationship between society and the environment to creatively meet challenges in public, private, educational and non-profit sectors.

Program Learning Outcomes

- **Integrated Research Methods**: Employ multiple research methods within an interdisciplinary context.
- **Policy**: Analyze the creation and application of policy in society.
- **Communication**: Practice culturally relevant verbal and written communication.
- **Interdisciplinary Thinking and Evaluation**: Evaluate a problem and determine creative solutions using holistic thinking.
- **Environment**: Generate interdisciplinary connections between environment, health and societal well-being.
- **Spatial Thinking and Analysis**: Apply spatial thinking to analyze and develop solutions to societal problems.

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general requirements.

### Major Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCU 300</td>
<td>Spatial Social Sciences Introduction: Policy and Action</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 303</td>
<td>Social Scientific Perspectives on Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 317</td>
<td>Quantitative Methods and Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 380</td>
<td>Interpreting Data: Predictions, Patterns, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 383</td>
<td>Social Science Communications: Reporting and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ESCU 401</td>
<td>Environmental Science, Policy, and Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 416</td>
<td>Sociology of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 477</td>
<td>Geospatial Approaches to Society</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 494</td>
<td>Social Science Capstone</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### Spatial Social Sciences Electives

Select any five upper division courses from at least two of the following areas:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU</td>
<td>Communications</td>
</tr>
<tr>
<td>CJCU</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>HISU</td>
<td>History</td>
</tr>
<tr>
<td>LEST</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>MKTU</td>
<td>Marketing</td>
</tr>
<tr>
<td>OLCU</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>PSYU</td>
<td>Psychology</td>
</tr>
<tr>
<td>POSU</td>
<td>Political Science</td>
</tr>
<tr>
<td>SOWK</td>
<td>Social Work</td>
</tr>
<tr>
<td>SOCU</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Total Credits**: 45
## MINOR IN SPATIAL SOCIAL SCIENCES

**Minor in Spatial Social Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCU 300</td>
<td>Spatial Social Sciences Introduction: Policy and Action</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
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</tr>
<tr>
<td>SSCU 303</td>
<td>Social Scientific Perspectives on Media and Culture</td>
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</tr>
<tr>
<td>SSCU 380</td>
<td>Interpreting Data: Predictions, Patterns, and Communication</td>
<td>3</td>
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<tr>
<td>SSCU 383</td>
<td>Social Science Communications: Reporting and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ESCU 401</td>
<td>Environmental Science, Policy, and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

18
UNDERGRADUATE CERTIFICATE: GIS USE IN NON-PROFIT ORGANIZATIONS

The undergraduate Certificate in GIS Use in Non-Profit Organizations provides students with the tools, strategies and geospatial thinking capabilities that will assist non-profit organizations in obtaining data effectively, analyzing the data and preparing engaging presentations and reports. Successful completion of this certificate can also be used toward completion of the Bachelor of Arts of Spatial Social Sciences.

This six-credit undergraduate certificate focuses on learning and applying geospatial analysis using a variety of Esri GIS tools. The program is ideal for professionals and volunteers working in non-profit organizations and individuals interested in obtaining geospatial analysis and presentation skills in order to provide value to nonprofit organizations. GIS experience is not required.

Students seeking a certificate only are not eligible for financial aid. All undergraduate degree-seeking students may add this certificate to their existing undergraduate degree program and may have the certificate noted on their official transcript. Students should consult their Advisor for guidance and further details.

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. Coursework requires a minimum 2.0 cumulative GPA, with no course below a “C” or equivalent. All courses required for this certificate must be taken at Brandman.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCU 477</td>
<td>Geospatial Approaches to Society</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 383</td>
<td>Social Science Communications:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reporting and Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 6
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
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</table>

Required Courses Subtotal 9

Electives

Select two from the following: 6

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

Electives Subtotal 6

Total Credits 15
UNDERGRADUATE CERTIFICATE: PARALEGAL

The Department of Labor’s Bureau of Labor Statistics predicts that the need for paralegals and legal assistants is growing faster than average. An individual who wants to market him/herself as a paralegal must meet specific criteria. Successfully completing the Brandman University paralegal certificate meets the California paralegal requirements. This Brandman certificate can also be used toward completion of the Bachelor of Arts of Legal Studies.

The 24-credit undergraduate certificate focuses on attainment of the knowledge, skills, and abilities required of a paralegal. Paralegals are professionals expected to support private law offices, corporate counsel offices, governmental agencies, contract management departments and other types of departments. This certificate prepares the student with a basic understanding of the legal system, and with the ability to research and prepare legal documents, to investigate legal precedent, and to project manage law office activity and case management. Specialized skills may also be included.

This certificate is a unique fully online 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. Coursework requires a minimum 2.0 cumulative GPA, with no course below a “C” or equivalent.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEST 300</td>
<td>Foundations of Law</td>
<td>3</td>
</tr>
<tr>
<td>LEST 303</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LEST 402</td>
<td>Litigation and Trial Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>LEST 416</td>
<td>Contemporary Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>LEST 418</td>
<td>Electronic Discovery and Legal Technology</td>
<td>3</td>
</tr>
<tr>
<td>LEST 420</td>
<td>Law Practice Management</td>
<td>3</td>
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<tr>
<td>LEST 462</td>
<td>Ethics in a Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>LEST 324</td>
<td>Interviewing, Negotiation and Alternative Dispute Resolution</td>
<td>3</td>
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</tbody>
</table>

Total Credits 24
MASTER OF GEOGRAPHIC INFORMATION SYSTEMS AND DATA ANALYTICS

The Master of Geographic Information Systems and Data Analytics is designed to provide students with the opportunity to develop in-demand skills for application and problem-solving in a variety of community and organizational settings. The program is a unique interdisciplinary course of study that offers students, who have earned a Bachelor’s degree or Master’s degree in any field, the advantage of synthesizing Geographic Information Systems (GIS) and Data Analytics. Students will be able to tell visually compelling stories based on data which improve decision making and problem solving. Graduates may pursue emerging career opportunities in private, government, and non-profit sectors.

In addition to the core courses, students will select one of the following concentrations: Marketing Analytics, Emergency Management, and Community and Economic Development.

Program Mission Statement
The mission of the Master of Geographic Information Systems (GIS) and Data Analytics program is to equip students with in-demand skills, including spatial thinking and actionable intelligence, to empower opportunities in private, government, and non-profit sectors.

Program Learning Outcomes (PLOs)
- **Spatial Thinking & Analysis:** Apply spatial thinking in interdisciplinary settings to aid in effective decision making.
- **Data Analytics:** Interpret data to draw conclusions about patterns and trends.
- **Spatial Research Methods:** Employ appropriate spatial research methods within an interdisciplinary context.
- **Communication:** Create effective verbal, written, or visual communication to meet the needs of varied audiences.
- **Project Planning & Leadership:** Create effective strategies for managing GIS and data analytics projects, programs, or initiatives.
- **Ethics:** Evaluate privacy or ethical issues for data gathering, use, and applications in the context of professional standards.

Requirements for Admission
The prospective graduate student in the Master of Geographic Information Systems and Data Analytics 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 bachelor’s degree 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 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 Geographic Information Systems and Data Analytics.

Transfer of Coursework
Maximum of 9 semester credits may be accepted in transfer. (See the Graduate Academic Policies and Procedures section of this catalog.)

Core Course Waiver Policy
Though the Master of Geographic Information Systems and Data Analytics program consists of 36 credits, a student with comparable undergraduate or graduate coursework may have a maximum of 6 credits waived.

The two Master of Geographic Information Systems and Data Analytics courses eligible for waiver include:
- GIS 505 GIS Research Methods
- BUSU 610 Data Analysis for Decision Making

Course Waiver Requirements
- Dean approval within the second eight-week session of study. Master of Geographic Information Systems and Data Analytics waiver petitions submitted after a student’s second eight week session has ended will not be considered.
- For graduate courses supporting an eligible Master of Geographic Information Systems and Data Analytics core waiver course: Produce evidence of equivalent graduate course content by attaching relevant course descriptions.
- For undergraduate courses supporting an eligible Master of Geographic Information Systems and Data Analytics core waiver: Produce transcript evidence of the following courses:
  - SSCU 477 Geospatial Approaches to Society and SSCU 300 Spatial Social Sciences Introduction: Policy and Action: are required for waiver consideration of GIS 505 GIS Research Methods
  - A computer course and a statistics course are required for waiver consideration of BUSU 610 Data Analysis for Decision Making
- 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 authorized via the petition process provided that currency in
the field can be verified by matching current student knowledge and
experience with the course’s Course Learning Outcomes. Verification
of currency in the field requires the submission of a current job
description and supervisor’s letter. Currency in the field cannot be
self-reported.
• A course that has been waived may not be used for credit for this
degree.
• 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.

Degree Requirements
The Master of Geographic Information Systems and Data Analytics
program consists of 18-24 credits of core courses depending
upon course waiver (see Course Waiver Policy above), 6 credits of
concentration courses, and 6 credits of capstone courses.

Core Courses
Select 18-24 credits of the following, depending upon
waiver:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS 505</td>
<td>GIS Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GIS 603</td>
<td>Spatial Database Design</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 610</td>
<td>Data Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>GIS 621</td>
<td>GIS Communication</td>
<td>3</td>
</tr>
<tr>
<td>GIS 655</td>
<td>GIS Project Planning and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>GIS 663</td>
<td>Programming for GIS</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 670</td>
<td>Data Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 671</td>
<td>Data Visualization and Presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Course Subtotal 18-24

Concentration Courses
Students will select one concentration from the options
below:

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>MKTU 605</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTU 635</td>
<td>Seminar in Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTU 640</td>
<td>Seminar in International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing Analytics Concentration
The concentration in Marketing Analytics is designed
for students to apply marketing strategies in real-world
settings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTU 605</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 635</td>
<td>Seminar in Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 640</td>
<td>Seminar in International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

Emergency Management Concentration
The concentration in Emergency Management is designed
for students to help organizations and communities
prepare, respond and recover from emergencies and
disasters.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS 633</td>
<td>GIS for Emergency Preparedness and Planning</td>
<td>3</td>
</tr>
<tr>
<td>GIS 634</td>
<td>GIS for Emergency Response and Recovery</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

Community and Economic Development Concentration
The community and economic development concentration
focuses on the intersection of communities and economic
planning using GIS and data analytics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS 637</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>GIS 638</td>
<td>GIS and Community Economic Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6
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

- **Assessment, Psychopathology, and Diagnostics:** Apply assessment techniques to include crisis evaluation and diagnostic assessment to clinical cases.
- **Ethics, Law, and Professional Issues:** Apply ethical and professional decision making to issues in the practice of psychotherapy and counseling.
- **Group Counseling Theories and Interventions:** Implement theory and techniques to facilitate a group process.
- **Psychopharmacology:** Analyze the role of the 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 provides a solid foundation for practice as a marriage and family therapist. Students who complete this practice-oriented psychology master’s program meet 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. Each student in this emphasis must complete a minimum number of practicum hours determined by their state of residence (review advisement guide for more details), and 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 to California residents only)*

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. Each student in this emphasis must complete a minimum of 180 practicum hours (review student advising guide for more details), and 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

This emphasis provides a solid foundation for practice as a marriage and family therapist. Students who complete this practice-oriented psychology master’s program meet the education requirements for licensure or certification in the student’s state of residence, 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. Each student in this emphasis must complete a minimum number of practicum hours determined by their state of residence, and a minimum of 63 semester credits.

Combined Marriage and Family Therapy and Professional Clinical Counseling Emphases Option

*(Offered to California residents only)*

Students 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. Each student in this emphasis must complete a
Admission to the Program

Admissions decisions to the MA Psychology program are based on evaluation of all application materials and information provided by the applicant. Submission of all required application materials does not guarantee admission to the program.

The following requirements must be completed in order to become eligible for consideration for admission to the program:

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 discuss how you arrived at this point in your career development. Include any relevant professional experience.
   b. 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.

4. The application process includes submission of both the Graduate Admissions application and the Psychology program supplemental form as well as viewing and acknowledging that the program video was reviewed. The application packet must be complete, including an autobiography, recommendation forms, and the ethical and responsibility statement form. Psychology program faculty may require an interview with the applicant if clarification is required.

5. 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.

6. Students must have regular admission status prior to enrollment in graduate coursework. Students in Washington state are permitted to enroll in up to 12 credits of graduate coursework prior to receiving regular admission.

8. Students admitted to the MA in Psychology program will be admitted to the Catalog based on the program start date and not the admission date.

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. Transfer courses completed more than 7 years before the student’s date of Brandman program admission cannot be used to satisfy MA Psychology requirements. Students must petition for acceptance of any courses that would transfer in at fewer than 3 credits, such petitions will be reviewed on a case-by-case basis. (See Academic Policies and Procedure Section.)

Advisement/Orientation

Prior to admission, students are required to review, and submit acknowledgement of the review, of the Masters of Arts in Psychology program advisement and orientation video. This video contains pertinent program information focused on advising students of program requirements such as core courses, advancement, practicum, and much more. Upon admission, students are strongly encouraged to contact and maintain a mentoring relationship with the lead faculty at the student’s campus. All questions related to academic and professional pursuits should be directed to the lead faculty.

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. The following courses must be successfully completed as shown for each emphasis below.

MFT Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 501</td>
<td>The Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 541</td>
<td>Family Therapy Theories and Techniques: A Modern Emphasis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 561</td>
<td>Marital Systems and Studies and Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 613</td>
<td>Clinical Issues in Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 565</td>
<td>Child/Adolescent Psychopathology and Child Abuse Reporting</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 570</td>
<td>Advanced Psychopathology and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 575</td>
<td>Advanced Individual Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 578</td>
<td>Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 586</td>
<td>Assessment and Treatment of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 652</td>
<td>Theory and Practice of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
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Counseling Emphasis

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<tr>
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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 Term Care</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 541</td>
<td>Family Therapy Theories and Techniques: A Modern Emphasis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 613</td>
<td>Clinical Issues in Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------</td>
</tr>
<tr>
<td>PSYU 570</td>
<td>Advanced Psychopathology and Diagnosis</td>
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</tr>
<tr>
<td>PSYU 575</td>
<td>Advanced Individual Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 578</td>
<td>Ethical and Professional Issues</td>
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</tr>
<tr>
<td>PSYU 586</td>
<td>Assessment and Treatment of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 617</td>
<td>Transition to Work and Career</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 652</td>
<td>Theory and Practice of Group Counseling</td>
<td>3</td>
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<tr>
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<td><strong>Total Credits</strong></td>
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**PCC Emphasis**

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<td>Child/Adolescent Psychopathology and Child Abuse Reporting</td>
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**Combined Emphases Option**

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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 MA Psychology 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 MA Psychology 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 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 or Dean's Office. Compendia of the prevailing 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.
The MA Psychology professional conduct policy applies both to current MA Psychology students and graduated MA Psychology students.

For current MA Psychology students, the professional conduct procedures are as follows:

1. When a MA Psychology program faculty member observes or becomes aware of behavior that brings into question a student’s ability to maintain appropriate professional, ethical, or personal standards, the faculty member shall meet with the student (in person, by phone, or by electronic means) to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. This meeting may be attended by a staff member. The faculty member will document the behavior, the advisement provided at the meeting and any additional advisement for remediating the behavioral concerns in light of the meeting’s proceedings, and will submit the documentation to the MA Psychology program chair and the student.

2. When the MA Psychology program chair and vice chair deem that, after one or more occurrences of such faculty advisement, a student’s ability to maintain appropriate professional, ethical, or personal standards remains in question and behavioral concerns remain unresolved, a Professional Conduct Meeting shall be convened. The meeting shall consist of a conference call for the program chair, vice chair, and student. If the faculty member who met with the student in step 1 was the program chair or vice chair, the Dean will appoint a different psychology faculty member to substitute for the program chair or vice chair in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program chair and vice chair will discuss the behavior in question with the student, will solicit the student’s response to the behavioral concerns in question, and will advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting’s proceedings, and the program chair will further document the advisement provided. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, program chair, and vice chair.

3. At any time after the Professional Conduct Meeting, if the MA Psychology program chair and vice chair deem that the student’s ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the MA Psychology program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student.

4. 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 within 30 calendar days of Dean’s receipt of the student’s petition. The committee’s ruling is not subject to appeal.

For graduated MA Psychology students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MA Psychology program, the professional conduct procedures are as follows:

1. When the MA Psychology program chair and vice chair learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the MA Psychology program, they may investigate the allegations.

2. After reviewing their findings, the program chair and vice chair may choose to convene a Professional Conduct Meeting. The meeting shall consist of a conference call for the program chair, vice chair, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The graduated student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program chair and vice chair will discuss the behavior in question with the graduated student and will solicit the student’s response to the behavioral concerns in question. The staff member will document the meeting’s proceedings. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the graduated student, program chair, and vice chair.

The program chair and vice chair may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear. Should there be a hearing, the findings of the program chair’s and vice chair’s investigation shall be presented and considered regardless of whether or not the graduated student attended the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the MA Psychology program chair and vice chair deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the MA Psychology program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the program chair and vice chair may recommend to the Dean that the graduated student’s degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student’s degree.
4. A graduated student receiving a Dean’s letter of intent to revoke the student’s MA Psychology degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean’s letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student’s written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student’s degree, with written notice of either outcome provided to the student.

5. A graduated MA Psychology student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, 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 graduated 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 within 30 calendar days of Dean’s receipt of the graduated student’s petition. The committee’s ruling is not subject to appeal.

6. If a graduated MA Psychology student’s degree is revoked, and if the student had been a California resident at the time of degree conferral, the program’s Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from Brandman University. If the graduated student resided in Washington at the time of degree conferral, the program’s Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from Brandman University. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Personal Therapy

The psychology faculty believes that participating as a client in individual, group, couple, or family 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, group, couple, or family therapy conducted by a current licensed marriage and family therapist, licensed clinical social worker, licensed clinical psychologist, board-eligible psychiatrist, or a licensed mental health worker of equivalent status (psychoeducational groups or classes that help a student better understand a disorder such as depression or a treatment modality such as Dialectical Behavioral Therapy (DBT) will not count towards the personal therapy requirement). Up to five of the 20 sessions can be completed through telehealth / teleconferencing. If the student selects to use the telehealth medium, the student must ensure that the therapist is licensed in the student’s state of residence. Verification will consist of a letter by the licensed therapist. The letter must be either on (a) the therapist’s letterhead and must include the therapist’s license number, or (b) an official psychotherapy form from the state in which the student is registered stating the time spent in therapy with a licensed therapist. The verification document must be sealed and mailed to the student’s campus in care of the lead psychology faculty or the academic advisor. The verification document can also be emailed directly from the licensed therapist or agency to the student’s lead faculty or academic advisor. This verification must be on file at the time the student applies for graduation.

Additional personal therapy may at any time be required by program faculty for the student to continue in the program. The student has the right to choose his/her own licensed therapist for this requirement within the limitations of ethical standards prohibiting dual relationships and the criteria of the paragraph above.

Practicum

Each student must have the practicum site Field Agreement completed and approved by the university and the practicum site prior to starting any trainee hours at the approved site. After completion of 21 units in the student’s selected program, the student will receive an email from the clinical coordinator encouraging him or her to begin their practicum search. This email will provide the student access to the field agreement documents. The student can also 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 site. Students must advance to candidacy prior to registration for practicum. Once enrolled in practicum, students are required to attend, participate, and complete all required assignments related to the practicum. If a student completes the final practicum course PSYU 690 Practicum III, but has not completed their clinical hours or capstone case study paper and presentation, the student will be enrolled in PSYU 695 Psychology Practicum Continuation where attendance is also mandatory. Required practicum hours are designated by the student’s state of residence and detailed information will be provided in the course syllabus.

The student may elect to begin the Capstone Case Study in PSYU 688 Practicum I. Work on the case study will continue through the remaining practicum course(s) and must be concluded by the end of practicum III (PSYU 690) 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.

If a student does not complete the required practicum hours and/or the Capstone Case Study during the PSYU 688,689,690 course series, s/he will be enrolled in the required PSYU 695 Practicum Continuation course (0 credits) and required to pay a Practicum Continuation fee, per each course and session, until the student receives a P in the PSYU 688, 689, 690 courses or until the student’s seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in PSYU 688, 689, 690 or 695.

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 while students are enrolled in practicum (PSYU 688, 689, 690) or practicum continuation PSYU 695. If a student completes the practicum course sequence and has not yet completed the capstone case study the student will be enrolled into PSYU 695 (practicum continuation course). 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

The courses listed below are required for completion of this degree, and also meet the curricular requirements for licensure in the states of California and Washington. Students in other states have the same requirements for completion of this degree, but in order to satisfy all curricular requirements for licensure in their state of residence, may need to also complete one to three family studies courses (PSYU 601 Family Development, PSYU 603 Foundation of Systemic Practices, PSYU 605 Family Dynamics: Marriage and the Family). For more information please consult with your academic advisor.

Foundation Courses

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Marriage and Family Studies and Therapy

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Counseling Emphasis

(Offered to Washington residents only)

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Total Credits 60
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**Total Credits**: 48

### Professional Clinical Counseling Emphasis

#### Foundation Courses
- **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 and Bibliographic Methods 3
- **PSYU 578** Ethical and Professional Issues 3

**Foundation Courses Subtotal**: 15

#### Marriage Therapy/Domestic Violence
- **PSYU 561** Marital Systems and Studies and Domestic Violence 3

**Marriage Therapy/Domestic Violence Subtotal**: 3

#### Multicultural Counseling and Techniques
- **PSYU 613** Clinical Issues in Human Diversity 3

**Multicultural Counseling and Techniques Subtotal**: 3

#### Adult Counseling Core
- **PSYU 570** Advanced Psychopathology and Diagnosis 3
- **PSYU 575** Advanced Individual Counseling I 3
- **PSYU 576** Advanced Individual Counseling II 3

**Adult Counseling Core Subtotal**: 9

#### Specialized Topics
- **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

**Specialized Topics Subtotal**: 24

#### Practicum
- **PSYU 688** Practicum I 3
- **PSYU 689** Practicum II 3

**Practicum Subtotal**: 6

*If a student does not complete the required practicum hours and/or the Capstone Case Study during the PSYU 688, 689, 690 course series, s/he will be enrolled in a required PSYU 695 Practicum Continuation course (0 credits) and required to pay a Practicum Continuation fee, per each course and session, until the student receives a P in the PSYU 688, 689, 690 courses or until the student’s seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in PSYU 688, 689, or 695.

**Total Credits**: 63

### Combined Marriage and Family Therapist and Professional Clinical Counselor Emphases Option

(Offered to California residents only)

#### Foundation Courses
- **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 and Bibliographic Methods 3
- **PSYU 578** Ethical and Professional Issues 3

**Foundation Courses Subtotal**: 15

#### Marriage and Family Studies and Therapy
- **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 and Studies and Domestic Violence 3

**Marriage and Family Studies and Therapy Subtotal**: 9

#### Multicultural Counseling and Techniques
- **PSYU 613** Clinical Issues in Human Diversity 3

**Multicultural Counseling and Techniques Subtotal**: 3

#### Adult Counseling Core
- **PSYU 570** Advanced Psychopathology and Diagnosis 3
- **PSYU 575** Advanced Individual Counseling I 3
- **PSYU 576** Advanced Individual Counseling II 3

**Adult Counseling Core Subtotal**: 9

#### Specialized Topics
- **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

**Specialized Topics Subtotal**: 24

**Total Credits**: 63
**PSYU 652** Theory and Practice of Group Counseling

Specialized Topics Subtotal 24

**Practicum**

PSYU 688 Practicum I * 3
PSYU 689 Practicum II * 3
PSYU 690 Practicum III * 3

Practicum Subtotal 9

*If a student does not complete the required practicum hours and/or the Capstone Case Study during the PSYU 688, 689, 690 course series, s/he will be enrolled in a required PSYU 695 Practicum Continuation course (0 credits) and required to pay a Practicum Continuation fee, per each course and session, until the student receives a P in the PSYU 688, 689, 690 courses or until the student's seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in PSYU 688, 689, 690, or 695.

Total Credits 69

**MA Psychology Modification of Emphasis**

A student may select to modify or add to their enrolled emphasis. To do so, the student must first consult with an academic advisor and a lead Psychology faculty. All modifications or additions must be made prior to the conferral of the MA Psychology degree. Once a decision has been reached to modify or add an emphasis, the student is responsible for meeting all specified requirements. These specific requirements may include but are not limited to overall program credit units, additional courses, and emphasis specific practicum hours (as designated by the state of residence). Once a degree is conferred, the graduate will need to contact the licensing board or agency of their respective state for guidance.

**Changing State of Residence**

A student may select to modify their state of residence post admission into the MA Psychology program. To do so, the student must first consult with an academic advisor and a lead Psychology faculty. The change from one state of residence to another must be made prior to the conferral of the MA Psychology degree. Once a decision has been reached, the student is responsible for meeting all new state specific requirements. These specific requirements may include but are not limited to overall program credit units, additional courses, and practicum hours (as designated by the state of residence).
The mission of the Master of Social Work Program is to provide a flexible, accessible, personalized, and innovative advanced generalist curriculum that supports students who value ethics and service to others and who wish to engage in social work practice as competent professionals.

**Goal 1:** Prepare students for competent and ethical advanced social work practice with individuals, families, groups, organizations and communities.

**Goal 2:** Prepare students to be innovative leaders of change who advocate and promote social, economic and environmental justice.

**Goal 3:** Prepare students to effectively use technology to promote practice advancement of the social work profession.

**Program Description**
The advanced generalist MSW curriculum provides students a conceptual lens to identify and understand multidimensional problem solving and use evidence-based assessment and intervention models that reflect best practices in current social work practice. This multidimensional perspective prepares practitioners to navigate ambiguity when confronting complex problems. Brandman University’s MSW graduates are also knowledgeable about how global issues, such as human trafficking, wars, and natural disaster, influence individuals, families, and communities whether their clients are refugees fleeing war-torn nations or communities, agencies or governments recovering from unpredictable events such as economic crises, epidemics or outbreaks, hurricanes, earthquakes, tsunamis, or nuclear plant failures.

Because advanced generalist practitioners often hold leadership positions within agencies, organizations, and government programs, Brandman University’s advanced generalist MSW program prepares students to critically evaluate information, weigh competing demands of stakeholders, and consider how technological, staffing, and resource issues impact program design, social service delivery, and evaluation design. The program nurtures MSW students to develop and strengthen self-reflective leadership skills so they can identify and meet the competing demands affecting social service design and delivery in vulnerable communities.

Graduates of the MSW program are prepared for employment across a broad spectrum of settings, including child protective services agencies, mental health and substance abuse treatment programs, school-based settings, long-term care facilities, home-based programs, hospitals and other health care settings, human rights and advocacy organizations, criminal justice and legal service organizations, and local, state and federal agencies. Other employment options for graduates could include work for government agencies such as the Veteran’s Administration, criminal justice programs, or non-profit organizations.

**Program Options**
Brandman University has two options to obtain an MSW: the standard Advanced Generalist MSW option and the Advanced Generalist, Advanced Standing Option. Students who choose either option can complete the degree by taking fully online courses and/or blended courses. Blended courses, offered at select campuses in California and Washington, require students to attend class on campus and online. Both program options prepare students for advanced generalist social work practice.

**Standard Advanced Generalist Option (SAG)**
The SAG option consists of a 69-credit hour degree plan which includes required foundational curriculum, advanced core curriculum and specialized electives. The first part of the curriculum provides an orientation to the profession and important foundational social work practice skills. The second part of the curriculum provides students with advanced generalist social work skills and knowledge and includes specialized electives that allow students to choose a focus area of study. Students admitted to the SAG option must complete a total of 1000 hours of field placement practicum.

**Advanced Generalist, Advanced Standing Option (AG/AS)**
The AG/AS option consists of a 39-credit hour degree plan which includes required advanced core curriculum and specialized electives. The Advanced Standing curriculum provides students with advanced generalist social work skills and knowledge and includes specialized electives that allow students to choose a focus area of study. Students admitted to the AG/AS option must complete a total of 600 hours of field placement practicum.

Applicants who have earned a BSW/BASW/BSSW from a CSWE-accredited program within the past five years may be considered for acceptance into the Advanced Standing Program. The BSW/BASW/BSSW degree must have been conferred five years or fewer from the date of admission into the MSW program. If over five years have elapsed since graduation from a CSWE-accredited BSW/BASW/BSSW program, the applicant will need to apply to the standard program (SAG), unless the applicant has social work practice experience. In such cases, the applicant may submit documentation of their social work practice experience to the MSW Program Director via email at socialwork@brandman.edu, for evaluation to determine whether the applicant is eligible for admission to the Advanced Standing program (AG/AS). Such evaluations will be made on a case-by-case basis.

**States Where the MSW Program is Not Available**
The MSW Program is available nationally. However, due to regulatory reasons, Brandman cannot provide field placements or MSW degrees in certain states. Students should consult with their Advisor if they have plans to move from one state to another.

**Field Placement Practicum**
Field education is the signature pedagogy for social work education. MSW students complete their field placement practicums at social service agencies within their geographic area. Field placement practicums allow student practitioners the opportunity to build, apply, and integrate classroom training and evidence-based interventions within a practice setting. As Brandman MSW students gain direct practice experience working with diverse populations, they also help to strengthen opportunities, resources, and capacity for local agencies that provide direct services for vulnerable families and communities.

**Accreditation**
Brandman University is accredited by the Western Association of Schools and Colleges Senior College and University Commission. In California, the Master of Social Work Program at Brandman University meets and exceeds the curriculum requirements set forth in the California Business and Professional Code section 4996.2 and has notified the Board of Behavioral Science (the licensing board for social workers in California) of its curriculum as required by law. In Washington State, Brandman University’s Master of Social Work Program meets and exceeds the curriculum requirements established by state licensing law under the Revised Code of Washington (RCW 18.225).
The MSW program is in candidacy status and anticipates earning initial accreditation in 2020/21. Pending CSWE’s awarding of initial accreditation in 2020/21, students who enroll in the MSW program during or after the 2018/19 academic year will have earned accredited degrees.

Educational Competencies (Program Learning Outcomes)

Brandman University’s MSW Program provides a curriculum that is grounded by the nine Social Work Competencies presented in the Council on Social Work Education 2015 Educational Policy and Accreditation Standards. Program benchmarks are based on assessment of the following competencies at the foundational and specialization years:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Admission to the MSW program is based on evaluation of all application materials and information provided by the applicant. For all applicants, the admissions committee members will decide if the applicant will be accepted into the program or denied admission. If denied admission, the applicant may submit a written appeal to the MSW Program Director via email at socialwork@brandman.edu, within 30 calendar days from the date of the admission decision. Appeals will not be accepted after the 30-day window. After submitting an appeal, the applicant will receive a letter indicating the final decision to accept or uphold the admission committee’s decision. An applicant who is denied admission to the MSW program must wait four months before becoming eligible to reapply for admission to the program.

The MSW program admissions committee members will consider only fully complete application packets. Decisions are based upon the quality of all application materials and information provided by the applicant, as well as the number of applicants. Submission of all required application materials does not guarantee admission into the MSW program. The MSW program admissions committee may request an interview with the applicant if clarification of application materials is necessary. Students admitted to the MSW program will be admitted under the catalog year based upon their program start date and not their program admission date.

Admission Requirements

To become eligible for consideration for admission to the MSW program, students must complete the following requirements.

A. Complete the graduate admission requirements for Brandman University and meet the GPA requirements listed below. SAG applicants can apply for admission consideration using options 1, 2, 3, or 4. AG/AS applicants must apply using option 1.

1. Provide a copy of the student’s official undergraduate transcript as documentation of minimum G.P.A. of 3.0 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.

2. A GPA between 2.5 - 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 and a satisfactory score on an accepted graduate admissions exam. Graduate Record Examination (GRE): achieve a minimum score of 300 on the combined scores of the verbal and quantitative subsections of the GRE. Miller’s Analogies Test (MAT): achieve a scaled score of 400.

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

4. Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain the following: Writing samples that show graduate level communication and analytical skills, detailed resume showing professional development, achievements, awards, and professional recognition, three letters of reference from persons who can attest to the applicant’s ability to do graduate level work (these are in addition to the letters of reference listed below), and a letter of explanation detailing the reasons the student believes s/he is a good candidate for graduate study in social work.

In addition to the University requirements above, all MSW candidates must submit the following:

B. A personal narrative, written in APA format and limited to five typed pages in length. The narrative should include the following components:

(1) Two relevant life experiences that influenced the choice of social work as an academic and career goal. Examples of these life experiences should be provided with a discussion of how the experiences influenced the applicant personally and professionally.

(2) Relevant professional, internship, volunteer, and/or research experience.

(3) Experience with social and economic justice and how the applicant plans to uphold this important social work value (see: https://www.socialworkers.org/pubs/code/code.asp).

C. Two recommendation forms (professional, volunteer, or academic references only). At least one recommendation should be an academic reference and one should be the candidate’s current supervisor. If it has been more than five years since the applicant
attended a college/university, all references may come from current/recent supervisors for volunteer or paid work experience.

D. Completion of the following:

- Signed professional and ethical responsibility statement
- Acknowledgement of the program professional dispositions.
- Acknowledgment of the technology standards for the social work profession.
- Acknowledgment that the program orientation video was viewed.

Admissions staff will make the determination if a student is qualified for AG/AS (Advanced Standing). If the date of BSW/BASW degree conferral qualifies an MSW applicant for AG/AS under the eligibility standards listed earlier in the MSW program description, Admissions staff will put the applicant in the AG/AS category automatically.

**Advanced Standing**

The program only awards advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

**Credit for Life Experience**

Transfer credit is not granted for any type of previous work experience or life experience.

**Transfer of Coursework**

A maximum of 15 semester graduate credits may be accepted in transfer toward the SAG option. A maximum of 12 semester graduate credits may be accepted in transfer toward the AS/AG option. The Student Services Division will review all credit transfers based on guidelines provided by the program faculty and the dean/associate dean. Any questions, ambiguities, or special requests will be brought to the program director by the registrar’s staff and a final decision on the transfer will be made.

**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 MSW 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 MSW program must adhere to the NASW Code of Ethics 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 master’s program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of other professional graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of professional social work.

It is understood, therefore, that students will be required to follow the NASW Code of Ethics 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. A full listing of NASW code of ethics can be found here: [https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

**Professional Conduct**

The MSW professional conduct policy applies both to current MSW students and graduated MSW students.

For current MSW students, the professional conduct procedures are as follows:

1. When a MSW program faculty member observes or becomes aware of behavior that brings into question a student’s ability to maintain the NASW Code of Ethics, the faculty member shall meet with the student (in person, by phone, or by electronic means) to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. The faculty member will document the behavior and the advisement provided, and will submit the documentation to the MSW program director.

2. When the MSW program director and field director deem that, after one or more occurrences of such faculty advisement, a student’s ability to maintain the NASW Code of Ethics remains in question and behavioral concerns remain unresolved, a Professional Conduct Meeting shall be convened. The meeting shall consist of a conference call for the program director, field director, and student. If the faculty member who met with the student in step 1 was the program director or field director, the Dean will appoint a different faculty member to substitute for the program director or field director in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program director and field director will discuss the behavior in question with the student, will solicit the student’s response to the behavioral concerns in question, and will advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting’s proceedings, and the program director will further document the advisement provided. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, program director, and field director.

3. At any time after the Professional Conduct Meeting, if the MSW program director and field director deem that the student’s ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed.
from the MSW program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student.

4. 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 within 30 calendar days of Dean’s receipt of the student’s petition. The committee’s ruling is not subject to appeal.

For graduated MSW students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MSW program, the professional conduct procedures are as follows:

1. When the MSW program director and field director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the MSW program, they may investigate the allegations.

2. After reviewing their findings, the program director and field director may choose to convene a Professional Conduct Meeting. The meeting shall consist of a conference call for the program director, field director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting’s proceedings.

The graduated student may choose to have a silent observer attend the conference call. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the program director and field director will discuss the behavior in question with the graduated student and will solicit the student’s response to the behavioral concerns in question. The staff member will document the meeting’s proceedings. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the graduated student, program director, and field director.

The program director and field director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear. Should there be a hearing, the findings of the program director’s and field director’s investigation shall be presented and considered regardless of whether or not the graduated student attended the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the MSW program director and field director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the MSW program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the program director and field director may recommend to the Dean that the graduated student’s degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student’s degree.

4. A graduated student receiving a Dean’s letter of intent to revoke the student’s MSW degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean’s letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student’s written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student’s degree, with written notice of either outcome provided to the student.

5. A graduated MSW student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, 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 graduated 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 within 30 calendar days of Dean’s receipt of the graduated student’s petition. The committee’s ruling is not subject to appeal.

6. If a graduated MSW student’s degree is revoked, and if the student had been a California resident at the time of degree conferral, the program’s Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from Brandman University. If the graduated student resided in Washington at the time of degree conferral, the program’s Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from Brandman University. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Field Education

Prior to becoming eligible to begin foundational field education (the 500-level practicum courses), SAG students must successfully complete the required prerequisite classes (SOWK 502 Social Work Practice with Individuals and Families & SOWK 503 Social Work Practice with Groups, Communities, and Organizations) with a letter grade of “B” (3.0 GPA) or higher in each; successfully complete the field readiness interview; successfully complete a field site interview; and be approved to begin field (the 500-level practicum courses) by the Director of Field Education or MSW Assistant Field Director. Standard students must successfully complete all foundation courses and 500-level practicum courses before beginning advanced field (the 600-level advanced practicum courses).

SAG students must take SOWK 502 and SOWK 503 before starting field practicum. Students must complete SOWK 502 and SOWK 503 with a letter grade of B or higher before taking the first field practicum seminar and being placed in a field practicum.

SOWK 501 and SOWK 504 can be taken anytime but students would benefit from having these courses completed before starting field practicum.

- SOWK 593 Social Work Practicum Seminar I Students take SOWK 505 Social Welfare Policy Analysis before or concurrently with this course.
- SOWK 594 Social Work Practicum Seminar II Students must pass SOWK 593. Students take SOWK 506 Policy Practice and Advocacy before or concurrently with this course.
• SOWK 595 Social Work Practicum Seminar III. Students must pass SOWK 594. Students should take SOWK 507 Social Work Research before or concurrently with this course.

Prior to becoming eligible to begin advanced field education (the 600-level advanced practicum courses), AG/AS students must successfully complete the advanced field education application form and the advanced field education orientation, successfully complete a field site interview, and be approved to begin advanced field (the 600-level advanced practicum courses) by the Director of Field Education or MSW Assistant Field Director.

All required documents including the agency agreement must be completed and students must be enrolled in a practicum course or advanced practicum course prior to starting any trainee hours at the approved site. Detailed field policies, procedures, and requirements appear in the MSW Field Practicum Manual. Questions should be directed to the Director of Field Education or the MSW Assistant Field Director.

The practicum courses are graded on a pass/no pass basis. Courses in the 500-level practicum course sequence are to be taken consecutively. Courses in the 600-level advanced practicum course sequence are also to be taken consecutively. Below are the courses that should be taken before or concurrently with each field practicum seminar course.

• SOWK 693 Advanced Social Work Practicum Seminar I. Students should take SOWK 622 Advanced Generalist Practice before or concurrently with this course.

• SOWK 694 Advanced Social Work Practicum Seminar II Students must pass SOWK 693. Students should take SOWK 601 Family Violence before or concurrently with this course.

• SOWK 695 Advanced Social Work Practicum Seminar III. Students must pass SOWK 694. Students should take SOWK 602 Social Work Law and Ethics before or concurrently with this course.

• SOWK 696 Advanced Social Work Practicum Seminar IV. Students must pass SOWK 695. Students must take SOWK 625 Practice Evaluation before or concurrently with this course.

If a student does not complete the required 400 practicum hours during the SOWK 593, 594, 595 course series, or the 600 required practicum hours during the SOWK 693-696 course series, s/he will be enrolled in a required SOWK 597 or SOWK 697 Practicum Continuation course (0 credits) and required to pay a Practicum Continuation fee until the student completes the total required hours and receives a P in the SOWK 593, 594, 595 courses or SOWK 693-696 courses. Students will accumulate hours toward their practicum requirements only when enrolled in SOWK 593, 594, 595, or 597 or SOWK 693, 694, 695, 696 or 697.

**Grade Point Average Requirements**

Students must maintain a 3.0 grade point average throughout their course of study in the MSW program. A student must receive a letter grade of "C" or better in a course for successful completion. Practice courses (SOWK 502, 503, and 622) require at least a "B" or higher. If a student falls below a 3.0 in a practice course or a 3.0 overall GPA, student remediation will occur via the university’s probation process, found in the current university catalog.

**Specific Requirements for the Master of Social Work**

Requirements for students obtaining the Standard Advanced Generalist MSW (SAG Students) include the Foundation Core Courses (30 credits), Advanced Generalist Core Courses (27 credits), and Elective Courses (12 credits), for a total of 69 credits.

Requirements for students obtaining the Advanced Standing MSW (AG/AS Students) include the Advanced Generalist Core Courses (27 credits) and Elective Courses (12 credits), for a total of 39 credits.

**Foundation Core Courses (only required for SAG students)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 501</td>
<td>Human Behavior and the Social Environment</td>
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<td>SOWK 502</td>
<td>Social Work Practice with Individuals and Families</td>
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<td>SOWK 503</td>
<td>Social Work Practice with Groups, Communities, and Organizations</td>
<td>3</td>
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<td>SOWK 504</td>
<td>Diversity and Social Justice</td>
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<td>SOWK 505</td>
<td>Social Welfare Policy Analysis</td>
<td>3</td>
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<td>SOWK 506</td>
<td>Policy Practice and Advocacy</td>
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<td>SOWK 507</td>
<td>Social Work Research</td>
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**Total Credits**

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<td><strong>Foundation Core Courses</strong></td>
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</table>

**Advanced Generalist Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 601</td>
<td>Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 602</td>
<td>Social Work Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 603</td>
<td>Social Work and Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 622</td>
<td>Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 625</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 693</td>
<td>Advanced Social Work Practicum Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 694</td>
<td>Advanced Social Work Practicum Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 695</td>
<td>Advanced Social Work Practicum Seminar III</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 696</td>
<td>Advanced Social Work Practicum Seminar IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th></th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Generalist Core Courses</strong></td>
<td>27</td>
</tr>
</tbody>
</table>

**Electives (12 credits)**

Choose 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 630</td>
<td>Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 631</td>
<td>Social Work Practice with Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 632</td>
<td>Prevention and Intervention in Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 633</td>
<td>Children and Adolescent Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 634</td>
<td>Family Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 650</td>
<td>Crisis Intervention and Trauma Response</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 651</td>
<td>Social Work Response to Disasters</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 652</td>
<td>Military/Veteran (SMVF) Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 653</td>
<td>Social Work Practice with SMVF Populations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 654</td>
<td>Death, Loss and Grief</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 655</td>
<td>Substance Abuse</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SOWK 656</td>
<td>Sexual Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 657</td>
<td>Mental Health and Mental Illness</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 658</td>
<td>Healthcare Social Work I: Integrated Health Care Policy and Services</td>
<td>3</td>
</tr>
</tbody>
</table>
SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

Glenn Worthington, Ed.D., Dean, School of Business and Professional Studies
Sam Bresler, Ph. D., Associate Dean, School of Business and Professional Studies
Sharon Floyd, Ed. D., Associate Dean, School of Business and Professional Studies
Monica Shukla-Belmontes, Ph. D., Associate Dean, School of Business and Professional Studies
Evelina Atanassova, Ph.D.
Dania Baba, Ph.D.
Diana Echols, D.M.
Helen Eckmann, Ed.D.
Paula Edwards, Ed.D.
Charmaine Felder, Ph.D.
Laura Galloway, Ph.D.
David Gonzalez, D.P.A.
Janet Cooper Jackson, Ph.D., Professor Emeritus
Jalin B. Johnson, Ed.D.
Felix A. Kalinski, Ed.D.
Benjamin Perez, M.S.
Tim Perez, D.Sc.
Aaron Schmerbeck, Ph.D.
Diane Singer, Ph.D.

Undergraduate Degree Programs

- Associate of Arts in General Business (Competency-Based) (p. 96)
- Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Leadership (p. 98)
- Accelerated Bachelor of Arts in Organizational Leadership to Master of Business Administration (p. 101)
- Bachelor of Arts in Organizational Leadership (p. 105)
- Accelerated Bachelor of Business Administration to Master of Business Administration (p. 108)
- Bachelor of Business Administration (Credit Hour) (p. 112)
- Bachelor of Business Administration (Competency-Based) (p. 115)
- Bachelor of Science in Computing Technology (p. 120)
- Bachelor of Science in Information Technology (Competency-Based) (p. 122)

Undergraduate Minor

- Organizational Leadership (p. 107)

Graduate Degree Programs

- Master of Arts in Organizational Leadership (p. 125) (Credit Hour) (p. 125)
- Master of Arts in Organizational Leadership (Competency-Based) (p. 127)
- Master of Business Administration (p. 130)
- Master of Public Administration (p. 133)
- Master of Science in Human Resources (p. 135)

Graduate Certificates

- Business Administration (p. 138)
- Business Intelligence and Data Analytics (p. 139)
- Executive Certificate in Public and Nonprofit Leadership (p. 137)
- Health Administration (p. 140)
- Human Resources (p. 141)
- Organizational Leadership (p. 142)
- Public Administration (p. 143)

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.
# ASSOCIATE OF ARTS IN GENERAL BUSINESS (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 on 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. Some students may have acquired much of the knowledge and many of the skills and abilities necessary for a degree through their life or previous work experience. Brandman University’s competency-based Associate of Arts in General Business program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This competency-based program of study is designed to introduce students to a broad range of subjects including oral and written communication, quantitative literacy, creative and critical thinking. Fundamentals of management, leadership, economics, information technology, and marketing are integrated into the requirements of this degree as well, giving students a solid preparation for further undergraduate study at the bachelor's level and for the baseline needs of a career in today's corporate environment. The program's outcomes emphasize key intellectual skills which transcend disciplinary boundaries and which are essential for the successful college undergraduate.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the competency-based Associate of Arts in General Business degree program. Students with leadership and management experience who are self-motivated, goal oriented, and excel at working independently are ideal candidates for the competency-based Associate of Arts in General Business degree program.

## Mission

The Associate of Arts in General Business prepares students for career opportunities and advancement in a dynamic business environment.

## Program Learning Outcomes

- **Written Fluency:** Compose written arguments that are coherent, grammatically correct, and rhetorically aware.
- **Quantitative Literacy:** Explain how calculations and symbolic operations are used in interpreting social and economic trends.
- **Communication Fluency:** Deliver an effective presentation for a given audience.
- **Information Literacy:** Cite appropriate and scholarly resources to address a research question.
- **Technology:** Understand technology to effectively support decision making in business.
- **Consumer Behavior:** Describe the principles and best practices of consumer behavior fundamentals.
- **Marketing:** Describe the principles of marketing as it applies to consumers and business.

## Admission to the Program

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

1. Brandman MyPath Basic Skills Track: Requires the successful mastery of MATC 103 Quantitative Literacy, Level A competency and ENGC 103 Written Communications, Level A competency, or
2. Pass admissions test in English and Math.

   a. Successful completion of a transferable course equivalent to ENGU 103 Writing and Rhetoric or ENGU 104 Writing About Literature (grade of “B-” or higher) waives admissions test in English.

   b. Successful completion of a transferable course equivalent to MATU 103 Applied Mathematics or higher (grade of “B-” or higher) waives admissions test in Math.

Each of the above requires a high school diploma, HiSET or GED equivalent.

## Degree Requirements

1. Completion of ORIC 100 Orientation: Gain familiarity with Brandman University’s MyPath and explore strategies to succeed in the program.

2. The AA in General Business consists of three major domains:

   - I. Foundation Knowledge and Skills
   - II. Business Core
   - III. General Business Emphasis

## I. Domain: Foundation Knowledge and Skills

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

### Subdomain: Communications

**COMC 410 Interpersonal Communication**

Understand the skills required to interact effectively with others.

**COMC 101 Oral Communications**

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

**ENGC 103 Written Communications, Level A**

Identify and apply key components of effective writing skills and APA.

**ENGC 104 Written Communications, Level B**

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

### Subdomain: Quantitative Reasoning

**MATC 103 Quantitative Literacy, Level A**

Explain accurate calculations and symbolic operations to interpret social and economic trends.

---

**Table: Program Learning Outcomes**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Marketing</td>
<td>Describe the principles of marketing as it applies to consumers and business.</td>
</tr>
</tbody>
</table>
Subdomain: Information Literacy
LBSC 320 Information Literacy, Level A
Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy, Level B
Apply academic research practices to complete an academic research project.

Subdomain: Humanities
PHLC 110 Creative and Critical Thinking
Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships
Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 Human Experience
Analyze the ways in which the human experience is influenced by historical social, ethnic, economic, technological, and/or geographic contexts.

Subdomain: Natural Sciences
NSCC 111 Principles and Concepts, Level A
 Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles and Concepts, Level B
Master the fundamental principles, concepts, and methods of chemistry and environmental science.

NSCC 115 Methods and Applications
Apply the principles, concepts, and methods of the natural sciences.

Subdomain: Social Sciences
The social sciences breadth requirement consists of 6 equivalent credits. Choices should be made from competencies in the following disciplines: organizational leadership, economics, and marketing with no more than one competency in any one discipline.

II. Domain: Business Core
The Business Core Requirements at Brandman University provides a business foundation that enables students to expand their perspectives across various functional business areas.

CSCC 200 Fundamentals of Information Technology
Develop an understanding of information technology fundamentals.

MKTC 301 Fundamentals of Marketing
Develop an understanding of marketing fundamentals.

MKTC 305 Fundamentals of Consumer Behavior
Demonstrate an understanding of consumer behavior fundamentals (e.g., demographics and purchasing behavior) and promotional practices.

MGTC 301 Fundamentals of Management

III. Domain: General Business Emphasis
The purpose of the General Business electives is to provide students with a broad business education without an in-depth study in one discipline. This program provides students with a broad business education that allows the freedom to take coursework in multiple business disciplines. The General Business emphasis consists of 9 equivalent credits of electives from any of the business disciplines.
ACCELERATED BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP TO MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Program Entry Options
The BAOL program has three program options:

1. Accelerated Bachelor of Arts in Organizational Leadership to Master of Business Administration
2. Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Leadership
3. Credit-hour Bachelor of Organizational Leadership

The accelerated BAOL to MAOL degree program offers students a degree path with up to twelve fewer credits than the combined traditional BAOL and MAOL degree programs.

Mission:
The Accelerated Bachelor of Organizational Leadership to Master of Arts in Organizational Leadership (BAOL to MAOL) provides 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

Leadership: Assess an organizational issue from multiple leadership perspectives to recommend solutions.

Critical Analysis: Analyze organizational challenges applying individual, group and organizational theories.

Globalization and Diversity: Evaluate leadership strategies that promote organizational diversity and multi-cultural inclusion on a global scale.

Ethics: Create a personal ethical decision making model.

Collaboration: Evaluate personal competencies in collaboration and teaming.

Change: Apply change management strategies to practical situations in organizations.

Requirements for Admission
Admission requirements include two phases, BAOL admission and MAOL admission during the student's senior year.

Phase 1, BAOL Admission: Regular undergraduate admission standards apply. See Undergraduate Admission for Degree Seeking Student Applicants in this catalog. Students interested in participating in the Accelerated BAOL to MAOL degree program must select this track during their undergraduate admission process so they will be identified as candidates for this degree program and advised accordingly. Formal admission to MAOL phase of the Accelerated BAOL to MAOL does not occur until the student attains senior status.

Phase 2, MAOL Admission: Accelerated BAOL to MAOL candidates apply for formal admission to the MAOL at the beginning of their senior year. At this time, candidates for this program must demonstrate readiness to do graduate level work by satisfactorily fulfilling one of the following admission options.

Option One
A 3.0 grade point average (GPA) 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.

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 admission 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)
• Millar 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

Undergraduate Credit Transfer: See Undergraduate Credit-Hour Based Academic Policies and Procedures Transfer Credit Policies section of this catalog. Standard university undergraduate transfer credit policies apply.

Graduate Credit Transfer: See the Graduate Academic Policies and Procedures section of this catalog. A maximum of nine credits may be accepted in transfer toward electives in the MAOL degree Program.

In addition to university policies concerning transfer of graduate coursework, the MAOL 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 an 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.

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

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSE, CCNP, MCSA: Windows Server</td>
<td>CSCU 353; CSCU 453</td>
</tr>
<tr>
<td>Oracle DBA, MCDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012</td>
<td>CSCU 408; CSCU 453</td>
</tr>
<tr>
<td>CompTIA A+</td>
<td>CSCU 251</td>
</tr>
<tr>
<td>CompTIA Network+</td>
<td>CSCU 353</td>
</tr>
<tr>
<td>CompTIA Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CompTIA Cloud Essentials</td>
<td>CSCC 475 (approved substitution for CSCU 251)</td>
</tr>
<tr>
<td>VCP (VMware Certified Professional)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>RHCSA (Red Hat Systems Administrator)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>CASP (CompTIA Advanced Security Practitioner)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISSP (Certified Information Systems Security Professional)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CEH (Certified Ethical Hacker)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISM (Certified Information Security Manager)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISA (Certified Information Systems Auditor)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>PMP (project management professional)</td>
<td>CSCU 383; CSCU 385</td>
</tr>
<tr>
<td>Six Sigma Green Belt</td>
<td>CSCU 383; CSCU 415</td>
</tr>
<tr>
<td>CCNA (Cisco Certified Network Associate)</td>
<td>CSCU 353</td>
</tr>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCU 200</td>
</tr>
</tbody>
</table>

**HR Certification Credit Limitations**

Students who receive substitution credit as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM-SCP may only receive waiver credit for HRCU 600 as graduate students.

**BAOL Requirements for the Accelerated BAOL to MAOL Degree**

In addition to the University General Education requirements, the BAOL portion of the Accelerated BAOL to MAOL requires 48 credits of coursework, of which 18 prescribed elective credits will support waivers in the MAOL degree.

**Foundation Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 350</td>
<td>Leadership and Professional Ethics</td>
</tr>
<tr>
<td>OLCU 400</td>
<td>Theory and Practice of Leadership</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural Organizations</td>
</tr>
<tr>
<td>OLCU 380</td>
<td>Research and Analytical Thinking</td>
</tr>
</tbody>
</table>

**Total Credits** 12

**Competencies (9 credits)**

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

**Total Credits** 9

**Electives/Emphasis Areas (18 credits)**

Complete the electives or choose an Emphasis Area

**Electives (18 credits):**

Upon admission, students work with their program advisors to develop a plan for BAOL electives in the Accelerated BAOL to MAOL 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 may select 18 elective credits to meet individual educational and professional 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 is Organizational Administration (18 credits)**

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>
</tr>
</thead>
<tbody>
<tr>
<td>ACU 201</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ECU 201</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ENTU 401</td>
<td>Introduction to Entrepreneurship</td>
</tr>
<tr>
<td>MKTU 301</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MGTU 301</td>
<td>Principles of Management</td>
</tr>
</tbody>
</table>

Select one of the following (3 credits)
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:

Required (12 credits)  
MGTU 320 Strategies Across the Supply Chain 3  
MGTU 321 Project Management and Supply Chain Leadership 3  
HRCU 352 Labor Relations 3  
CSCU 315 Organizational Information Systems 3  

Two Course Selections (6 credits) 6  
Select two courses from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership.

Additional Core (6 credits) 6  
Taken at graduate level upon admission to MAOL during senior year.  
OLCU 613 Seminar in Organizational Dynamics 3  
OLCU 615 Leading Organizational Change 3  

Capstone (3 credits)  
OLCU 487 Senior Research Project 3  

Total Credits 48  

MAOL Requirements for the Accelerated BAOL to MAOL Degree  
Graduate Core (15 credits)  
OLCU 501 Organizational Research 3  
OLCU 600 Foundations of Organizational Leadership 3  
OLCU 601 Democracy, Ethics and Leadership 3  
OLCU 602 Self, Systems, and Leadership 3  
OLCU 614 Leadership & Team Development 3  

Elective Courses (12 credits) 12  
Twelve graduate-level credits selected by the student, in consultation with an academic 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 Human Resources, Business Administration, Business Intelligence and Data Analytics, Computer Science, Health Administration, Public Administration, Organizational Leadership, and Psychology. Not all courses may be offered at all sites or in all sessions.

MAOL Capstone (3 credits)
ACCELERATED BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP TO MASTER OF BUSINESS ADMINISTRATION

Program Entry Options
The BAOL program has thee program options:

1. Accelerated Bachelor of Arts in Organizational Leadership to Master of Business Administration
2. Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Leadership
3. Credit-hour Bachelor of Organizational Leadership

The accelerated BAOL to MBA degree program offers students a degree path with up to fifteen fewer credits than the combined traditional BAOL and MBA degree programs.

Mission:
The Accelerated Bachelor of Organizational Leadership to Master of Business Administration (BAOL to 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
Admission requirements include two phases, BAOL admission and MBA admission during the student’s senior year.

Phase 1, BAOL Admission:
Regular undergraduate admission standards apply. See Undergraduate Admission for Degree Seeking Student Applicants in this catalog. Students interested in participating in the Accelerated BAOL to MBA degree program must select this track during their undergraduate admission process so they will be identified as candidates for this degree program and advised accordingly. Formal admission to MBA phase of the Accelerated BAOL to MBA does not occur until the student attains senior status.

Phase 2, MBA Admission:
Accelerated BAOL to MBA candidates apply for formal admission to the MBA at the beginning of their senior year. At this time, candidates for this program must demonstrate readiness to do graduate level work by satisfactorily fulfilling one of the following admission options.

Option One
A 3.0 grade point average (GPA) 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.

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 admission 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).
• Millar 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
Undergraduate Credit Transfer: See Undergraduate Credit-Hour Based Academic Policies and Procedures Transfer Credit Policies section of this catalog. Standard university undergraduate transfer credit policies apply.

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

In addition to university policies concerning transfer of graduate 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 an ACE evaluation which verifies graduate-level work;

2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and

4. Military coursework will be accepted in transfer as fulfilling elective requirements only.

Core Course Waiver Policy
The Accelerated BAOL to MBA degree track has three MBA core courses eligible for waiver consideration, which can reduce a student’s degree path by up to nine credits provided that waiver requirements are met. The courses eligible for waiver consideration in the Accelerated BAOL to MBA Degree program of study are:

- ACCU 602 Financial Reporting & Analysis
- BUSU 610 Data Analysis for Decision Making
- BUSU 620 Economic Analysis for Managers

Course Waiver Requirements
- For graduate courses supporting an eligible MBA core waiver course: Produce evidence of equivalent graduate course content by attaching relevant course descriptions.
- For undergraduate courses supporting an eligible MBA core waiver: Produce transcript evidence of the following courses:
  - Fundamentals of Accounting I and Fundamentals of Accounting II are required for waiver consideration of ACCU 602 Financial Reporting & Analysis (ACCU 201 and ACCU 202 as prescribed electives will satisfy this waiver opportunity).
  - A computer course and a statistics course are required for waiver consideration of BUSU 610 Data Analysis for Decision Making (CSCU 200 and MATU 203 as prescribed electives will satisfy this waiver opportunity).
  - Microeconomics and Macroeconomics are required for waiver consideration of BUSU 620 Economic Analysis for Managers (ECNU 201 and ECNU 202 as prescribed electives will satisfy this waiver opportunity).
- Only appropriate courses with a grade of "B" (3.0) or higher 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 authorized via the petition process provided that currency in the field can be verified by matching current student knowledge and experience with the course’s Course Learning Outcomes. Verification of currency in the field requires the submission of a current job description and supervisor’s letter. Currency in the field cannot be self-reported.
- A course that has been waived may not be taken or used for elective credit for this degree.
- 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.

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

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
<th>Course Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSE, CCNP, MCSA: Windows Server</td>
<td>CSCU 353; CSCU 453</td>
<td></td>
</tr>
<tr>
<td>Oracle DBA, MCDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012</td>
<td>CSCU 408; CSCU 453</td>
<td></td>
</tr>
<tr>
<td>CompTIA A+</td>
<td>CSCU 251</td>
<td></td>
</tr>
<tr>
<td>CompTIA Network+</td>
<td>CSCU 353</td>
<td></td>
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<tr>
<td>CompTIA Security+</td>
<td>CSCU 270</td>
<td></td>
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<tr>
<td>CompTIA Cloud Essentials</td>
<td>CSCU 475 (approved substitution for CSCU 251)</td>
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<tr>
<td>VCP (VMware Certified Professional)</td>
<td>CSCU 251; CSCU 353</td>
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<tr>
<td>RHCSA (Red Hat Systems Administrator)</td>
<td>CSCU 251; CSCU 353</td>
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<tr>
<td>CASP (CompTIA Advanced Security Practitioner)</td>
<td>CSCU 270; CSCU 375</td>
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<tr>
<td>CISSP (Certified Information Systems Security Professional)</td>
<td>CSCU 270; CSCU 375</td>
<td></td>
</tr>
<tr>
<td>CEH (Certified Ethical Hacker)</td>
<td>CSCU 270; CSCU 375</td>
<td></td>
</tr>
<tr>
<td>CISM (Certified Information Security Manager)</td>
<td>CSCU 270; CSCU 375</td>
<td></td>
</tr>
<tr>
<td>CISA (Certified Information Systems Auditor)</td>
<td>CSCU 270; CSCU 375</td>
<td></td>
</tr>
<tr>
<td>PMP (project management professional)</td>
<td>CSCU 383; CSCU 385</td>
<td></td>
</tr>
<tr>
<td>Six Sigma Green Belt</td>
<td>CSCU 383; CSCU 415</td>
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</tr>
<tr>
<td>CCNA (Cisco Certified Network Associate)</td>
<td>CSCU 353</td>
<td></td>
</tr>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCU 200</td>
<td></td>
</tr>
</tbody>
</table>

Certification | Substituted Course | Course Comments |
-------------|-------------------|-----------------|
CMA | ACCU 640 | Current certification at the time of application |
CPA | ACCU 602 | Current certification at the time of application |
PHR | HRCU 445 or HRCU 600 | Certification or recertification within 3 years |
SPHR | HRCU 445 or HRCU 600 | Certification or recertification within 3 years |
GPHR | HRCU 603 | Certification or recertification within 3 years |
SHRM-CP | HRCU 445 or HRCU 600 | Certification or recertification within 3 years |
SHRM-SCP | HRCU 445 or HRCU 600 | Certification or recertification within 3 years |

HR Certification Credit Limitations
Students who receive substitution credit as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM-SCP, may only receive waiver credit for HRCU 600 as graduate students.

BAOL Requirements for the Accelerated BAOL to MBA Degree
In addition to the University General Education requirements, the BAOL portion of the Accelerated BAOL to MBA requires the following Components 48 credits of coursework, of which 18 required elective credits will support waivers in the MBA degree.
### MBA Requirements for the Accelerated BAOL to MBA Degree

**Foundation Courses (12 credits)**
- **OLCU 350** Leadership and Professional Ethics 3
- **OLCU 400** Theory and Practice of Leadership 3
- **OLCU 425** Leadership in Diverse and Multicultural Organizations 3
- **OLCU 380** Research and Analytical Thinking 3

**Competencies (9 credits)**
- **COMU 410** Organizational Communication 3
- **OLCU 325** Leadership Skills Development Lab 3
- **OLCU 414** Team Building 3

**Required Electives (18 credits)**
- **ACCU 201** Principles of Accounting I 3
- **ACCU 202** Principles of Accounting II 3
- **ECNU 201** Principles of Macroeconomics 3
- **ECNU 202** Principles of Microeconomics 3
- **CSCU 200** Introduction to Computers and Data Processing 3
- **MATU 203** Introduction to Statistics 3

**Additional Core (6 credits)**
- Taken at graduate level upon admission to MBA during senior year.
- **OLCU 613** Seminar in Organizational Dynamics 3
- **OLCU 615** Leading Organizational Change 3
- **OLCU 487** Senior Research Project 3

**Total Credits** 48

**MBA Emphases**
Instead of individualized electives, MBA students may specialize in one of the designated emphases areas below (Contact the Academic Advisor for a full list of MBA Emphasis Areas).

**Accounting Emphasis**
- **ACCU 620** Contemporary Issues in Accounting 3
- **ACCU 621** Accounting Ethics 3
- **ACCU 640** Strategic Cost Management 3
- Select one course from Finance or Accounting 3

**Total Credits** 12

**Business Intelligence and Data Analytics Emphasis**
- **BUSU 670** Data Foundations 3
- **BUSU 671** Data Visualization and Presentation 3
- **BUSU 672** Project Planning and Data Modeling 3
- **BUSU 673** Project Implementation and Analysis 3

**Total Credits** 12

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

**Total Credits** 12

**Finance Emphasis**
- **FINU 615** International Finance 3
- **FINU 620** Investments 3
- **FINU 630** Capital Markets 3
- Select one course from Accounting 3

**Total Credits** 12

**Health Administration Emphasis**
- **HAUU 640** Foundations of Healthcare Administration 3
- **HAUU 641** Law, Ethics and Health Services 3
- **HAUU 642** Healthcare Information and Communication Systems 3
- Select one from the following:
  - **CSCU 683** Project Management for Business Majors 3
  - **HAUU 645** Healthcare Economics 3
  - **HAUU 651** Quality Management in Healthcare 3
  - **HRCU 605** Talent Management 3
  - **OLCU 601** Democracy, Ethics, and Leadership 3
  - **OLCU 602** Self, Systems, and Leadership 3

**Total Credits** 12

**Human Resources Emphasis**
- **HRCU 604** Workforce Planning 3
- **HRCU 605** Talent Management 3
- Select two from the following:
  - **BUSU 510** Career Development & Management 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 602</td>
<td>Strategic Business Concepts and Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 607</td>
<td>Total Rewards</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 612</td>
<td>Human Resources Management in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 622</td>
<td>Labor Relations and Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 630</td>
<td>Conflict and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**International Business Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FINU 615</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 603</td>
<td>Globalization and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 618</td>
<td>Cultural Dimensions of Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select one course from the following:</strong></td>
<td></td>
</tr>
<tr>
<td>ACCU 621</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 625</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
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</tbody>
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**Organizational Leadership Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OLCU 600</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select one course from Organizational Leadership or Human Resources or select one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>BUSU 670</td>
<td>Data Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 672</td>
<td>Project Planning and Data Modeling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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</table>

**Marketing Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 635</td>
<td>Seminar in Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 640</td>
<td>Seminar in International Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
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</tbody>
</table>

**e-Business Strategic Management Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCU 615</td>
<td>Information Technology Development and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 641</td>
<td>Internet Based Systems Analysis and Development</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 683</td>
<td>Project Management for Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 685</td>
<td>Risk Management</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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</tbody>
</table>

**MBA Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSU 640</td>
<td>Business Strategy and Competitive Advantage Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total Credits**

**33 to 42**
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**

**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 and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 400</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 425</td>
<td>Leadership in Diverse and Multicultural</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizations</td>
<td></td>
</tr>
<tr>
<td>OLCU 380</td>
<td>Research and Analytical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Compeencies (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>3</td>
</tr>
<tr>
<td>OLCU 303</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 325</td>
<td>Leadership Skills Development Lab</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Capstone**

<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 (18 credits)**

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>3</td>
</tr>
<tr>
<td>ENU 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>MKTU 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGTU 301</td>
<td>Principles of Management</td>
<td>3</td>
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</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRCU 430</td>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 401</td>
<td>Sociology of Social Conflict, Analysis,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Resolution</td>
<td></td>
</tr>
<tr>
<td>HRCU 445</td>
<td>Human Resource Studies</td>
<td></td>
</tr>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

18

* PHR, SPHR, SHRM-CP or SHRM-SCP certification or recertification within three years may be used as a substitute for HRCU 445 Human Resource Studies.

**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</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGTU 320</td>
<td>Strategies Across the Supply Chain</td>
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<td>MGTU 321</td>
<td>Project Management and Supply Chain</td>
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**Total Credits**

18
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<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 from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership

Total Credits: 18
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

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>OLCU 300 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 350 Leadership and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 400 Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 425 Leadership in Diverse and Multicultural</td>
<td>3</td>
</tr>
<tr>
<td>Organizations</td>
<td></td>
</tr>
<tr>
<td>or COMU 315 Intercultural Communication</td>
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</tr>
<tr>
<td>Foundation Courses Subtotal</td>
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<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Select two of the following:</td>
<td>6</td>
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<tr>
<td>CSCU 315 Organizational Information Systems</td>
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<tr>
<td>ECNU 201 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ENTU 401 Introduction to Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGTU 301 Principles of Management</td>
<td></td>
</tr>
<tr>
<td>MKTU 301 Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>OLCU 325 Leadership Skills Development Lab</td>
<td></td>
</tr>
<tr>
<td>OLCU 380 Research and Analytical Thinking</td>
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<tr>
<td>OLCU 414 Team Building</td>
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</tr>
<tr>
<td>Electives Subtotal</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
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</tbody>
</table>
ACCELERATED BACHELOR OF BUSINESS ADMINISTRATION TO MASTER OF BUSINESS ADMINISTRATION

Program Entry Options
The BBA program has three program options:

1. Accelerated Bachelor of Business Administration to Master of Business Administration
2. Credit-hour Bachelor of Business Administration
3. Competency-based Bachelor of Business Administration

The accelerated BBA to MBA degree program offers students a degree path with up to eighteen fewer credits than the combined traditional BBA and MBA degree programs.

Mission:
The Accelerated Bachelor of Business Administration to Master of Business Administration (BBA to 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
Admission requirements include two phases, BBA admission and MBA admission during the student’s senior year.

**Phase 1, BBA Admission**: Regular undergraduate admission standards apply. See Undergraduate Admission for Degree Seeking Student Applicants in this catalog. Students interested in participating in the Accelerated BBA to MBA degree program must select this track during their undergraduate admission process so they will be identified as candidates for this degree program and advised accordingly. Formal admission to MBA phase of the Accelerated BBA to MBA does not occur until the student attains senior status.

**Phase 2, MBA Admission**: Accelerated BBA to MBA candidates apply for formal admission to the MBA at the beginning of their senior year. At this time, candidates for this program must demonstrate readiness to do graduate level work by satisfactorily fulfilling one of the following admission options.

**Option One**
A 3.0 grade point average (GPA) 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.

**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 admission 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)
- **Millar 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 an 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 may accept the following:

1. Transfer of twelve elective credits to the MBA upon receipt of appropriate official documentation of successful completion of the University of California, Irvine Extension Project Management Certificate provided that all required certificate courses were completed with a grade of “B” within the last seven years.

2. Transfer of twelve elective credits to the MBA Degree to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 641 Leadership in Military Communication, OLCU 643 Military Operations Leadership, HRCU 618 Career Management, and HRCU 605 Talent Management. Qualifications and provisions of this twelve credit transfer opportunity follow:

   a. The service member must qualify for admission to the MBA degree program. (See Graduate Admission section of this catalog).

   b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.

   c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.

   d. The seven-year rule for completion of all coursework toward the MBA degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

   e. Recipients of the twelve credit transfer must complete all remaining coursework for the MBA degree at Brandman University in accordance with academic policy.

   f. This is not an online only program. Service members who qualify may enroll in the MBA program, if available, at a nearby campus or as an online student

Core Course Waiver Policy
The Accelerated BBA to MBA degree track has four MBA core courses eligible for waiver consideration, which can reduce a student's degree path by up to twelve credits provided that waiver requirements are met. The courses eligible for waiver consideration are:

- 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
- For graduate courses supporting an eligible MBA core waiver course: Produce evidence of equivalent graduate course content by attaching relevant course descriptions.
- For undergraduate courses supporting an eligible MBA core waiver: Produce transcript evidence of the following courses:
  - A computer course and a statistics course are required for waiver consideration of BUSU 610 Data Analysis for Decision Making.
  - Microeconomics and Macroeconomics are required for waiver consideration of BUSU 620 Economic Analysis for Managers.
  - Two theory oriented Leadership or Management courses are required for waiver consideration of OLCU 613 Seminar in Organizational Dynamics.
- 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 authorized via the petition process provided that currency in the field can be verified by matching current student knowledge and experience with the course's Course Learning Outcomes. Verification of currency in the field requires the submission of a current job description and supervisor's letter. Currency in the field cannot be self-reported.

- A course that has been waived may not be taken or used for elective credit for this degree.

- 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.

BBA Course Substitutions: PHR, SPHR, SHRM-CP or SHRM-SCP certification within three years may be used as a substitute for HRCU 445 Human Resource Studies.

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

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSE, CCNP, MCSA: Windows Server</td>
<td>CSCU 353; CSCU 453</td>
</tr>
<tr>
<td>Oracle DBA, MCDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012</td>
<td>CSCU 408; CSCU 453</td>
</tr>
<tr>
<td>CompTIA A+</td>
<td>CSCU 251</td>
</tr>
<tr>
<td>CompTIA Network+</td>
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</tr>
<tr>
<td>CompTIA Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CompTIA Cloud Essentials</td>
<td>CSCC 475 (approved substitution for CSCU 251)</td>
</tr>
<tr>
<td>VCP (VMware Certified Professional)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
</tbody>
</table>
BBA Requirements for the Accelerated BBA to MBA Degree

In addition to the University General Education requirements, the BBA portion of the Accelerated BBA to MBA requires the following components: 18 Lower-Division Core requirements; 24 Upper-Division Core requirements; 21 undergraduate electives; 6 Additional Core requirements taken at the graduate level upon admission to graduate standing during the senior year; and a 3 Credit Capstone.

Lower Division Core

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

Subtotal 18

Upper Division Core

- ACCU 360 Financial Statement Analysis 3
- COMU 410 Organizational Communication 3
- FINU 305 Business Finance 3
- MGTU 301 Principles of Management 3
- MGTU 310 Legal Environment of Business 3

Subtotal 15-27

Graduate Electives (12 credits)

- MGTU 400 Global Environment of Business 3
- MKTU 301 Principles of Marketing 3
- OLCU 425 Leadership in Diverse and Multicultural Organizations 3

Subtotal 24

Undergraduate Electives

BBA students have the opportunity to select an individualized set of electives from the following areas of study: Accounting, Entrepreneurship, Finance, Human Resources, Management, Organizations Communication, Organizational Leadership, Marketing, and Information Systems Management. Alternatively, students may specialize by focusing on one of the above areas of study as an emphasis area. See credit hour BBA in this catalog for a listing of emphasis areas.

Additional Core

Taken at graduate level upon admission to MBA during senior year.

- BUSU 630 Business Process Analysis and Innovation 3
- BUSU 650 Corporate Responsibility: Ethics and Sustainability 3

Subtotal 27

BBA Capstone

- MGTU 410 Strategic Management 3

All core courses must be satisfactorily completed prior to enrolling in the BBA capstone course with one exception; one core course may be taken concurrently with the capstone.

Total Credits 72

MBA Requirements for the Accelerated BBA to MBA Degree

Graduate Core (15 to 27 credits depending on waivers)

- FINU 607 Financial Management 3
- HRCU 600 Human Resource Foundations 3
- MKTU 605 Marketing Management 3
- OLCU 615 Leading Organizational Change 3
- OLCU 632 Leadership and Innovation 3
- OLCU 613 Seminar in Organizational Dynamics (Waivable) 0-3
- ACCU 602 Financial Reporting & Analysis (Waivable) 0-3
- BUSU 610 Data Analysis for Decision Making (Waivable) 0-3
- BUSU 620 Economic Analysis for Managers (Waivable) 0-3

Subtotal 15-27

Graduate Electives (12 credits)
MBA students may select an individualized set of electives from the graduate courses listed in the following areas: Accounting, Business Intelligence and Data Analytics, Entrepreneurship, Finance, Public Administration, Health Administration, Human Resources, International Business, Organizational Leadership, Marketing, and Computer Science. Instead of individualized electives, MBA students may specialize in one of the above areas of study as an emphasis area.

MBA Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSU 640</td>
<td>Business Strategy and Competitive Advantage Capstone</td>
<td>3</td>
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</table>

All MBA core courses must be completed prior to enrolling in the MBA capstone course (one core course may be taken concurrently)

Total Credits 30-42

Accelerated BBA to MBA for CPA Exam Preparation

Students interested in pursuing a CPA license with the State of California, beginning January 1st 2017, will need to complete a total of 150 credits, with 20 units in Accounting and 10 units in Ethics Study. Prospective students who wish to qualify to sit for the CPA exam must have a Bachelor’s degree and on an accelerated path may take General Education courses (48 credits), the Accelerated BBA program with an Accounting emphasis (72 credits), and the Accelerated MBA program with an Accounting emphasis (30 credits).
BACHELOR OF BUSINESS ADMINISTRATION (CREDIT HOUR)

Program Entry Options
The BBA program has three program options:

1. Accelerated Bachelor of Business Administration to Master of Business Administration
2. Credit-hour Bachelor of Business Administration
3. 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.

Bachelor of Business Administration (Credit Hour)

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 Business Administration capstone course. All core courses must be satisfactorily completed prior to enrolling in the capstone course with one exception; one core course 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
PHR, SPHR, SHRM-CP or SHRM-SCP certification or recertification within three years may be used as a substitute for HRCU 445 Human Resource Studies.

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

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</tr>
<tr>
<td>CompTIA A+</td>
<td>CSCU 251</td>
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<tr>
<td>CompTIA Network+</td>
<td>CSCU 353</td>
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<td>CompTIA Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CompTIA Cloud Essentials</td>
<td>CSCU 475 (approved substitution for CSCU 251)</td>
</tr>
<tr>
<td>VCP (VMware Certified Professional)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>RHCSA (Red Hat Systems Administrator)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>CASP (CompTIA Advanced Security Practitioner)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISSP (Certified Information Systems Security Professional)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CEH (Certified Ethical Hacker)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISM (Certified Information Security Manager)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISA (Certified Information Systems Auditor)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>PMP (Project Management professional)</td>
<td>CSCU 383; CSCU 385</td>
</tr>
<tr>
<td>Six Sigma Green Belt</td>
<td>CSCU 383; CSCU 415</td>
</tr>
<tr>
<td>CCNA (Cisco Certified Network Associate)</td>
<td>CSCU 353</td>
</tr>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCU 200</td>
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Major Requirements

<table>
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<tr>
<th>Lower-Division Core Requirements</th>
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<tbody>
<tr>
<td>ACCU 201 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 202 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 200 Introduction to Computers and Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 201 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 202 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATU 203 Introduction to Statistics</td>
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<td>Lower-Division Core Requirements Subtotal</td>
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Upper-Division Core Requirements

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ACCU 360</td>
<td>Financial Statement Analysis</td>
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</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>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 *</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper-Division Core Requirements Subtotal: 33

BBA Electives or BBA Emphases

Select one of the following: 21

BBA Electives or BBA Emphases Subtotal: 21

Total Credits: 72

* Prior to enrolling in the capstone course (MGTU 410 Strategic Management), all courses in the BBA core must be completed with one exception: one BBA core course may be taken concurrently. Formulating and implementing strategies using content from all core courses is emphasized in the capstone course of study.

Financial Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
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<tr>
<td>FINU 430</td>
<td>Financial Institutions</td>
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Select four from the following: 12

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCU 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 302</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 401</td>
<td>Advanced Accounting</td>
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<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>FINU 410</td>
<td>International Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

General Business Emphasis

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 Computer Science.

Total Credits: 21

Human Resources Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</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 Issues 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</td>
<td>3</td>
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Select one from the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 351</td>
<td>Workforce Planning and Employment</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 353</td>
<td>Performance Improvement</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 21

Marketing Emphasis

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MKTU 310</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
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<td>MKTU 320</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 410</td>
<td>International Marketing</td>
<td>3</td>
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<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 Promotional Strategy</td>
<td>3</td>
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</table>

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

Total Credits: 21

Information Systems Management Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CSCU 205</td>
<td>Introduction to Programming for Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 251</td>
<td>Introduction to Computing Systems Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 270</td>
<td>Information System Security</td>
<td>3</td>
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**Brandman University**

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[468x750]
### Bachelor of Business Administration (Credit Hour)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 383</td>
<td>Project Management for Information Systems</td>
<td>3</td>
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**Select two from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSCU 353</td>
<td>Data Communications and Computer Networks</td>
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</tr>
<tr>
<td>CSCU 408</td>
<td>Database Management</td>
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<tr>
<td>CSCU 410</td>
<td>Structured Systems Analysis and Design</td>
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<td>CSCU 415</td>
<td>Systems Quality Assurance and Testing</td>
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<tr>
<td>CSCU 453</td>
<td>Network Implementation</td>
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**Total Credits** 21

### Organizational Communications Emphasis

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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMU 300</td>
<td>Communications and Media: Challenges and Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>COMU 301</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMU 360</td>
<td>Methods and Techniques of Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMU 370</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Total Credits** 21

### Organizational Leadership Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 300</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 303</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 325</td>
<td>Leadership Skills Development Lab</td>
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</tr>
<tr>
<td>OLCU 400</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two courses from Accounting, Communication, Entrepreneurship, Finance, Human Resources, Marketing, and/or Computer Science** 6

**Total Credits** 21

### Supply Chain Systems Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>OLCU 300</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two courses from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership** 6

**Total Credits** 21
BACHELOR OF BUSINESS ADMINISTRATION (COMPETENCY-BASED)

Program Entry Options
The BBA program has three program options:

1. Accelerated Bachelor of Business Administration to Master of Business Administration
2. Credit-hour Bachelor of Business Administration
3. Competency-based Bachelor of Business Administration

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 emphasis areas:

- General Business
- 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.

Bachelor of Business Administration (Competency-Based)

Orientation:
ORIC 100 Orientation
Gain familiarity with Brandman University's MyPath and explore strategies to succeed in the program.

Completion is required prior to graduation.

Degree Requirements
The BBA consists of three major components or domains:

1. General Education (13 Competencies)
2. Business Core (34 Competencies)
3. Emphasis Areas: General Business; 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 Interpersonal Communications
Understand the skills required to interact effectively with others.
COMC 101 Oral Communications
Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.
ENGC 103 Written Communications, Level A
Identify and apply key components of effective writing skills and APA.
ENGC 104 Written Communications, Level B
Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

Subdomain: Humanities
PHLC 110 Creative and Critical Thinking
Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.
HUMC 110 Disciplinary Relationships
Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.
HUMC 115 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 320 Information Literacy, Level A
Evaluate and cite various information resources to understand ethical research practices.
LBSC 321 Information Literacy, Level B
Apply academic research practices to complete an academic research project.

Subdomain: Natural Sciences
NSCC 115 Methods and Applications
Apply the principles, concepts, and methods of the natural sciences.
NSCC 111 Principles and Concepts, Level A
Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.
NSCC 112 Principles and Concepts, Level B
Master the fundamental principles, concepts, and methods of chemistry and environmental science.

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

Subdomain: Social Sciences
SOSC 110 Behavior and Cognition
Evaluate individual, organizational, and social behavior.
SOSC 115 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 Accounting Cycle & Transaction Analysis
Demonstrate an understanding of the accounting cycle and the analysis of accounting transactions.
ACCC 230 Accounting for Long-Term Investing Financing Decisions
Demonstrate how to account for long-term investment and financing decisions.
ACCC 240 Accounting for Managerial Decisions
Demonstrate knowledge and application of managerial accounting tools and techniques used in making decisions.
ACCC 225 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 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 Financial Reporting
Demonstrate an understanding of financial reports and their use by decision-makers.
ACCC 360 Financial Statement Analysis
Analyze the financial performance of a business using financial statement analysis.
ACCC 210 Fundamentals of Accounting
Demonstrate an understanding of the fundamentals of accounting.
FINC 305 Fundamentals of Finance
Demonstrate an understanding of the fundamentals of finance.
ECNC 201 Fundamentals of Macroeconomics
Demonstrate an understanding of the structure of economies and the impact of policies on their performance.
ECNC 202 Fundamentals of Microeconomics Level A
Understand the basic principles and concepts of supply and demand and consumer behavior.
ECNC 205 Fundamentals of Microeconomics Level B
Explain firm producer, behavior, market structures and the different forms of competition.
MGTC 400 Global Economics
Understand the fundamentals and significance of international trade theories and systems.
BUSC 305 Managerial Economics
Apply macroeconomic and microeconomic theories in making economic business decisions in forecasting.

Subdomain: Business Law and Ethics
MGTC 315 Consumer Protection
Demonstrate an understanding of a business’s legal and ethical responsibilities for warranties, product liability, and consumer protection.
MGTC 310 Contracting and Negotiation
Demonstrate an understanding of whether a contractual relationship exists and satisfies legal requirements.
OLCC 350 Ethics Social Responsibility
Describe the importance of ethical principles and social responsibility to business decisions.

MGTC 305 Legal Environment
Demonstrate an understanding of the U.S. legal system and the legal environment of business.

MGTC 330 Risk Management
Identify and describe the different types of risk and the techniques used by businesses to control risk.

Subdomain: Business Strategy
MGTC 415 Competitive Advantage
Demonstrate knowledge of competitive advantage and strategic positioning.

BUSC 300 Implementing and Monitoring Business Plan
Demonstrate the ability to prepare a business plan and evaluate organizational performance.

MGTC 420 Strategic Development
Demonstrate an understanding of the appropriate tools and options for developing business strategies.

MGTC 410 Strategic Fundamentals and Environment
Demonstrate an understanding of the business environment and the fundamentals of strategy.

Subdomain: Information Technology
CSCC 200 Fundamentals of Information Technology
Develop an understanding of information technology fundamentals.

Subdomain: Management and Leadership
MGTC 301 Fundamentals of Management
Demonstrate an understanding of management theory and practice.

OLCC 430 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 Leadership in Diverse and Multicultural Organizations
Demonstrate an understanding of leadership in the context of diverse and multicultural organizations.

MGTC 405 Organizational Change
Demonstrate an understanding and application of effective change strategies to enhance business performance.

OLCC 355 Organizational Dynamics
Demonstrate an understanding of the impact organizational dynamics has on performance.

Subdomain: Marketing
MKTC 305 Fundamentals of Consumer Behavior
Demonstrate an understanding of consumer behavior fundamentals e.g., demographics and purchasing behavior) and promotional practices.

MKTC 301 Fundamentals of Marketing
Develop an understanding of marketing fundamentals.

Subdomain: Supply Chain/Operations Management (Logistics)
MGTC 325 Fundamentals of Supply Chain
Develop an understanding of supply chain fundamentals including project management.

MGTC 335 Negotiating and Managing Supplier Relationships
Develop an understanding of how to negotiate and manage supplier relationships.

MGTC 320 Operations Management
Develop an understanding of the role of operations management in business.

III. Domain Emphasis Areas

General Business
The purpose of the General Business emphasis is to serve those students who want a broad business education without an in-depth study in one discipline. This program provides students a broad business education that permits them the freedom to take coursework in multiple business disciplines. The general business emphasis consists of 24 equivalent credits of electives from any of the business disciplines.

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 Computer Systems Architecture
Demonstrate an understanding of computer systems architecture.

Subdomain: Database
CSCC 408 Database
Demonstrate an understanding of database systems, their applications and tools used to develop databases.

Subdomain: Fundamentals of Management Information Systems
CSCC 315 Organizations, Management, and the Network Enterprise
Demonstrate an understanding of information systems in global business.

Subdomain: Networking
CSCC 353 Networking
Demonstrate an understanding of networks, and create a network.

Subdomain: Programming
CSCC 205 Computer Programming
Demonstrate an understanding of computer programming and its applications.

CSCC 210 Program Applications
Develop a program for a business application (e.g. mobile or web-based applications).

Subdomain: Project Management
CSCC 383 Project Management
Demonstrate an understanding of project management, applications and tools used.

CSCC 410 Systems Analysis and Design
Demonstrate an understanding of systems analysis and design, applications and tools used.

Subdomain: Security
CSCC 270 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
HRCC 445 Human Resource Management
Demonstrate an understanding of the fundamentals of human resource management.

OLCC 303 Managing Change
Demonstrate an understanding how leaders effectively implement and manage change.

OLCC 300 Organizational Behavior
Demonstrate an understanding of organizational behavior factors, processes and theoretical concepts as they relate to organizational effectiveness and productivity.

OLCC 325 Personal Leadership
Develop a personal philosophy of leadership through a personal assessment, and focused on personal and professional development.

HRCC 406 Workforce Diversity
Develop an understanding of the impact a diverse workforce can have on an organization.

Subdomain: Leading and Controlling
HRCC 430 Conflict Management
Develop and apply conflict management skills in an organizational setting.

OLCC 445 Operations Control
Understand and apply the tools used for operational control.

OLCC 440 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 Organizational Structure and Control
Demonstrate an understanding of the impact organizational structure and culture has on organizations.

OLCC 414 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 Project Management
Demonstrate an understanding of project management, applications and tools used.

Subdomain: Social Responsibility and Risk
MGTC 435 Social Responsibility & 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 Marketing Ethics
Understand and apply marketing ethics.

Subdomain: Marketing Communications
MKTC 450 Advertising, Public Relations, Direct Marketing, and Sales Promotion
Develop an understanding of advertising, public relations, direct marketing, and sales promotion.

MKTC 460 Interactive Marketing and Customer Relationship Management
Develop and apply interactive marketing strategies using the internet and social media for customer relationship management.

MKTC 445 Integrated Marketing Communications and Promotions
Understand the fundamentals of integrated marketing communications and promotions.

Subdomain: Strategic Marketing
MKTC 425 Marketing Planning
Develop an understanding of strategic marketing and prepare a marketing plan.

MKTC 310 Marketing Research and Analysis
Develop an understanding of marketing research and analysis.

Subdomain: Understanding and Targeting the Marketplace
MKTC 465 Business-to-Business Marketing
Develop an understanding of business-to-business (B2B) marketing.

MKTC 320 Consumer Behavior
Develop an understanding of consumer behavior in marketing.

MKTC 410 Global Marketing
Understand and evaluate global markets and strategies.

MKTC 325 Segmentation Targeting and Positioning
Understand and apply segmentation targeting and positioning.

Subdomain: Value Capture
MKTC 440 Branding and Packaging Decisions
Explain the various components of brand equity.

MKTC 420 Pricing and Methods
Understand and apply pricing strategies.

Subdomain: Value Creation
MKTC 430 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 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 Materials and Inventory Management
Utilize inventory management tools to create value.

Subdomain: Product Development
MKTC 430 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 Project Management
Demonstrate an understanding of project management, applications and tools used.
**Subdomain: Quality**  
**MGTC 430 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 Social Responsibility & 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 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 Sourcing Analysis**  
Develop the ability to identify, select and manage appropriate sources for procurement.

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

**Subdomain: Transportation**  
**MGTC 345 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.

Brandman University accepts the following industry standard certification examinations for college credit in the competency based Bachelor of Business Administration degree program:

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCC 200</td>
</tr>
<tr>
<td>MTA Database Fundamentals Topics</td>
<td>CSCC 408</td>
</tr>
<tr>
<td>CompTIA A+ 220-901</td>
<td>CSCC 251</td>
</tr>
<tr>
<td>CompTIA Projects+</td>
<td>CSCC 383</td>
</tr>
<tr>
<td>CompTIA Network+ Exam</td>
<td>CSCC 353</td>
</tr>
<tr>
<td>CompTIA Security+</td>
<td>CSCC 270</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN COMPUTING 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 either electives or an emphasis area for a total of 12 upper-division credits. Note: some courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

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.

<table>
<thead>
<tr>
<th>Common Requirements</th>
<th>Credits</th>
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<tr>
<td>COMU 410 Organizational Communication</td>
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</tr>
<tr>
<td>CSCU 220 Object-oriented Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 251 Introduction to Computing Systems Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 270 Information System Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 315 Organizational Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 415 Systems Quality Assurance and Testing</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 498 Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 201 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATU 203 Introduction to Statistics</td>
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</tr>
<tr>
<td>MGTU 301 Principles of Management</td>
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<td>OLCU 350 Leadership and Professional Ethics</td>
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<td>Common Requirements Subtotal</td>
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<table>
<thead>
<tr>
<th>Electives or Emphasis Areas</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose four approved elective courses or may select from an emphasis area below.</td>
<td></td>
</tr>
<tr>
<td>Elective or Emphasis Subtotal</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

**Electives**

Select four courses from the following approved electives:

- CSCU 353 Data Communications and Computer Networks 3
- CSCU 375 Data Encryptions and Information Security 3
- CSCU 383 Project Management for Information Systems 3
- CSCU 385 Project Work Structure and Resources Management 3
- CSCU 408 Database Management 3
- CSCU 410 Structured Systems Analysis and Design 3
- CSCU 453 Network Implementation 3
- CSCU 458 Advanced Web Based Database Systems 3
- CSCU 483 Project Risk Management 3
- OLCU 303 Organizational Development and Change 3

| Total Credits | 12 |

**Emphasis Areas (choose one)**

**Information Technology Emphasis**

- 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

| Total Credits | 12 |

**Business Systems Administration Emphasis**

- CSCU 353 Data Communications and Computer Networks 3
- CSCU 375 Data Encryptions and Information Security 3
- CSCU 453 Network Implementation 3
- CSCU 458 Advanced Web Based Database Systems 3

| Total Credits | 12 |

**Project Management Emphasis**

- CSCU 383 Project Management for Information Systems 3
- CSCU 385 Project Work Structure and Resources Management 3
- CSCU 483 Project Risk Management 3
- OLCU 303 Organizational Development and Change 3

| Total Credits | 12 |
Students with IT professional certification(s) may substitute courses as outlined below provided that their certification(s) are unexpired and currently recognized in the field. Refer to MyBrandman for additional information on IT certification substitutions listed by catalog year.

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
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</thead>
<tbody>
<tr>
<td>MCSE, CCNP, MCSA: Windows Server</td>
<td>CSCU 353; CSCU 453</td>
</tr>
<tr>
<td>Oracle DBA, MCDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012</td>
<td>CSCU 408; CSCU 453</td>
</tr>
<tr>
<td>CompTIA A+</td>
<td>CSCU 251</td>
</tr>
<tr>
<td>CompTIA Network+</td>
<td>CSCU 353</td>
</tr>
<tr>
<td>CompTIA Security+</td>
<td>CSCU 270</td>
</tr>
<tr>
<td>CompTIA Cloud Essentials</td>
<td>CSCC 475 (approved substitution for CSCU 251)</td>
</tr>
<tr>
<td>VCP (VMWare Certified Professional)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>RHCSA (Red Hat Systems Administrator)</td>
<td>CSCU 251; CSCU 353</td>
</tr>
<tr>
<td>CASP (CompTIA Advanced Security Practitioner)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISSP (Certified Information Systems Security Professional)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CEH (Certified Ethical Hacker)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISM (Certified Information Security Manager)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>CISA (Certified Information Systems Auditor)</td>
<td>CSCU 270; CSCU 375</td>
</tr>
<tr>
<td>PMP (project management professional)</td>
<td>CSCU 383; CSCU 385</td>
</tr>
<tr>
<td>Six Sigma Green Belt</td>
<td>CSCU 383; CSCU 415</td>
</tr>
<tr>
<td>CCNA (Cisco Certified Network Associate)</td>
<td>CSCU 353</td>
</tr>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCU 200</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY (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 on 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 previous work experience. Brandman University’s competency-based BSIT program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

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, network administration, information security management and/or IT project management would benefit from this degree program.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the BS IT degree.

In addition to core course requirements derived from identified employer needs, the BSIT offers an Information Technology Generalist emphasis area.

BSIT Mission

The Bachelor of Science in Information Technology (BSIT) prepares students for career opportunities, advancement, participation and service in a variety of 21st century IT specializations.

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.

BS in Information Technology Program Learning Outcomes

- **Interpersonal Skills**: Demonstrate written and oral communication skills in collaborative environments.
- **Problem Solving**: Apply current IT tools and techniques to solve multi-faceted technological issues.
- **Professionalism and Ethics**: Engage in IT professional, ethical, legal, and social responsibilities and practices.
- **IT Integration**: Apply IT best practices and standards to integrate systems to address a business need.
- **Information Assurance**: Employ current information assurance principles to manage risk.

Orientation:

ORIC 100 Orientation

Gain familiarity with Brandman University’s MyPath and explore strategies to succeed in the program.

Completion is required prior to graduation.

Degree Requirements

The BS in Information Technology consists of three major components or domains:

1. General Education (13 Competencies)
2. Information Technology (IT) Core (18 Competencies)
3. Emphasis Area: Information Technology Generalist (8 Competencies)

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 Interpersonal Communications
Understand the skills required to interact effectively with others.

COMC 101 Oral Communications
Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience

ENGC 103 Written Communications Level A
Identify and apply key components of effective writing skills and APA.
ENGC 104 Written Communications Level B
Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

SUBDOMAIN: Humanities
PHLC 110 Creative and Critical Thinking
Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships
Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 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 320 Information Literacy Level A
Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy Level B
Apply academic research practices to complete an academic research project.

SUBDOMAIN: Natural Sciences
NSCC 115 Methods and Applications
Apply the principles, concepts, and methods of the natural sciences.

NSCC 111 Principles and Concepts, Level A
Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles & Concepts Level B
Master the fundamental principles, concepts, and methods of chemistry and environmental science.

SUBDOMAIN: Quantitative Reasoning
MATC 203 Quantitative Fluency, Level B
Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.

MATC 103 Quantitative Literacy, Level A
Explain accurate calculations and symbolic operations used to interpret social and economic trends.

SUBDOMAIN: Social Sciences
SOSC 110 Behavior and Cognition
Evaluate individual, organizational, and social behavior.

SOSC 115 Social Systems
Using a social systems perspective, investigate global problems and develop possible solutions.

II. DOMAIN: Information Technology Core
The Brandman University Information Technology Core requirements are comprised of 4 Subdomains and 18 Competencies.

SUBDOMAIN: Information Technology Foundations
CSCC 251 Computer Systems Architecture
Demonstrate an understanding of computer systems architecture.

CSCC 408 Database
Demonstrate an understanding of database systems, their applications and tools used to develop databases.

CSCC 200 Fundamentals of Information Technology
Develop an understanding of information technology fundamentals

CSCC 353 Networking
Demonstrate an understanding of networks, and create a network.

CSCC 270 Security
Demonstrate an understanding of information system security, applications, and the tools used.

SUBDOMAIN: Information Technology Management
OLCC 350 Ethics and Social Responsibility
Describe the importance of ethical principles and social responsibility to business decisions.

CSCC 363 Information Management
Utilized industry best practices to manage and organize organization data and information.

OLCC 355 Organizational Dynamics
Demonstrate an understanding of the impact organizational dynamics has on performance.

CSCC 315 Organizations, Management, and the Networked Enterprise
Demonstrate an understanding of information systems in global business.

OLCC 414 Team Building
Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

SUBDOMAIN: Information Technology Operations
MATC 251 Discrete Mathematics
Identify fundamental concepts of discrete mathematics as they apply to computer programming techniques.

CSCC 497 Information Technology Capstone
Design an information technology solution for an enterprise-wide organizational need.

CSCC 361 Operating Systems
Troubleshoot and utilize modern operating systems in a variety of business settings.

CSCC 383 Project Management
Demonstrate an understanding of project management, applications and tools used.

CSCC 410 Systems Analysis and Design
Demonstrate an understanding of systems analysis and design, applications and tools used.

SUBDOMAIN: Software Development
CSCC 362 Fundamentals of Software Development
Recognize appropriate programming constructs utilized in the building, testing, and debugging of software programs.

CSCC 470 Mobile Development Fundamentals
Develop and deploy an effective mobile based program for the web and mobile devices.

CSCC 360 Web Design Technologies
Utilize web development foundations and standards in the design, development and deployment of interactive web content.
III. DOMAIN: Information Technology Generalist Emphasis

The Brandman University Information Technology Generalist Emphasis requirements are comprised of 3 Subdomains and 8 Competencies.

### SUBDOMAIN: Data Analysis
- **CSCC 477 Advanced Database Querying and Reporting**
  Utilize advanced administration techniques to manage database design, security, and architecture.

- **CSCC 478 Business Intelligence and Data Analytics**
  Transform data into meaningful and useful information for business analysis and reporting needs.

- **CSCC 420 Database Querying and Reporting**
  Develop database queries to manage tables and data using common SQL commands.

### SUBDOMAIN: Leadership
- **HRCC 430 Conflict Management**
  Develop and apply conflict management skills in an organizational setting.

- **OLCC 325 Personal Leadership**
  Develop a personal philosophy of leadership through a personal assessment, and focused on personal and professional development.

### SUBDOMAIN: Server Management
- **CSCC 475 Cloud Computing**
  Employ industry best practices in the development, maintenance, and deployment of cloud computing and virtualization technologies.

- **CSCC 476 Server & Desktop Virtualization**
  Utilize server virtualization technologies in the implementation and maintenance of virtualized desktops, servers, and network infrastructures.

- **CSCC 364 Server Administration**
  Use server administration techniques in the installation and maintenance of network infrastructure and directory services.

### Credit for Industry Standard Information Technology Certification(s)

Brandman University accepts the following industry standard certification examinations for college credit in the competency based Bachelor of Science in Information Technology degree program:

<table>
<thead>
<tr>
<th>Industry Standard Certification</th>
<th>Substitution Course</th>
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</thead>
<tbody>
<tr>
<td>CompTIA IT Fundamentals</td>
<td>CSCC 200</td>
</tr>
<tr>
<td>MTA Database Fundamentals Topics</td>
<td>CSCC 408</td>
</tr>
<tr>
<td>CompTIA A+ 220-901</td>
<td>CSCC 251</td>
</tr>
<tr>
<td>CompTIA A+ 220-902</td>
<td>CSCC 361</td>
</tr>
<tr>
<td>MTA Software Development Fundamentals</td>
<td>CSCC 362</td>
</tr>
<tr>
<td>CIW Web Foundations Associate</td>
<td>CSCC 360</td>
</tr>
<tr>
<td>CIW Database Design Specialist</td>
<td>CSCC 363</td>
</tr>
<tr>
<td>CompTIA Projects+</td>
<td>CSCC 383</td>
</tr>
<tr>
<td>CompTIA Network+ Exam</td>
<td>CSCC 353</td>
</tr>
<tr>
<td>Windows Server Admin Fundamentals</td>
<td>CSCC 364</td>
</tr>
<tr>
<td>CompTIA Security+</td>
<td>CSCC 270</td>
</tr>
<tr>
<td>MCP Server Virtualization</td>
<td>CSCC 476</td>
</tr>
</tbody>
</table>

MCP Querying Microsoft SQL Server
- **CSCC 420 2012**

MTA HTMLS Application Dev Fundamentals
- **CSCC 470**
GRADUATE DEGREE PROGRAMS

- Master of Arts in Organizational Leadership (Credit Hour) (p. 125)
- Master of Arts in Organizational Leadership (Competency-Based) (p. 127)
- Master of Business Administration (p. 130)
- Master of Public Administration (p. 133)
- Master of Science in Human Resources (p. 135)
- Executive Certificate: Public and Nonprofit Leadership (p. 137)
- Graduate Certificate: Business Administration (p. 138)
- Graduate Certificate: Business Intelligence and Data Analytics (p. 139)
- Graduate Certificate: Health Administration (p. 140)
- Graduate Certificate: Human Resources (p. 141)
- Graduate Certificate: Organizational Leadership (p. 142)
- Graduate Certificate: Public Administration (p. 143)

Master of Arts in Organizational Leadership (Credit Hour)

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: Assess an organizational issue from multiple leadership perspective to recommend solutions..
- Critical Analysis: Analyze organizational challenges applying individual, group and organizational theories..
- Globalization and Diversity: Evaluate leadership strategies that promote organizational diversity and multi-cultural inclusion on a global scale.
- Ethics: Create a personal ethical decision making model.
- Collaboration: Evaluate personal competencies in collaboration and teaming.
- 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.

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 \( \text{GMAT} + (\text{GPA} \times 200) > 1000. \)

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 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 Leadership & Team Development, OLCU 641 Leadership in Military Communication, OLCU 643 Military Operations Leadership, HRCU 618
Career Management, HRCU 605 Talent Management. Qualifications and provisions of this fifteen credit transfer opportunity follow:

- The service member must qualify for admission to the MAOL program. (See Graduate Admission section of this catalog).
- 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.
- 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.
- The seven year rule for completion of all coursework toward the MAOL degree applies, including transfer credit for military schooling. (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).

Theoretical Foundation: The Vision, Mission & Values of Organizational Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
<tr>
<td></td>
<td>Theoretical Foundation: The Vision, Mission &amp; Values of Organizational Leadership Subtotal</td>
<td>12</td>
</tr>
</tbody>
</table>

Enacting the Vision: Putting Leadership into Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 614</td>
<td>Leadership &amp; Team Development</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Leading Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Enacting the Vision: Putting Leadership into Practice Subtotal</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective Courses

Twelve graduate-level credits selected by the student, in consultation with an academic advisor

|           | Elective Courses Subtotal | 12       |

Integrative Capstone

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

1 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 administration, public administration, organizational leadership 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. Not all courses may be offered at all sites or in all sessions.
MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP (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 on 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. Some students may have acquired much of the knowledge and many of the skills and abilities necessary for a degree through their life or previous work experience. Brandman University’s competency-based Master of Arts in Organizational Leadership program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This self-paced online program of study emphasizes the foundations and application of organizational leadership using a theory to practice approach. Students interested in attaining and advancing in leadership, management and supervisory roles and organizations today, would benefit from this degree program.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the competency-based Master of Arts in Organizational Leadership degree program. Students with leadership experience who are self-motivated, goal oriented, and excel at working independently are ideal candidates for the competency-based Master of Arts in Organizational Leadership degree program.

Mission

The mission of the competency-based Master of Arts in Organizational Leadership 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 competency-based Master of Arts in Organizational Leadership program is on the development of the people and conceptual skills which are essential to success at all levels of administration through a student-centered competency-based approach to learning. Students in this program will focus on the following Program Learning Outcomes:

- **Leadership**: Assess an organizational issue from multiple leadership perspectives to recommend solutions.
- **Critical Analysis**: Analyze organizational challenges applying individual, group and organizational theories.
- **Globalization and Diversity**: Evaluate leadership strategies that promote organizational diversity and multi-cultural inclusion on a global scale.
- **Ethics**: Create a personal ethical decision-making model.
- **Collaboration**: Evaluate personal competencies in collaboration and teaming.
- **Change**: Apply change management strategies to practical situations in organizations.

Requirements for Admission

The prospective graduate student in the competency-based Master of Arts in Organizational Leadership 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. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the university determining grade equivalency will be accepted.

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 X 200) > 1000.

**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 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.

At time of admission, students must select an appropriate track to meet degree requirements for Domain 3. Students must submit documentation to satisfy requirements in their chosen track.

- **Military Track**: The service member must submit applicable documentation as outlined below.
- Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officers (any rank), Senior NCO (E7 or above) or CW2 or above.
- 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.

**Project Management Track.** Applicants submit official document of completion and transcript from the UC, Irvine Extension Project Management Certificate.

**Transfer of Coursework**

In the Standard Track, there is a maximum of nine credits, which equates to 3 competency equivalencies, may be accepted in transfer toward the core supporting competencies Standard Track in Domain 3. No transfer coursework is permitted for Domain 1 and Domain 2.

Alternative to university policies concerning transfer of coursework, the competency-based Master of Arts in Organizational Leadership program will accept transfer of course work, which specifically meets the following criteria:

**Project Management Certificate Four Competency Transfer.** Upon receipt of appropriate official documentation of successful completion of the UC, Irvine Extension Project Management Certificate, Brandman University will credit students with mastery of four competencies (BUSC 684, BUSC 685, BUSC 686 and BUSC 687) in Domain 3. Provided that all certificate courses were completed with a grade of “B” or better, this will complete the competency requirements for Domain 3.

**Military Coursework Five Competency Transfer:** Eligible Active Duty, Reserve National Guard, retired and prior military service members who successfully petition for this transfer will be awarded mastery of five competencies for comparable military course work, which includes OLCC 614, Team Leadership and Collaboration in Domain 2, and all four Domain 3 competencies by using the following substitution competencies; OLCC 641 Leadership in Military Communication, OLCC 643 Military Operations Leadership, HRCC 618 Career Management, HRCC 646 Training and Development. This is a block transfer approval only. Partial transfer of competencies is not authorized. Recipients of the five competency transfer must complete all remaining competencies for the competency-based Master of Arts in Organizational Leadership degree from Brandman University in accordance with academic policy.

**Seven-Year Limitation.** The seven-year rule for completion of all competencies toward the competency-based Master of Arts in Organizational Leadership degree applies, including credit for transfer of competencies for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

**Requirements for the Degree**

The competency-based Master of Arts in Organizational Leadership program consists of three Domains, each with four competencies, for a total of 12 competencies overall. Domain 1 focuses on the leadership foundations. Domain 2, which includes a capstone competency to reinforce the application of concepts and theories learned throughout the degree program, focuses on leadership practices. Domains 1 and 2 make up the competency-based Master of Arts in Organizational Leadership required core program of study.

Students complete one of the three tracks in Domain 3. This Domain includes core-supporting competencies, which expand the application of organizational leadership foundation and practice in the field. Domain 3 has three tracks; 1) Standard Track; 2) Military Track for eligible military and veterans only; and, 3) Project Management Track for students who have completed the UC, Irvine Extension Project Management Certificate. See Transfer of Coursework policy.

**Domain 1: Leadership Foundations - Core**

**OLCC 501: Data-Driven Decision-Making and Planning**

Analyze research and scholarly sources to make sound organizational decisions.

**OLCC 600: Foundations of Organizational Leadership**

Evaluate classical and contemporary leadership theories to refine leadership practices.

**OLCC 601: Ethical Leadership and Decision Making**

Apply ethical principles to inform decision-making.

**HRCC 603: Globalization and Diversity**

Assess inclusive leadership strategies as they relate to leadership in a global and diverse organization.

**Domain 2: Leadership Practices - Core**

**OLCC 613: Organizational Theory and Behavior**

Apply motivation and behavioral theories to impact organizational performance.

**OLCC 614: Team Leadership and Collaboration**

Utilize team-building principles to promote organizational effectiveness.

**OLCC 615: Change Management**

Evaluate theories and models that leaders implement to effectively lead change.

**OLCC 681: Organizational Leadership Capstone**

Evaluate a strategic organizational issue from multiple perspectives to recommend effective leadership approaches and an action plan.

**Domain 3: Expanding Leadership Foundations and Practices - Standard Track (Core Supporting)**

**BUSC 600: Leadership and Business Operations**
Examine the impact of core business functions essential to organizational decision-making.

**BUSC 683: Strategic Project Management**

Create a strategic project management plan that aligns with the organizational mission.

**HRCC 630: Conflict and Negotiation**

Apply conflict resolution strategies within an organizational setting.

**OLCC 632: Leadership and Innovation**

Apply innovative frameworks and strategies to address organizational problems.

**Domain 3: Expanding Leadership Foundations and Practices - Military Track (Core Supporting)**

**HRCC 618: Career Management**

Create effective personal and organizational career development plans.

**HRCC 646: Training and Development**

Apply effective training and development practices to meet individual and organizational needs.

**OLCC 641: Leadership in Military Communication**

Apply appropriate communication strategies, formats and principles in military scenarios.

**OLCC 643: Military Operations Leadership**

Apply military operations principles and theories to meet established objectives.

**Domain 3: Expanding Leadership Foundations and Practices - Project Management Track (Core Supporting)**

**BUSC 684: Project Launch**

Apply project launch strategies to an organizational project under consideration.

**BUSC 685: Project Planning**

Create a comprehensive project plan.

**BUSC 686: Project Execution**

Recommend strategies that promote project management efficiency for a project in an organization.

**BUSC 687: Managing Multiple Projects**

Develop effective strategies for managing multiple projects within an organization.
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 6 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 an 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 may accept the following:

1. Transfer of twelve elective credits to the MBA degree program upon receipt of official documentation from service branch confirming military service.
2. Transfer of twelve elective credits to the MBA degree program to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 641 Leadership in Military Communication, OLCU 643 Military Operations Leadership, HRCU 618 Career Management, and OLCU 605 Talent Management. Qualifications and provisions of this twelve credit transfer opportunity follow:

a. The service member must qualify for admission to the MBA degree program. (See Graduate Admission section of this catalog).
b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. WARRANT Officers must be CW2 or above and graduates of a WARRANT Officer Candidate School and a WARRANT Officer career course.
d. The seven-year rule for completion of all coursework toward the MBA degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
e. Recipients of the twelve credit transfer must complete all remaining coursework for the MBA degree at Brandman University in accordance with academic policy.

f. This is not an online only program. Service members who qualify may enroll in the MBA program, if available, at a nearby campus or as an online student.

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. Graduates of Brandman's competency based BBA degree program will automatically qualify for this 12 credit waiver opportunity. 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

- Dean approval within the second eight-week session of study. MBA waiver petitions submitted after a student's second eight week session has ended will not be considered.
- For graduate courses supporting an eligible MBA core waiver: Produce evidence of equivalent graduate course content by attaching relevant course descriptions.
- For undergraduate courses supporting an eligible MBA core waiver: Produce transcript evidence of the following courses:
  - A computer course and a statistics course are required for waiver consideration of BUSU 610 Data Analysis for Decision Making.
  - Microeconomics and Macroeconomics are required for waiver consideration of BUSU 620 Economic Analysis for Managers.
  - Two theory oriented Leadership or Management courses are required for waiver consideration of OLCU 613 Seminar in Organizational Dynamics.
- 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 authorized via the petition process provided that currency in the field can be verified by matching current student knowledge and experience with the Course Learning Outcomes. Verification of currency in the field requires the submission of a current job description and supervisor’s letter. Currency in the field cannot be self-reported.
- 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>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>
<tr>
<td>PHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SPHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>GPHR</td>
<td>HRCU 603</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-CP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-SCP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
</tbody>
</table>

Students who received substitution credit as an undergraduate for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM-SCP may only receive waiver credit for HRCU 600 as graduate students.

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

Core Requirements

Select 24-36 credits of the following, depending upon waivers:

- ACCU 602 Financial Reporting & Analysis
- BUSU 610 Data Analysis for Decision Making
- BUSU 620 Economic Analysis for Managers
- BUSU 630 Business Process Analysis and Innovation
- BUSU 650 Corporate Responsibility: Ethics and Sustainability
- FINU 607 Financial Management
- HRCU 600 Human Resource Foundations
- MKTU 605 Marketing Management
- OLCU 613 Seminar in Organizational Dynamics
- OLCU 615 Leading Organizational Change
- OLCU 632 Leadership and Innovation
- BUSU 640 Business Strategy and Competitive Advantage Capstone

Core Requirements Subtotal 24-36

Electives or Designated Emphasis Area

Electives or Emphases 12

Electives or Designated Emphasis Area Subtotal 12

Total Credits 36-48

Prior to enrolling in the MBA (BUSU 640 Business Strategy and Competitive Advantage Capstone) course, all core courses must be
satisfactorily completed with one exception; one core course may be taken concurrently with the capstone.

**MBA Electives**

MBA students may select an individualized set of electives from the graduate courses listed in the following emphasis areas: Accounting, Business Intelligence and Data Analytics, Entrepreneurship, Finance, Public Administration, 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**

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

**Accounting Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 620</td>
<td>Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 621</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 640</td>
<td>Strategic Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from Finance or Accounting</td>
<td></td>
<td></td>
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<tr>
<td>Total Credits</td>
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**Business Intelligence and Data Analytics Emphasis**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BUSU 670</td>
<td>Data Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 671</td>
<td>Data Visualization and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 672</td>
<td>Project Planning and Data Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 673</td>
<td>Project Implementation and Analysis</td>
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<td>Total Credits</td>
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**Entrepreneurship Emphasis**

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

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FINU 615</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINU 620</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FINU 630</td>
<td>Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from Accounting</td>
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**Health Administration Emphasis**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HAUU 640</td>
<td>Foundations of Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 641</td>
<td>Law, Ethics and Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 642</td>
<td>Healthcare Information and Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCU 683</td>
<td>Project Management for Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 645</td>
<td>Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>HAUU 651</td>
<td>Quality Management in Healthcare</td>
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<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
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**OLCU 601** Democracy, Ethics and Leadership

**OLCU 602** Self, Systems, and Leadership

**Total Credits** 12

**Human Resources Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRCU 604</td>
<td>Workforce Planning</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
<td>3</td>
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<tr>
<td>Select two from the following:</td>
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<tr>
<td>BUSU 510</td>
<td>Career Development &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 602</td>
<td>Strategic Business Concepts and Human Resources</td>
<td></td>
</tr>
<tr>
<td>HRCU 607</td>
<td>Total Rewards</td>
<td></td>
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<tr>
<td>HRCU 612</td>
<td>Human Resources Management in Public Administration</td>
<td></td>
</tr>
<tr>
<td>HRCU 622</td>
<td>Labor Relations and Collective Bargaining</td>
<td></td>
</tr>
<tr>
<td>HRCU 630</td>
<td>Conflict and Negotiation</td>
<td></td>
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<tr>
<td>Total Credits</td>
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</table>

**International Business Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FINU 615</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 603</td>
<td>Globalization and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 618</td>
<td>Cultural Dimensions of Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
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<td></td>
</tr>
<tr>
<td>HAUU 641</td>
<td>Accounting Ethics</td>
<td></td>
</tr>
<tr>
<td>OLCU 625</td>
<td>International Accounting</td>
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**Organizational Leadership Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OLCU 600</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems, and Leadership</td>
<td>3</td>
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<tr>
<td>Select one course from Organizational Leadership or</td>
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<tr>
<td>Human Resources, BUSU 670 Data Foundations, or</td>
<td></td>
<td></td>
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<tr>
<td>BUSU 672 Project Planning and Data Modeling</td>
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**Marketing Emphasis**

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 635</td>
<td>Seminar in Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 640</td>
<td>Seminar in International Marketing</td>
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**e-Business Strategic Management Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCU 615</td>
<td>Information Technology Development and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 641</td>
<td>Internet Based Systems Analysis and Development</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 683</td>
<td>Project Management for Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 685</td>
<td>Risk Management</td>
<td>3</td>
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<tr>
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</tr>
</tbody>
</table>
MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) provides public service leaders with present-day management tools that use real time data to enhance decision making, performance and accountability. The MPA program of study focuses on meeting the high priority needs and expectations of leaders in organizations with the mission of serving communities. The design of this program incorporates future oriented practices for leaders in many facets of public service, including; law enforcement, fire services, nonprofit administration, local, state and federal government, emergency management, community development and health administration. Students will learn to apply results-driven strategies to enhance the common good in their respective public service endeavors.

Mission

The Master of Public Administration (MPA) degree equips students with the resources and strategies necessary to make meaningful contributions in today’s world of public service.

Program Learning Outcomes

- **Administration**: Create strategies to increase the effectiveness of public service provision and delivery.
- **Public Policy**: Interpret data to draw conclusions about public policy development and application.
- **Strategic Governance**: Apply data-driven methods to public decision-making and stewardship of public resources.
- **Relationships**: Create strategies to promote collaboration among public service organizations.
- **Finance**: Use data to drive financial decision-making.
- **Ethics**: Apply an ethical reasoning strategy to a public service related 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 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 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 an 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.
5. Transfer of nine elective credits to the MPA Degree to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 614 Leadership & Team Development, HRCU 618 Career Management, and HRCU 605 Talent Management Qualifications and provisions of this nine credit transfer opportunity follow:

   a. The service member must qualify for admission to the MPA degree program. (See Graduate Admission section of this catalog).
   b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
   c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
   d. The seven-year rule for completion of all coursework toward the MPA degree applies, including transfer credit for military schooling.
(See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

e. Recipients of the nine credit transfer must complete all remaining coursework for the MPA degree at Brandman University in accordance with academic policy.

f. This is not an online only program. Service members who qualify may enroll in the MSHR program, if available, at a nearby campus or as an online student.

**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.

<table>
<thead>
<tr>
<th>MPA Core</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 501</td>
<td>Organizational Research</td>
<td>3</td>
</tr>
<tr>
<td>PADU 600</td>
<td>Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADU 607</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADU 608</td>
<td>Governance in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>FINU 610</td>
<td>Public Sector Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 612</td>
<td>Human Resources Management in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PADU 682</td>
<td>Public Administration Professional Practice</td>
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**MPA Core Subtotal**

<table>
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<table>
<thead>
<tr>
<th>Electives or Designated Emphasis Area</th>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
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<table>
<thead>
<tr>
<th>MPA Electives/Emphasis</th>
<th>Emphasis</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Individualized Electives</td>
<td>Business Intelligence and Data Analytics Emphasis</td>
<td>BUSU 670</td>
<td>Data Foundations</td>
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<td></td>
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<td>BUSU 671</td>
<td>Data Visualization and Presentation</td>
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<td>BUSU 672</td>
<td>Project Planning and Data Modeling</td>
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<td>BUSU 673</td>
<td>Project Implementation and Analysis</td>
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<tr>
<td>MPA Emphases</td>
<td>Healthcare Administration Emphasis</td>
<td>HAUU 640</td>
<td>Foundations of Healthcare Administration</td>
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<td></td>
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<td>HAUU 641</td>
<td>Law, Ethics and Health Services</td>
</tr>
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<td></td>
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<td>HAUU 642</td>
<td>Healthcare Information and Communication Systems</td>
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<table>
<thead>
<tr>
<th>Plus one of the following courses:</th>
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</thead>
<tbody>
<tr>
<td>HAUU 645</td>
</tr>
<tr>
<td>HAUU 651</td>
</tr>
<tr>
<td>HRCU 605</td>
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</table>

**Organizational Leadership Emphasis**

This leadership focus is best suited for students interested in careers in the non-profit sector.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OLCU 621</td>
<td>Frontiers of Public and Nonprofit Leadership</td>
</tr>
<tr>
<td>OLCU 626</td>
<td>Dynamics of Public and Nonprofit Leadership</td>
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Select two of the following:

<table>
<thead>
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<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OLCU 600</td>
<td>Foundations of Organizational Leadership</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems, and Leadership</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Leading Organizational Change</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
</tr>
</tbody>
</table>
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
- **Business Acumen**: Apply an integrated and systems-oriented approach to Human Resources that aligns and supports business strategy.
- **Globalization and Diversity**: Assess the impact of globalization, multiculturalism, and multi-generational workforces on organizational policy, practices and performance.
- **Workforce Planning**: Design strategies to ensure workforce capabilities are aligned with organizational needs.
- **Talent Management**: Develop strategies to ensure workforce performance is continuously aligned with organizational needs.
- **Strategic Leadership**: Build strategic partnerships that address complex business needs and meet corporate social responsibility, ethical objectives, and legal considerations.
- **Data-Driven Decision-Making**: Evaluate business data to make effective strategic decisions that align with and support business goals.

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.

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 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 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.

In addition to University policies concerning transfer of coursework (see Academic Policies and Procedures section), Brandman University may accept the following:

Transfer of twelve elective credits to the MSHR Degree to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 614 Leadership and Team Development, HRCU 605 Talent Management, HRCU 618 Career Management, and OLCU 641 Leadership in Military Communication. Qualifications and provisions of this twelve credit transfer opportunity follow:

a. The service member must qualify for admission to the MSHR degree program. (See Graduate Admission section of this catalog).
b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and
graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.

d. The seven-year rule for completion of all coursework toward the MSHR degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

e. Recipients of the nine credit transfer must complete all remaining coursework for the MSHR degree at Brandman University in accordance with academic policy.

f. This is not an online only program. Service members who qualify may enroll in the MSHR program, if available, at a nearby campus or as an online student.

### Course Substitutions

<table>
<thead>
<tr>
<th>Certification</th>
<th>Substituted</th>
<th>Course Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SPHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>GPHR</td>
<td>HRCU 603</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-CP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-SCP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
</tbody>
</table>

Students who received substitution credit, as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM-SCP may only receive waiver credit for HRCU 600 as graduate students.

### 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 Strategic Management of Human Resources, 3 credits.

#### Core Courses

<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>HRCU 600</td>
<td>Human Resource Foundations</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 602</td>
<td>Strategic Business Concepts and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>HRCU 603</td>
<td>Globalization and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 604</td>
<td>Workforce Planning</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 606</td>
<td>Strategic and Legal Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Leading Organizational Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses Subtotal** 24

#### Elective Courses

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.

**Elective Courses Subtotal** 9

#### Capstone Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 650</td>
<td>Strategic Management of Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Course Subtotal** 3

**Total Credits** 36
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 Frontiers of Public and Nonprofit Leadership and OLCU 626 Dynamics of Public and Nonprofit Leadership 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 study in any graduate degree program in the School of Business and Professional Studies may use the above courses as electives, provided that they meet the graduate program admissions requirements for the degree they are seeking.

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.
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 both business and 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 &amp; 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>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUSU 630</td>
<td>Business Process Analysis and Innovation</td>
<td></td>
</tr>
<tr>
<td>BUSU 650</td>
<td>Corporate Responsibility: Ethics and Sustainability</td>
<td></td>
</tr>
<tr>
<td>FINU 607</td>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>HRCU 600</td>
<td>Human Resource Foundations</td>
<td></td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems, and Leadership</td>
<td></td>
</tr>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td></td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Leading Organizational Change</td>
<td></td>
</tr>
<tr>
<td>OLCU 632</td>
<td>Leadership and Innovation</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15
GRADUATE CERTIFICATE:  
BUSINESS INTELLIGENCE AND  
DATA ANALYTICS

Business intelligence is a process through which data is analyzed using technology to allow stakeholders to make effective decisions, and data analytics allows for the examination of data sets to draw conclusions. The graduate certificate program in business intelligence and data analytics allows students to understand and apply the foundations of data analysis, visualizations, and modeling to diverse business scenarios. It is designed for both business and non-business majors serving within for-profit, public sector or nonprofit organizations seeking to enhance their ability to utilize data analysis to make informed business decisions.

The 12-credit program is designed to introduce data types, data management, interpretation, and visualization to develop strategic data driven business solutions. Through these courses, students in the certificate program will develop knowledge, skills, and abilities related to business intelligence, which will enhance quantitative skill sets to improve business process efficiency.

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. Transfer credits may be accepted through the petition process.

Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSU 670</td>
<td>Data Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 671</td>
<td>Data Visualization and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 672</td>
<td>Project Planning and Data Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 673</td>
<td>Project Implementation and Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
GRADUATE CERTIFICATE: HEALTH ADMINISTRATION

This certificate focuses on the leadership and management aspects of health administration. It can be taken as a stand-alone program of study for non-degree seeking students. It can also be taken to enhance any graduate degree program of study by providing specialized knowledge and expertise in health administration. The health administration graduate certificate is designed to support students seeking careers in general healthcare administration, which involves planning, coordinating and supervising staff and functions within healthcare facilities.

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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAUU 640</td>
<td>Foundations of Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 641</td>
<td>Law, Ethics and Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 642</td>
<td>Healthcare Information and Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CSCU 683</td>
<td>Project Management for Business Majors</td>
<td></td>
</tr>
<tr>
<td>HAUU 645</td>
<td>Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>HAUU 651</td>
<td>Quality Management in Healthcare</td>
<td></td>
</tr>
<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
<td></td>
</tr>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics and Leadership</td>
<td></td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems, and Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12
GRADUATE CERTIFICATE: HUMAN RESOURCES

The Graduate Certificate in Human Resources is designed to develop professionals in human resources who wish to broaden their conceptual knowledge, skills and abilities in the field. Individuals working in non-human resources departments who wish to increase their knowledge of human resources may benefit as well.

Eligibility for the masters’ level certificate is granted to students who meet graduate program admission standards. 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.

Course Substitutions

<table>
<thead>
<tr>
<th>Certification</th>
<th>Substituted</th>
<th>Course Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SPHR</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-CP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SHRM-SCP</td>
<td>HRCU 600</td>
<td>Certification or recertification within 3 years.</td>
</tr>
</tbody>
</table>

Students who received substitution credit, as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM -CP or SHRM -SCP may only receive waiver credit for HRCU 600 as graduate students.

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.

Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 600</td>
<td>Human Resource Foundations</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 607</td>
<td>Total Rewards</td>
<td>3</td>
</tr>
<tr>
<td>Select two from the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BUSU 510</td>
<td>Career Development &amp; Management</td>
<td></td>
</tr>
<tr>
<td>HRCU 612</td>
<td>Human Resources Management in Public Administration</td>
<td></td>
</tr>
<tr>
<td>HRCU 622</td>
<td>Labor Relations and Collective Bargaining</td>
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</tr>
<tr>
<td>HRCU 630</td>
<td>Conflict and Negotiation</td>
<td></td>
</tr>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics and Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15
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

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

Required Courses Subtotal 9

Elective Courses

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
</tr>
<tr>
<td>OLCU 614</td>
<td>Leadership &amp; Team Development</td>
</tr>
<tr>
<td>OLCU 618</td>
<td>Cultural Dimensions of Global Leadership</td>
</tr>
<tr>
<td>OLCU 630</td>
<td>Leadership Lives in Film</td>
</tr>
<tr>
<td>HRCU 600</td>
<td>Human Resource Foundations</td>
</tr>
<tr>
<td>HRCU 605</td>
<td>Talent Management</td>
</tr>
</tbody>
</table>

Elective Courses Subtotal 6

Total Credits 15
**GRADUATE CERTIFICATE: PUBLIC ADMINISTRATION**

The graduate certificate in Public Administration offers an opportunity for leaders in all sectors, private or public, to broaden their knowledge base to include principles of effective public service leadership. The 15 credit program introduces theoretical and practical perspectives involving public administration and public policy. Emphasis is placed on the application of results-driven strategies to enhance public service decision making. It is designed to complement programs of study in business, leadership and human resource management.

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. Public Administration Graduate Certificate course requirements may be applied toward the completion of a graduate degree in Business, Leadership, Human Resources or Public Administration.

**Specific Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADU 600</td>
<td>Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADU 607</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADU 608</td>
<td>Governance in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following areas (in consultation with an academic advisor): Business Administration, Business Intelligence and Data Analytics, Computer Science, Graphic Information Systems, Human Resources, Organizational Leadership, and Public Administration.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
</tr>
</tbody>
</table>
SCHOOL OF EDUCATION

Tod Burnett, Ed.D. Interim Dean, Professor, School of Education
Kathy Theuer, Ed.D., Associate Dean, Professor, School of Education
Patricia Wick, M.A., Associate Dean, Associate Professor, School of Education
Alan Enomoto, Ed.D., Associate Dean, Associate Professor, School of Education
Patricia Clark White, Ed.D., Associate Dean, Professor, School of Education

Patrick Ainsworth, Ed.D.
Jessica Bogunovich, Ed.D.
James Bylund, Psy.D.
Tamerin Capellino, Ed.D.
Doug DeVore, Ed.D.
Kimberly Greene, Ed.D.
William Hale, Ph.D., Professor Emeritus
Stephanie Herrera, Ed.D.
Thierry Kolpin, Ph.D.
James Bylund, Psy.D.
Karen Wedrick, Ed.D.
Teresa Wilcox, Ph.D.
Kathleen Tucker, Ed.D.
Michelle Walker, Ed.D.
Kathleen White, Ed.D.

Service Credential Programs in Education (p. 158)

- 2042 Multiple Subject Credential Program with an English Learner Authorization
- 2042 Single Subject Credential Program with an English Learner Authorization
- Special Education - Preliminary Education Specialist (p. 154)
  - Mild/Moderate with an English Learner and Autism Authorizations
  - Moderate/Severe with an English Learner and Autism Authorizations
  - Mild/Moderate and Moderate/Severe with an English Learner and Autism Authorizations
  - Early Childhood Special Education

Professional Authorizations in Education (p. 163)

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

Graduate Degree Programs in Education

- Master of Arts in Education (MAE) (p. 166) in:
  - Curriculum and Instruction
  - Instructional Technology: Teaching the 21st Century Learner
  - Leadership in Early Childhood Education
  - Teaching and Learning
  - Educational Administration
  - Educational Leadership
  - Autism
- Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential (p. 170)
- Master of Arts in Special Education (p. 172) in:
  - Advanced Methodology
  - Autism
  - Early Childhood Special Education
  - Behavior Analysis
  - Teaching and Learning
- Master of Arts in Counseling with the Pupil Personnel Services Credential in School Counseling (PPSC) (p. 175)
- Education Specialist Degree in School Psychology (Ed.S.)/ Master of Arts in Educational Psychology with the Pupil Personnel Services Credential in School Psychology (PPSP) with optional emphasis areas in: (p. 177)
  - Autism
  - Applied Behavior Analysis
  - CTEL
- Master of Arts in Teaching (MAT) (p. 180) in:
  - Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization (p. 181)
  - Secondary Education with 2042 Single Subject Credential with an English Learner Authorization (p. 181)

Undergraduate Degree Program

- Bachelor of Arts in Early Childhood Education (p. 146)

Teaching Credential Programs in Education (p. 148)

- 2042 Multiple Subject Credential Program with an English Learner Authorization (p. 153)
- 2042 Single Subject Credential Program with an English Learner Authorization (p. 154)
- Special Education - Preliminary Education Specialist (p. 154)
  - Mild/Moderate with an English Learner and Autism Authorizations

- Bachelor of Arts in Early Childhood Education (p. 146)
• Preliminary Education Specialist, mild/moderate and/or moderate/severe with an English Learner and Autism Authorizations (p. 182)
• Preliminary Education Specialist, Early Childhood Special Education (p. 183)
• Ed.D. in Organizational Leadership (p. 185)
• Ed.D. in Organizational Leadership with Clear Administrative Services Credential

Please note that not all programs are offered at every Brandman University campus.

Mission
The mission of the Brandman University’s School of Education is to develop innovative and caring leaders, scholars, and practitioners who collaborate to solve complex problems, transform organizations, and educate diverse student populations through discovery, inspiration, and innovation.

Mission on Inclusion
Through inclusive curriculum, the SOE will ensure that our graduates are prepared for meeting the needs of all learners for full participation in a diverse and integrated society. This would include but is not limited to meeting the needs of students with disabilities, gifted learners, second language learners, and students from other underrepresented populations.

Brandman University’s School of Education is committed to creating an environment where all people feel supported, listened to, and able to reach their highest potential. In order to provide equity, access, and participation for all learners, students are provided supports and an inclusive curriculum that allows them to become an agent of change within their diverse 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. Prerequisite courses require a minimum grade of “C” (2.0).

Exit Survey
All Education Programs require candidates to complete an exit survey at the end of their program. Some exit surveys are done through the CTC and 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 integrated throughout the program. Students also gain intentional and relevant technology skills. 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. Curriculum Alignment Project Eight (CAP 8) courses taken through community colleges provide the foundation for the upper division content and experiences. The coursework encapsulates current thinking and research in early childhood education. Throughout the program, students apply their learning through fieldwork experiences with children birth to eight. Fieldwork experiences must be completed in at least one of the following settings: primary or elementary school, private or publicly funded early care and education center or family childcare home. The 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 show their competence in the NAEYC and state standards and implement a transformational change project in response to a classroom challenge.

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

Background Check, Certificate of Clearance, Child Development Permit

A Background Check, Certificate of Clearance (including fingerprints) or a copy of a valid Child Development Permit or equivalent must be submitted within the first session of enrollment. No student will be permitted to register for a course requiring field experience until the Background Check, Certificate of Clearance or Child Development Permit has been verified. A Background Check, Certificate of Clearance or Child Development Permit must be active prior to the fieldwork experience.

Negative Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current “negative” tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Immunizations

SB 792 requires that candidates volunteering or working in day care centers and family day care homes must be immunized against influenza, pertussis, and measles. Candidates must submit verification of immunization or provide documentation of an exemption prior to any observations or fieldwork experiences.

Minimum Grade Requirement

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. A grade of "C-" or lower is considered unacceptable and the course must be repeated.

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.

Advancement to Field Experience

Applications for field experience must be submitted online by the candidate on the SOE Services MyBrandman site by the deadline established on the SOE Services MyBrandman site. Candidates also need to have completed all the CAP 8, core and content courses with the exception of ECED 399 Integrated Practice-Practicum II and ECED 401 The Early Childhood Educator as Decision Maker-Capstone.

Degree Requirements

Curriculum Alignment Project Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECED 100</td>
<td>Child Growth and Development</td>
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<tr>
<td>ECED 110</td>
<td>Child, Family, and Community</td>
<td>3</td>
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<td>ECED 120</td>
<td>Principles and Practices of Teaching Young Children</td>
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<td>Course Code</td>
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<tr>
<td>ECED 130</td>
<td>Introduction to Curriculum for Young Children</td>
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</tr>
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<td>ECED 200</td>
<td>Observation and Assessment in Early Childhood Education</td>
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</tr>
<tr>
<td>ECED 210</td>
<td>Practicum in Early Childhood Education I</td>
<td>3</td>
</tr>
<tr>
<td>ECED 220</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
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<tr>
<td>ECED 230</td>
<td>Teaching in a Diverse Society</td>
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<td><strong>Core Courses</strong></td>
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<td>ECED 300</td>
<td>The Professional Early Childhood Educator</td>
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<tr>
<td>ECED 301</td>
<td>Effective Support for Children with Exceptional Needs and Their Families</td>
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</tr>
<tr>
<td>ECED 330</td>
<td>Dual Language Learners and Their Families</td>
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<td><strong>Content Courses</strong></td>
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<td>ECED 302</td>
<td>Social and Emotional Competence in Early Childhood Education</td>
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<tr>
<td>ECED 303</td>
<td>Integrating Learning Standards in Early Childhood Settings: Language &amp; Literacy</td>
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<tr>
<td>ECED 304</td>
<td>Integrating Learning Standards in Early Childhood Settings: Science, Technology, Engineering, Math</td>
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<td>ECED 398</td>
<td>The Intentional, Reflective Teacher</td>
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<td>ECED 399</td>
<td>Integrated Practice-Practicum II</td>
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<tr>
<td>ECED 401</td>
<td>The Early Childhood Educator as Decision Maker-Capstone</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>
TEACHING CREDENTIAL PROGRAMS

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 with the English Learner Authorization. For those interested in becoming teachers in special education, the School of Education offers the Preliminary Mild/Moderate and/or Moderate/Severe Education Specialist California Teaching Credentials with the English Learner Authorization. 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 indicating a conferred Bachelor's degree from a regionally accredited baccalaureate degree granting institution, 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. A passing score report on the California Basic Education Skills Test (CBEST) or any CTC approved basic skills tests is required for admission to all credential programs. 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 Specialist credential candidates (except Early Childhood Special Education 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. Candidates who have expired or failed CSET examination must submit a new passing score report or new CSET registration. Multiple Subject, Single Subject, and Education Specialist candidates may submit verification of completion of a subject matter preparation program in the appropriate subject matter to meet this requirement.

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 the 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:

   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 Examinations: Successfully pass all subtests of the appropriate California Subject Examinations for Teachers (CSET). Subject matter waiver letters are not sufficient evidence of acceptable GPA.

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 petition" 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 current letters of reference attesting to the candidate's ability to complete graduate coursework. The letters cannot be older than two years from the date of application.

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 Master's 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:

1. The course(s) can be shown to be equivalent in content to the Brandman course(s)
2. Meets the Brandman University graduate transfer credit policy
3. 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 (excluding candidates adding an additional Education Specialist credential).

Residency

Candidates entering the Multiple Subject or Single Subject Credential program from another institution must take EDUU 510 Introduction to Teaching 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 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 Introduction to Teaching at Brandman University. All candidates entering these programs are required to complete a minimum of 12 credits of their coursework plus Supported or Directed Teaching at Brandman University.

Candidates adding an additional authorization to their active Special Education credential are required to complete a minimum of 9 credits of their coursework including Directed Teaching. If these candidates enter into an internship they are required to take all the supported teaching and internship seminar courses.

Early Field Experience

Prior to admission, or within the first session of enrollment, applicants must complete 40 hours of field experience in public school educational settings 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 40 hours of field experience in private or public programs serving infants, toddlers and/or preschoolers identified as having special needs. Please visit the SOE Services site for the applicable forms.

Subject Matter Competency

All applicants must demonstrate subject matter competency either with verification of completion of a subject matter preparation program in the appropriate subject matter (Elementary, Single Subject, or Education Specialist candidates) or verification of an official passing score report indicating passage of all subtests for the appropriate subject matter examination (CSET). Verification of either of these must be received prior to an application for an Internship Credential or Directed Teaching. Subject Matter Examination subtests results can be no older than ten (10) years. The CSET is not required for the Early Childhood Special Education credential.

Certificate of Clearance

Proof of application for verification of a receipt for Certificate of Clearance or 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. A Certificate of Clearance or Child Development permit must be active prior to clinical practice.

Negative Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current “negative” tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Cardiopulmonary Resuscitation (CPR) Certification

All candidates must submit to the School of Education a valid CPR certification for pediatric and adult. The CPR certification must verify both categories and must be current and submitted prior to applying for any clinical practice. CPR certification must be valid and current when a candidate applies for their preliminary credential.

U.S. Constitution Requirement

All candidates must meet this requirement prior to applying for any clinical practice. 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;
3. Bachelor’s degree from a California State University.
4. One of the following Brandman University undergraduate courses:
   - HISU 101 United States History Survey I 3
   - HISU 358 United States History and Democracy 3
   - POSU 110 Introduction to American Politics 3
   - POSU 344 Constitutional Rights 3

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 a credential exit interview. The RICA should be taken immediately after completion of EDMU 520 Literacy and Language in K-8 Classrooms I and EDMU 521 Literacy and Language in K-8 Classrooms II. Education Specialist credential candidates that hold a multiple or single subject credential may be exempt from this requirement.

Student Teaching (Clinical Practice)

- Multiple Subject, Single Subject or Education Specialist

Advancement to Clinical Practice

Applications for clinical practice must be submitted online by the candidate through the SOE Services MyBrandman site by the established deadline date. Subject matter competence and all requirements listed above must be met prior to the application deadline except the RICA exam. Candidates also need to have completed all credential coursework with the exception of EDUU 544 Student Teaching Seminar I and EDUU 545 Student Teaching Seminar II, maintaining a 3.0 cumulative GPA and a student in good standing.

For information on internship eligibility and requirements please refer to the “internship credential programs” section below.
**Directed Teaching**

1. Directed Teaching in the Multiple and Single Subject programs consists of two eight week 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 eight week sessions of full-day directed teaching assignment that meets the cross-cultural criteria.

2. Directed Teaching placements must be completed in a California public school with an approved setting and begin Fall 1 or Spring 1.

3. The Campus Clinical Coordinator, not the student, will determine the student’s placement in Directed Teaching. Placement requests are not permitted per CTC regulations.

4. Approved 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 permitted.

Under certain conditions a candidate may petition to waive the first session of Directed Teaching and the first directed teaching seminar. Documented evidence must be provided that the candidate has completed one full year (175 days) of satisfactory public school teaching as a contracted full-time teacher in the credential area sought prior to Directed Teaching at Brandman University. Experience under a University Internship Credential, substitute teaching, work as a paraprofessional, and/or various specialist-type teaching experiences do NOT qualify for a waiver. Contact your Campus Clinical Coordinator for the Directed Teaching waiver requirements and form.

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 will be placed on an action plan and may have to complete an additional Directed Teaching assignment or may be dismissed from the program.

**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 Preliminary 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 maximum of 2 consecutive years. For this reason, interns must obtain an employment contract before an intern 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. Each intern candidate must work under the direct and continuing supervision of a Brandman University Supervisor and District Mentor who provides support at the classroom level in the cooperating school. The intern must be continuously enrolled in coursework and a student in good standing. To be eligible for a Brandman University Internship Credential candidates must have a 3.0 cumulative GPA or above in credential program courses.

**Internship Admission Requirements**

To be admitted to an Internship Program an applicant must:

1. Be admitted into a Brandman University stand alone or MAT credential program for Multiple Subjects, Single Subjects, Education Specialist.

2. Meet with a Campus Clinical Coordinator to obtain information about these internship credential options and eligibility.

3. Submit an official passing score report 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 (Multiple Subject, Single Subject Credential or Special Education), excluding the Early Childhood Special Education program;

4. Provide proof of meeting U.S. Constitution requirements;

5. Provide a copy of a negative T.B. clearance or TB Risk Assessment (cannot be older than two years);

6. Provide an active Copy of a Certificate of Clearance or any active permit issued by the CTC to teach P-12 in a public school;

7. Complete program specific 120-hour pre-service requirements for Internship Credentials. Please meet with your Campus Clinical Coordinator for pre-service course requirements.

8. 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. Contact credentialalerts@brandman.edu to start this process.

9. Complete the Intern Eligibility Application which is found on the SOE Services MyBrandman site.

10. Submit a completed Verification of Employment form to credentialalerts@brandman.edu

11. The Verification of Employment form must be approved by the Campus Clinical Coordinator. Once the VOE is approved, the student can be placed in class and will receive an email directing them to pay for their internship credential on CTC online. Payment must be received by CTC within 90 business days.

**Requirements to Maintain Internship Credential**

Internship candidates must maintain a 3.0 GPA and be continuously enrolled in Supported Teaching courses and the co-requisite Intern Seminars for the fall and spring trimesters in each academic year that the intern credential is active. Candidates must maintain a log of hours documenting support/mentoring and supervision.

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 employment is terminated by the district or the student, the student must contact the campus clinical coordinator immediately.

**Multiple Subject Intern Option**

Interns in the first year of an internship must be continuously enrolled in the following courses and maintain a 3.0 GPA:

**Supported Teaching**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>EDMU 580-A</td>
<td>Supported Teaching I: Elementary School</td>
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<tr>
<td>EDMU 580-B</td>
<td>Supported Teaching I: Elementary School</td>
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<tr>
<td>EDMU 580-C</td>
<td>Supported Teaching I: Elementary School</td>
<td>2</td>
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<tr>
<td>EDMU 581-A</td>
<td>Supported Teaching II: Elementary Education</td>
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</table>
Internship Seminars*

*An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
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<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
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</tbody>
</table>

Advanced Internship

Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EDMU 580-D</td>
<td>Supported Teaching I: Elementary School</td>
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<tr>
<td>EDMU 580-E</td>
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<td>EDMU 580-F</td>
<td>Supported Teaching I: Elementary School (*)</td>
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<tr>
<td>EDMU 581-B</td>
<td>Supported Teaching II: Elementary Education (*)</td>
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Co-requisite Advanced Internship Seminar

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<tr>
<td>EDUU 559</td>
<td>Advanced Internship Seminar II (*)</td>
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Total Credits 6-12

* Spring trimester courses will be waived if candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See “Credential Program Information and Requirements” in the catalog.

Single Subject Intern Option

Interns in the first year of an internship must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>EDSU 590-A</td>
<td>Supported Teaching I: Secondary School</td>
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<tr>
<td>EDSU 590-B</td>
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<tr>
<td>EDSU 591-A</td>
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Internship Seminars*

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<tr>
<td>EDUU 556</td>
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<tr>
<td>EDUU 557</td>
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Advanced Internship

Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

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<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>EDSU 590-E</td>
<td>Supported Teaching I: Secondary School</td>
<td>2</td>
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<tr>
<td>EDSU 590-F</td>
<td>Supported Teaching I: Secondary School (*)</td>
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<tr>
<td>EDSU 591-B</td>
<td>Supported Teaching II: Secondary School (*)</td>
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</table>

Co-requisite Advanced Internship Seminar

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>EDUU 558</td>
<td>Advanced Internship Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 559</td>
<td>Advanced Internship Seminar II (*)</td>
<td>0-2</td>
</tr>
</tbody>
</table>

Total Credits 6-12

* Spring trimester courses will be waived if candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See “Credential Program Information and Requirements” in the catalog.

Education Specialist: Mild/Moderate Intern Option

Interns in the first year of an internship must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 570-A</td>
<td>Support Teaching I: Mild/Moderate</td>
<td>2</td>
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<tr>
<td>EDTU 570-B</td>
<td>Support Teaching I: Mild/Moderate</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 570-C</td>
<td>Support Teaching I: Mild/Moderate</td>
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<tr>
<td>EDTU 590-A</td>
<td>Supported Teaching II, Mild Moderate</td>
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</table>

Internship Seminars*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
</tr>
</tbody>
</table>

Advanced Internship

Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 570-D</td>
<td>Support Teaching I: Mild/Moderate</td>
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<td>EDTU 570-E</td>
<td>Support Teaching I: Mild/Moderate</td>
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<tr>
<td>EDTU 570-F</td>
<td>Support Teaching I: Mild/Moderate (*)</td>
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</tr>
<tr>
<td>EDTU 590-B</td>
<td>Supported Teaching II, Mild Moderate (*)</td>
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</tbody>
</table>

Co-requisite Advanced Internship Seminar

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 558</td>
<td>Advanced Internship Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 559</td>
<td>Advanced Internship Seminar II (*)</td>
<td>0-2</td>
</tr>
</tbody>
</table>

Total Credits 6-12

* Spring trimester courses will be waived if candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See “Credential Program Information and Requirements” in the catalog.
Education Specialist: Moderate/Severe Intern Option
Interns in the first year of an internship must be continuously enrolled in following and maintain a 3.0 GPA:

Supported Teaching
- EDTU 571-A  Supported Teaching I: Moderate/Severe  2
- EDTU 571-B  Supported Teaching I: Moderate/Severe  2
- EDTU 571-C  Supported Teaching I: Moderate/Severe  2
- EDTU 591-A  Supported Teaching II, Moderate/Severe  2

Internship Seminars
- EDUU 556 Intern Seminar A  2
- EDUU 557 Intern Seminar B  2

Advanced Internship
Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching
- EDTU 560-D  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-E  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-F  Supported Teaching I: Early Childhood Special Education (*)  0-2
- EDTU 561-B  Supported Teaching II: Early Childhood Special Education (*)  0-2

Co-requisite Advanced Internship Seminar
- EDUU 558 Advanced Internship Seminar I  2
- EDUU 559 Advanced Internship Seminar II (*)  0-2

Total Credits 6-12

* Spring trimester courses will be waived if candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See “Credential Program Information and Requirements” in the catalog.

Education Specialist: Early Childhood Special Education Intern Option
An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

Supported Teaching
- EDTU 560-A  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-B  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-C  Supported Teaching I: Early Childhood Special Education  2
- EDTU 561-A  Supported Teaching II: Early Childhood Special Education  2

Internship Seminars
- EDUU 556 Intern Seminar A  2
- EDUU 557 Intern Seminar B  2

Advanced Internship
Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching
- EDTU 560-D  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-E  Supported Teaching I: Early Childhood Special Education  2
- EDTU 560-F  Supported Teaching I: Early Childhood Special Education (*)  0-2
- EDTU 561-B  Supported Teaching II: Early Childhood Special Education (*)  0-2

Co-requisite Advanced Internship Seminar
- EDUU 558 Advanced Internship Seminar I  2
- EDUU 559 Advanced Internship Seminar II (*)  0-2

Total Credits 6-12

* Spring trimester courses will be waived if candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See “Credential Program Information and Requirements” in the catalog.

Early Completion Options (Multiple and Single Subject Only)
1. To qualify for the Early Completion Internship Option candidates must first be admitted to the Multiple or Single Subject Intern Program.
2. Once admitted to the Internship program candidates must pass two entry assessments to enroll in the Early Completion Option:
   - Pass both instructional cycles of the California Teaching Performance Assessment (TPA). The TPA must be passed on the first attempt.
   - National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates or submit passing scores for The Teaching Foundations Examination (TFE) (no longer administered but accepted*). The exam may be taken more than once.
   - Pass the Reading Instruction Competence Assessment (RICA): Multiple Subject candidates only.
3. Complete specific supported teaching and the appropriate co-requisite internship seminar courses.

SB 57 Private School Option (Multiple and Single Subject Only)
Under the provisions of S.B. 57, candidates who have taught in a WASC Senior College and University Commission (WSCUC) 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.

California Teaching Performance Assessment (CalTPA)
The state mandated California Teaching Performance Assessment is required for Multiple and Single Subject candidates. The assessment consists of two instructional cycles based on the pedagogical sequence of plan, teach and assess, reflect and apply. Each of these four
steps is addressed by each instructional cycle. Candidates complete Instructional Cycle I during Directed Teaching I and Instructional Cycle 2 during Directed Teaching II. Cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail either of the two cycles must retake the cycle and pay the associated fee. Both cycles must be passed in order to be recommended for the multiple or single subject credential.

Exit Portfolio
Portfolios are required for Education Specialist candidates only. After successfully completing clinical practice and all other coursework, education specialist candidates submit a portfolio demonstrating their competency based on the CTC's Special Education 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. Education Specialist Interns may submit their portfolios when they have completed all other coursework, excluding their supported teaching and internship seminar course.

Recommendation for Credential
Upon successfully completing and passing all credential, program and coursework requirements, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department, candidates complete a CTC exit survey and submit the credential fee.

Credential Programs
- 2042 Multiple Subject Credential Program with an English Learner Authorization (p. 153)
- 2042 Single Subject Credential Program with an English Learner Authorization (p. 154)
- Special Education - Preliminary Education Specialist (p. 154)

2042 Multiple Subject Credential Program with an English Learner Authorization

The 2042 Multiple Subject Credential with English Learner Authorization program prepares individuals to teach all subjects in a self-contained classroom, K-12, 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.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
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</thead>
<tbody>
<tr>
<td>EDUU 510</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 512</td>
<td>The Art &amp; Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Courses Subtotal</td>
<td>9</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Content Area Courses</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 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 Mathematics in K-8 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 525</td>
<td>Teaching and Learning Science in K-8 Classrooms</td>
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<td>Content Area Courses Subtotal</td>
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</table>

*Clinical Practice Options Subtotal | 8-12

Total Credits | 32-36

<table>
<thead>
<tr>
<th>*Clinical Practice Options: Student Teaching or Internship</th>
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<tbody>
<tr>
<td>Student Teaching</td>
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</tr>
<tr>
<td>EDMU 582</td>
<td>Directed Teaching I: Elementary School</td>
</tr>
<tr>
<td>EDUU 544</td>
<td>Student Teaching Seminar I</td>
</tr>
<tr>
<td>EDMU 583</td>
<td>Directed Teaching II: Elementary School</td>
</tr>
<tr>
<td>EDUU 545</td>
<td>Student Teaching Seminar II</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>EDMU 580-A</td>
<td>Supported Teaching I: Elementary School</td>
</tr>
<tr>
<td>EDMU 580-B</td>
<td>Supported Teaching I: Elementary School</td>
</tr>
<tr>
<td>EDMU 580-C</td>
<td>Supported Teaching I: Elementary School</td>
</tr>
<tr>
<td>EDMU 581-A</td>
<td>Supported Teaching II: Elementary Education</td>
</tr>
</tbody>
</table>

*Supported teaching credits vary depending on when the intern begins.

<table>
<thead>
<tr>
<th>Intern Seminars</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
</tr>
</tbody>
</table>
2042 Single Subject Credential Program with an English Learner Authorization

The 2042 Single Subject Credential with English Learner Authorization 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 the effects of decisions and actions on others.

Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<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 &amp; Craft of Teaching</td>
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Content Area Courses

<table>
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<tbody>
<tr>
<td>EDSU 530</td>
<td>Theories, Methods, and Materials for Teaching English Learners</td>
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<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>
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<tr>
<td>EDSU 533</td>
<td>Content Specific Strategies for Single Subjects (Series)</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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Clinical Practice Options

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Clinical Practice Subtotal</td>
<td>8-12</td>
</tr>
</tbody>
</table>

*Clinical Practice Options: Student Teaching or Internship

Student Teaching

- EDSU 592 Directed Teaching I: Secondary School 3
- EDUU 544 Student Teaching Seminar I 2
- EDSU 593 Directed Teaching II: Secondary School 3
- EDUU 545 Student Teaching Seminar II 2

or

Internship

- EDSU 590-A Supported Teaching I: Secondary School 2
- EDSU 590-B Supported Teaching I: Secondary School 2
- EDSU 590-C Supported Teaching I: Secondary School 2
- EDSU 591-A Supported Teaching II: Secondary School 2

*Supported teaching credits vary depending on when the intern begins.

Intern Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*Clinical Practice Subtotal</td>
<td>8-12</td>
</tr>
</tbody>
</table>

Special Education - Preliminary Education Specialist

Brandman University offers the Preliminary Education Specialist teaching credentials with the English Learner and Autism authorizations 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 (and through age 22) special education settings (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) Special Education Teaching Performance Expectations and reflect current research and best practices in special education. Candidates utilize Common Core Standards and California 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 Introduction to Teaching and a minimum of 12 credits of coursework plus Supported or Directed Teaching at Brandman University to establish residency. Candidates adding an additional authorization to their active Special Education credential are required to complete a minimum of 9 credits of their coursework including Directed teaching. If these candidates enter into an internship they are required to take all the supported teaching and internship seminar courses. To obtain the Preliminary Education Specialist credential, candidates must meet the following requirements and those listed under teaching credential programs.

Candidates can earn both the mild/moderate and moderate/severe credentials at the same time. Candidates seeking both credentials must complete 2 eight week sessions of Directed Teaching, one in each credential area and at two different school configurations (elementary, middle, or secondary) settings or levels.

### Preliminary Education Specialist, Mild/Moderate Credential with English Learner and Autism Authorizations and/or Moderate/Severe Credential with English Learner and Autism Authorizations

#### Requirements

**Core Courses**

<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>
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</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
<td>3</td>
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<tr>
<td>EDUU 512</td>
<td>The Art &amp; Craft of Teaching</td>
<td>3</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>or EDSU 532</td>
<td>Effective Literacy Instruction for Single Subject Candidates</td>
<td></td>
</tr>
</tbody>
</table>

**Core Courses Subtotal** 15

**Emphasis Course**

Select one or both of the following: 3-6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 519</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
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<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>
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<tr>
<td>EDUU 603</td>
<td>Instructional Supports for Communication, Language and Literacy</td>
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</tr>
<tr>
<td>EDUU 655</td>
<td>Individualized Education Plan Development and Special Education Law</td>
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**Emphasis Course Subtotal** 15-18

#### English Learner Requirements *

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDMU 523</td>
<td>History, Social Science and Visual/Performing Arts in K-8 Classrooms</td>
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<td>EDMU 524</td>
<td>Teaching and Learning Mathematics in K-8 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 525</td>
<td>Teaching and Learning Science in K-8 Classrooms (or)</td>
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</tr>
<tr>
<td>or EDSU 530</td>
<td>Theories, Methods, and Materials for Teaching English Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 531</td>
<td>Secondary Instructional Strategies for Language/Culturally Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 533</td>
<td>Content Specific Strategies for Single Subjects (Series)</td>
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</tr>
<tr>
<td>EDSU 534</td>
<td>Preparing 21st Century Learners: A Collaborative and Integrated Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Learner Requirements Subtotal** 0-12

*English Learner Requirement can also be met by 1) Passing the CTEL examination (available only by petition, speak with your advisor about this option) 2) Holding a current CLAD/BCLAD 3) Holding a current 1059 (with CLAD) or 2042 Multiple or Single Subject(s) Credential or 4) Successfully completing the CTEL certificate courses and a portfolio (available only by petition, speak with your advisor about this option).

**Clinical Practice Subtotal** 8-12

**Total Credits** 38-57

*Clinical Practice Options: Student Teaching or Internship*

**Mild/Moderate**

**Student Teaching - Mild/Moderate**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td>EDUU 544</td>
<td>Student Teaching Seminar I</td>
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<tr>
<td>EDTU 592</td>
<td>Directed Teaching II: Mild/Moderate</td>
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<td>EDUU 545</td>
<td>Student Teaching Seminar II</td>
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or

**Internship - Mild/Moderate**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 570-A</td>
<td>Support Teaching I: Mild/Moderate</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 570-B</td>
<td>Support Teaching I: Mild/Moderate</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 570-C</td>
<td>Support Teaching I: Mild/Moderate</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 590-A</td>
<td>Supported Teaching II, Mild Moderate</td>
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</table>
### Requirements

**Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</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 &amp; Craft of Teaching</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>
</tbody>
</table>

**Clinical Practice Subtotal** 8-12

### Emphasis Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 639</td>
<td>Pedagogical Leadership in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 665</td>
<td>Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</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>
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</table>

**Emphasis Area Subtotal** 18

### Clinical Practice Options: Student Teaching or Internship

### Early Childhood Special Education

#### Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 594</td>
<td>Directed Teaching: Early Childhood Special Education (Infants and Toddlers)</td>
<td>3</td>
</tr>
<tr>
<td>EDTU 544</td>
<td>Student Teaching Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 595</td>
<td>Directed Teaching: Early Childhood Special Education (Preschool)</td>
<td>3</td>
</tr>
<tr>
<td>EDTU 545</td>
<td>Student Teaching Seminar II</td>
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**Internship**

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 560-A</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 560-B</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 560-C</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 561-A</td>
<td>Supported Teaching II: Early Childhood Special Education</td>
<td>2</td>
</tr>
</tbody>
</table>

*Supported teaching credits vary depending on when the intern begins.*

**Clinical Practice Subtotal** 8-12

**Total Credits** 41-45

---

### Preliminary Education Specialist Credential – Early Childhood Special Education

#### Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 303</td>
<td>Integrating Learning Standards in Early Childhood Settings: Language &amp; 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>

**Total Credits** 9

---

*Supported teaching credits vary depending on when the intern begins.*

**Intern Seminars**
**Adding a Mild/Moderate or Moderate/Severe Credential to an Existing Education Specialist Credential**

**Option:** Adding a mild/moderate or moderate/severe Preliminary Education Specialist Credential.

**Prerequisites**

Valid Preliminary or Clear Education Specialist Credential, mild/moderate or moderate/severe with EL Authorization based on 2009 CTC Program Standards and an Autism Authorization. This program may be available to candidates who hold a Level II clear credential.

Up to 3 credits of General Education Elective may be waived or transferred into program. Three credits of the first Directed Teaching course and the first student teaching seminar (EDTU 544 Student Teaching Seminar I) 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 an application and submit their portfolio upon meeting all other program requirements. Candidates submit portfolios through LiveText and pay a fee to have the portfolio evaluated. Portfolio requirements and directions are located on the SOE Services MyBrandman site.

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.

**Requirements**

**Emphasis Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 519</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>or EDU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
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**Emphasis Course Subtotal**

General Education Elective Subtotal 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 511</td>
<td>Collaboration For Inclusive Schooling</td>
<td></td>
</tr>
<tr>
<td>EDU 512</td>
<td>The Art &amp; Craft of Teaching</td>
<td></td>
</tr>
<tr>
<td>EDU 570</td>
<td>Voice, Diversity, Equity, and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EDU 599</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>EDU 609</td>
<td>Seminar in Curriculum Studies</td>
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</tr>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
<td></td>
</tr>
<tr>
<td>EDMU 521</td>
<td>Literacy and Language in K-8 Classrooms II</td>
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</table>

**General Education Elective**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMU 532</td>
<td>Effective Literacy Instruction for Single Subject Candidates</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Elective Subtotal**

Complete the Mild/Moderate or Moderate/Severe Option 8-12

**Total Credits**

14-18

**Clinical Practice Subtotals**

8-12

**Clinical Practice Options: Student Teaching or Internship**

**Mild/Moderate**

Student Teaching - Mild/Moderate

- EDTU 572 Directed Teaching I: Mild/Moderate 3
- EDU 544 Student Teaching Seminar I 2
- EDTU 592 Directed Teaching II: Mild/Moderate 3
- EDU 545 Student Teaching Seminar II 2

or

Internship - Mild/Moderate*

- EDTU 570-A Support Teaching I: Mild/Moderate 2
- EDTU 570-B Support Teaching I: Mild/Moderate 2
- EDTU 570-C Support Teaching I: Mild/Moderate 2
- EDTU 590-A Supported Teaching II, Mild/Moderate 2

*Supported teaching credits vary depending on when the intern begins.

**Moderate/Severe**

Student Teaching - Moderate/Severe

- EDTU 573 Directed Teaching I: Moderate/Severe 3
- EDU 544 Student Teaching Seminar I 2
- EDTU 593 Directed Teaching II: Moderate/Severe 3
- EDU 545 Student Teaching Seminar II 2

or

Internship Moderate/Severe*

- EDTU 571-A Supported Teaching I: Moderate/Severe 2
- EDTU 571-B Supported Teaching I: Moderate/Severe 2
- EDTU 571-C Supported Teaching I: Moderate/Severe 2
- EDTU 591-A Supported Teaching II, Moderate/Severe 2

*Supported teaching credits vary depending on when the intern begins.

**Intern Seminars**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDU 557</td>
<td>Intern Seminar B</td>
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</table>

**Clinical Practice Subtotal**

8-12
SERVICE CREDENTIAL PROGRAMS IN EDUCATION

• Pupil Personnel Services Credential in School Counseling (p. 158)
• Preliminary Administrative Services Credential (p. 159)
• Clear Administrative Services Credential (p. 160)

Pupil Personnel Services Credential in School Counseling (PPSC)

Program Learning Outcomes

• Law: Understand state and federal laws and regulations affecting school district guidance programs.
• Intrapersonal: Demonstrate knowledge of personal strengths, assets, values, beliefs, and attitudes.
• Research: Apply research based counseling theory to particular problems.
• Leadership: Demonstrate skill in leading small groups.
• Interpersonal: Create effective counseling program.

School Counseling Credential Only Option

This option is only available to candidates who have earned a Masters Degree in Marriage and Family Therapy (MFT), a Master’s degree in Social Work, a Master’s degree in Counseling, or the equivalent in a directly related field from a regionally accredited institution (pending program review by the Associate Dean). Additional courses may be required to meet program standards. This program prepares candidates to serve as counselors in the public schools for grades K-12 and meets the requirements for a California State Pupil Personnel Services Credential authorizing service as a school counselor.

Program Start Dates

The Pupil Personnel Services Credential in School Counseling (PPSC) program starts three times a year in Fall 1, Spring 1, and Summer 1. Applications are accepted on an ongoing basis.

Admissions Requirements

Admission requirements for students who have earned a Master’s Degree in Counseling or the equivalent in a directly related field are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC).

Acceptance into the graduate program in counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) including meeting the grade point average requirement for a graduate degree program.

2. Proof of an official passing score report on the California Basic Education Skills Test (CBEST) or any of the CTC approved basic skills tests.

3. Applicants using the Brandman University Admissions Option Two with a grade point average between 2.5 and 2.99 in the last 30 graded semester credits (45 quarter 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): any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet graduate admissions standards for this program. The minimum acceptable score for the Verbal section is 150. The minimum score for the Analytic Writing is 4.5.

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

4. Submit a graduate application with the following:

   a. Two letters of recommendation from individuals who have had experience with the candidate in an academic setting and knowledge of the candidate’s academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate has worked with children.

   b. A current resume which includes experiences working with children.

   c. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate’s approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.

Credential Program Information and Requirements

Program requirements for the School Counseling Credential Only Option are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) with the exception of the transfer policy. Up to 9 credits of Required Courses (excluding Supervision and Mentoring) may be waived or transferred into program. Students must establish residency with at least 15 credits.

Students seeking a service credential only may not be eligible for financial aid.

Certificate of Clearance

Proof of application for verification of a receipt for Certificate of Clearance or 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. A certificate of clearance or child development permit must be active prior to clinical practice.

Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current “negative” tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.
Praxis Exam
Candidates must meet all the course requirements and earn a score of 156 or higher on the ETS Praxis Examination in Counseling and Guidance (#0421/5421).

Exit Interview
An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC’s Standards have been met. All coursework, non-coursework requirements, and the exit portfolio must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyBrandman site prior to participating in an exit interview by a faculty mentor.

Recommendation for Credential
Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Counseling (PPSC). To apply for the credential, candidates complete the 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.

Required Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPU 511</td>
<td>Introduction to the Ethical Practice of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 515</td>
<td>Practicum in Counseling and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 616</td>
<td>Leadership and Systems Change</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 617</td>
<td>Transition to Work and Career</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 618</td>
<td>Best Practices in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 620</td>
<td>Supervision and Mentoring in School Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 621</td>
<td>Supervision and Mentoring in School Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 602</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

*Students with an active CTC Pupil Personnel School Psychology or School Social Work credential may waive CSPU 515.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential at Brandman University is designed to produce highly effective 21st century school leaders. Specifically, this program is designed for individuals seeking a career in school administration and educational leadership. In this credential-only option, candidates complete nine courses in educational leadership and administration and three, one-credit leadership seminar courses. The program utilizes a cohort model and the course of study is sequential, therefore courses must be taken in a prescribed order.

In addition to the California Commission on Teacher Credentialing (CTC) Program Standards, which include Content Knowledge Expectations and Performance Expectations, the program has been aligned to the highest national standards in leadership, including the Educational Leadership Constituent Council (ELCC) Standards and the International Society for Technology in Education (SITE) Standards. This CTC approved credential program includes the California requirements for an Administrative Services Certificate of Eligibility or the Preliminary Administrative Services Credential. Candidates who complete all program requirements may be eligible to be recommended for a Certificate of Eligibility or Preliminary Administrative Services Credential needed to serve as a school site/district administrator. While enrolled, students who are offered an opportunity for employment as a site or district administrator may qualify for an Internship credential.

This program is a standalone administrative services credential that is not eligible for financial aid.

Program Learning Outcomes
- **Visionary Leadership**: Collaboratively develop, implement and evaluate an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency.
- **School Improvement Leadership**: Strategically design continuous improvement plans based on analysis of program assessment data.
- **Community Leadership**: Advocate for the school and communicate its successes, needs, and challenges with a broad range of audiences through a variety of media to achieve the school’s vision and goals.
- **Instructional Leadership**: Evaluate classroom instruction using research-based instructional and assessment practices to provide focused, constructive coaching and feedback.
- **Organizational and Systems Leadership**: Integrate organizational values, structures, processes, and policies in solving problems and making decisions that productively impact the school’s ability to achieve its vision and goals.
- **Professional Learning and Growth Leadership**: Create, implement, and evaluate a professional growth plan to build individual and collective capacity for leadership.

Program Start Dates
The Administrative Services Credential Program starts three times per year in Fall 1, Spring 1, or Summer 1. Applications are accepted on an ongoing basis.
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 are required. These letters must be on official letterhead; must be written by individuals who are familiar with the candidate in an academic or professional setting and who have knowledge of the candidate’s ability to successfully complete graduate courses. The letters must address the candidate’s fit for the program, and cannot be older than two years from the date of application.

5. If the candidate is not currently employed in a position requiring a “prerequisite” CTC credential, he/she must submit a letter identifying the school and principal under whom field work assignments will be completed.

6. A minimum of three years of verified full time employment under a prerequisite CTC credential at the time of admission.

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. Earn a passing score on the California Administrator Performance Assessment (CalAPA). Candidates complete Cycle 1 in EDAD 695 Educational Leadership Seminar I, Cycle 2 in EDAD 696 Educational Leadership Seminar II and Cycle 3 in EDAD 697 Educational Leadership Seminar III. Cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail a cycle must retake the cycle and pay the associated fee. All three cycles must be passed in order to be recommended for the credential.

Internship Eligibility

Students who wish to pursue an Internship must meet all of the admission requirements of the Preliminary Administrative Services Credential Option and:

1. Provide verification that they have five years of full time experience under a valid prerequisite credential.

2. Provide written evidence that they have been offered an administrative position by submitting the Brandman University Verification of Employment for Internship Credential Form to the Campus Clinical Coordinator at their campus. These forms can be obtained on MyBrandman, School of Education Services page or from the campus clinical coordinator. These forms must be completed by the candidate.

3. Submit the online internship recommendation credential application form found on MyBrandman, School of Education Services page prior to the start of the internship. These forms must be completed by the candidate.

4. Enroll in EDAD 698 Educational Leadership Internship Seminar within one term of assuming administrative employment. If candidate is already scheduled to be enrolled in EDAD 695 Educational Leadership Seminar I, EDAD 696 Educational Leadership Seminar II or EDAD 697 Educational Leadership Seminar III, upon approval of the administrative internship, the candidate will enroll in EDAD 698 Educational Leadership Internship Seminar the following term. EDAD 698 Educational Leadership Internship Seminar will assist the candidate in making the successful transition in their role as an educational leader and administrator with support from their Leadership Coach.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 601</td>
<td>Introduction to Vision, Leadership, and Change</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 602</td>
<td>Applied Educational Research and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 604</td>
<td>Community Perspective, Collaboration and School Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 606</td>
<td>Change and Continuous Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 608</td>
<td>School Law, School wide Discipline and Safety</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 610</td>
<td>Innovations in Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 612</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 614</td>
<td>Aligning Resources and Systems for School Improvement</td>
<td>3</td>
</tr>
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<td>EDAD 616</td>
<td>Professional Growth and Learning</td>
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<td>EDAD 695</td>
<td>Educational Leadership Seminar I</td>
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<td>EDAD 696</td>
<td>Educational Leadership Seminar II</td>
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<tr>
<td>EDAD 698</td>
<td>Educational Leadership Internship Seminar</td>
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</tbody>
</table>

Total Credits: 30-31

* EDAD 698 Educational Leadership Internship Seminar Educational Leadership Seminar is only required for those candidates serving under an Internship Credential.

Transfer of Coursework

No transfer credits or waivers will be accepted.

Time Limitations

All coursework must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.

Recommendation for Credential

Upon successfully completing and passing all coursework and meeting the five years of experience on an active prerequisite credential, the candidate may apply to be recommended to the CTC for the Preliminary Administrative Services credential. To apply for the credential, candidates complete the online Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department, candidates can submit the credential fee.

Clear Administrative Services Credential

Brandman University offers the Administrative Services Credential Clear Induction Program (ASC CIP). Candidates who complete the ASC CIP
program requirements may be recommended for the Clear Administrative Services Credential.

Brandman University's ASC CIP is aligned to the California Commission on Teacher Credentialing (CTC) Clear Induction Program Standards. The program provides a two year induction program that supports the individual needs and leadership development of beginning educational administrators using the intersecting elements of individual coaching, professional learning and assessment of skills. The design of the program is based on sound rationale informed by theory and research and includes personalized learning and support through coaching. The beginning educational administrator enrolled in ASC CIP fulfills their induction program professional learning requirements through a series of Administrative Services Induction Seminar courses that are aligned and designed to support the candidate's growth in the mastery of the California Professional Standards for Education Leaders (CPSEL) competencies. To support the professional learning and leadership development of the beginning educational administrator, the induction program provides the clear credential candidate with a well-trained and experienced induction coach. The induction coach supports the school administrator through individualized, on-going, job-embedded coaching that is directed by the identified needs and goals of the school administrator.

Program Learning Outcomes
The Program Learning Outcomes are aligned to Standard 5 of the Administrative Services Credential Induction Program Standards. School leaders who successfully complete the Administrative Services Credential Clear Induction Program will be able to:

Shared Vision: Engage stakeholders in a collaborative process to facilitate the development and implementation of a shared vision of learning and growth for all students.

Instructional Leadership: Create a collaborative culture of teaching and learning in which staff engages in individual and collective professional development that focuses on student and professional growth and results in continuous improvement.

Management and Learning Environment: Establish and implement structures and processes that engage stakeholders in using problem-solving and decision-making methods and distributed leadership to develop, monitor and revise plans and programs that support students to graduate ready for college and career.

Family and Community Engagement: Engage, involve and collaborate with all parents and families, including underrepresented communities, in student learning and support programs.

Ethics and Integrity: Assess personal code of ethics and leadership practices to guide and support personal and collective actions that use relevant evidence and research to make fair and ethical decisions.

External Context and Policy: Evaluate and communicate policy to stakeholders to collaborate on education policies focused on improving education for all students.

Admission Requirements
1. Candidate must possess a valid Preliminary Administrative Services Credential.
2. Candidate must be employed in a position requiring an Administrative Services Credential. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their website at https://www.brandman.edu/academic-programs/extended-education or by calling 800-632-0094.
3. Candidate must provide Verification of Employment Form completed by employer.
4. Applicants must complete and submit the Brandman University application and be admitted into the Clear Administrative Services Credential program.

Credential and Program Requirements
1. Completion of a minimum of 40 hours of induction coaching each year.
2. Completion of a minimum of 20 - 30 hours of professional learning each year.
3. Completion of all induction program E-Portfolio components and requirements indicating demonstration of CPSEL competencies.
4. Verification of two years of successful experience in a full-time administrative position at the time of filing for the clear administrative services credential.

Clear administrative services credential courses are not eligible for financial aid.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 760-A</td>
<td>Professional Learning and Induction Coaching I-A</td>
<td>0.5</td>
</tr>
<tr>
<td>EDAD 760-B</td>
<td>Professional Learning and Induction Coaching I-B</td>
<td>0.5</td>
</tr>
<tr>
<td>EDAD 762-A</td>
<td>Professional Learning and Induction Coaching II-A</td>
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</tr>
<tr>
<td>EDAD 762-B</td>
<td>Professional Learning and Induction Coaching II-B</td>
<td>0.5</td>
</tr>
<tr>
<td>EDAD 764-A</td>
<td>Professional Learning and Induction Coaching III-A</td>
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</tr>
<tr>
<td>EDAD 764-B</td>
<td>Professional Learning and Induction Coaching III-B</td>
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<tr>
<td>EDAD 766-A</td>
<td>Professional Learning and Induction Coaching IV-A</td>
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<tr>
<td>EDAD 766-B</td>
<td>Professional Learning and Induction Coaching IV-B</td>
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<tr>
<td>EDAD 768-A</td>
<td>Professional Learning and Induction Coaching V-A</td>
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<tr>
<td>EDAD 768-B</td>
<td>Professional Learning and Induction Coaching V-B</td>
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<tr>
<td>EDAD 770-A</td>
<td>Professional Learning and Induction Coaching VI-A</td>
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</tr>
<tr>
<td>EDAD 770-B</td>
<td>Professional Learning and Induction Coaching VI-B</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Transfer of Coursework
No transfer credits or waivers will be accepted.

Time Limitations
All coursework must be completed within a consecutive seven year period immediately prior to the awarding of the degree.
Demonstration of Competency
Candidates recommended for the Clear Administrative Services Credential must successfully complete an Induction Portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours and formative and summative assessments that include an evaluation of the candidate’s Individual Induction Plan (IIP) goal attainment and CPSEL competencies. The Induction Portfolio will be reviewed by the induction coach who will evaluate the candidate’s competence and performance.

Recommendation for Credential
Upon successfully completing and passing all Administrative Services Clear credential program and coursework requirements, 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.
PROFESSIONAL AUTHORIZATIONS IN EDUCATION

Multiple Subject Added Authorization
A candidate who holds a Single Subject Credential with English Learner Authorization can add a Multiple Subject Content Authorization to their Single Subject credential by:

1. Taking EDMU 521 Literacy and Language in K-8 Classrooms II;
2. Taking EDMU 523 History, Social Science and Visual/Performing Arts in K-8 Classrooms, or EDMU 524 Teaching and Learning Mathematics in K-8 Classrooms or EDMU 525 Teaching and Learning Science in K-8 Classrooms (3 credits);
3. Demonstrating subject matter competency by passing the CSET Multiple Subject exam;
4. Passing the RICA examination;
5. Candidate submits a direct application to CTC.

Single Subject Added Authorization
A candidate who holds a Multiple Subject Credential with English Learner Authorization can add a Single Subject Authorization to their Multiple Subject credential by:

1. Taking EDSU 533 Content Specific Strategies for Single Subjects (Series) (3 credits)
2. Demonstrating subject matter competence through coursework or by passing the appropriate CSET.
3. Candidate submits a direct application to CTC.

Candidates who have completed the requirements for a Single Subject Credential in one content area can add a different Single Subject Authorization in another content area to their credential by:

1. Taking EDSU 533 Content Specific Strategies for Single Subjects (Series)(3 credits) in the additional content area with the exception of candidates who are:
   a. Adding a new science content area to an existing science credential.
   b. Upgrading a Foundational Level Mathematics credential to a full Math credential.
   c. Adding an additional World Language content area to an existing World Language Credential.
2. Demonstrating subject matter competence through coursework or by passing the appropriate CSET.
3. Candidate submits direct application to CTC.

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 waived or transferred. At least 9 credits must be taken at Brandman University.

Please note that admissions requirements are different than those for other credentials and certificates.

Admissions Requirements
1. Eligible candidates are those with an appropriate valid CTC designated credential: Possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children’s Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.
2. Eligibility questions can be directed to the Teacher Accreditation Department at 949-341-9899 or credentialalerts@brandman.edu.
3. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at https://www.brandman.edu/academic-programs/extended-education or by calling 800-632-0094.

Applicants must complete and submit the Brandman University application and be enrolled into the California Teacher of English Learners (CTEL) program.

Students must begin the CTEL program with either EDU 526 or EDU 570. *

Required Course

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

Total Credits 12

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. Candidates submit the Demonstration of Mastery portfolio (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman site.

Recommendation for Authorization
Upon successfully completing and passing the coursework and Demonstration of Mastery, the candidate may apply to be recommended to the CTC for the authorization. Eligible candidates are those with an appropriate active CTC designated credential and proof of basic skills. To apply for the authorization, candidates complete the 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.
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 active 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 the School of Extended Education by visiting their web site at https://www.brandman.edu/academic-programs/extended-education or by calling 800-632-0094.

2. Applicants must complete and submit the Brandman University application and be admitted into the Autism Spectrum Disorders added Authorization program.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 575</td>
<td>Introduction to Autism Spectrum Disorders: Etiologies and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 675</td>
<td>Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Programming and Strategies, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Programming and Strategies, II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

No more than 3 credits may be waived or transferred into the ASDA. At least 9 credits must be taken at Brandman University.

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 Autism Spectrum Disorders:

Programming and Strategies, II. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Recommendation for Authorization

Eligible candidates that can be recommended for the Autism Spectrum Disorders added Authorization are those with an appropriate and valid CTC designated credential. Upon successfully completing and passing the coursework the candidate may apply to be recommended to the CTC for the authorization. To apply for the authorization, candidates complete the 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.

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 Special Education 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 and be admitted into the Early Childhood Special Education added authorization (ECSEAA) program.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 665</td>
<td>Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</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>
</tbody>
</table>
Candidates can only waive or transfer in 3 credits for this program and must take EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education at Brandman University. At least 15 credits must be taken at Brandman University.

**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 Early Childhood Special Education. This portfolio is completed as part of EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

**Recommendation for Authorization**
Eligible candidates that can be recommended for the Early Childhood Special Education added authorization (ECSEAA) are those with an appropriate and valid CTC designated credential. Upon successfully completing and passing the coursework the candidate may apply to be recommended to the CTC for the authorization. To apply for the authorization, candidates complete the 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.
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 six emphasis areas leads to a license or credential to teach or provide services in the K-12 education system. All students complete six MAE core courses and one emphasis area cluster of courses. Seven emphasis areas are offered: Curriculum and Instruction, Educational Leadership, Instructional Technology, Teaching the 21st Century Learner, Leadership in Early Childhood Education, Teaching and Learning, Educational Administration and Autism. 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**: Identify and analyze ethical issues with ethical decision making 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 Administration**: Apply collaborative educational philosophies, theories, and practices to promote change, policy development, and governance.

- **Educational 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 NAECY standards.

- **Teaching and Learning – Differentiated Instruction**: Apply pedagogical concepts in educational settings to meet the diverse needs of students.

- **Autism**: Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.

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 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.

4. Two letters of recommendation are required. These letters must be on official letterhead; must be written by individuals who are familiar with the candidate in an academic or professional setting and who have knowledge of the candidate’s ability to successfully complete graduate courses; and, must address the candidate’s fit for the program. The letters cannot be older than two years from the date of application.

5. Applicants to the MAE/Leadership in Early Childhood Education emphasis must hold one of the following certifications: California Child Development Associate Teacher Permit or higher, 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.

6. Applicants to the MAE/Teaching and Learning emphasis must have completed a California Commission on Teacher Credentialing (CTC) approved General Education Induction Program or a minimum of Year One of the Induction program. If the applicant has completed Year One, then a letter on District letterhead indicating the completion of Year One is required. The letter must be signed by the applicant’s Induction coordinator or Director of Human Resources department.

7. Applicants to the MAE Educational Administration emphasis must hold a valid Certificate of Eligibility or Preliminary Administrative Services Credential received through a CTC approved program. If a student took the preliminary test they may not be admitted into this 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.

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 and Educational Administration, 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.

Degree Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
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<td>EDUU 607</td>
<td>Seminar in Comparative Education</td>
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<td>EDUU 608</td>
<td>Seminar in the Social Foundations of Education</td>
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<tr>
<td>EDUU 609</td>
<td>Seminar in Curriculum Studies</td>
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Core Courses Subtotal 18

Emphasis Area Elective Courses

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
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<td>EDMU 521</td>
<td>Literacy and Language in K-8 Classrooms II</td>
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<tr>
<td>EDMU 523</td>
<td>History, Social Science and Visual/Performing Arts in K-8 Classrooms</td>
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<tr>
<td>EDMU 524</td>
<td>Teaching and Learning Mathematics in K-8 Classrooms</td>
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<td>EDMU 525</td>
<td>Teaching and Learning Science in K-8 Classrooms</td>
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<tr>
<td>EDSU 530</td>
<td>Theories, Methods, and Materials for Teaching English Learners</td>
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<tr>
<td>EDSU 531</td>
<td>Secondary Instructional Strategies for Language/Culturally Diverse Classrooms</td>
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<tr>
<td>EDSU 532</td>
<td>Effective Literacy Instruction for Single Subject Candidates</td>
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</table>

Emphasis Area Elective Courses Subtotal 12

Total Credits 30

* EDUU 600 Research and Evaluation Methods is a prerequisite for all other core courses and candidates are advised to take this course first. Students may take another course concurrently with EDUU 600.

Candidates may take EDUU 515 Teaching the Adult Learner concurrently with EDUU 600 Research and Evaluation Methods.

Select one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
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</tr>
<tr>
<td>EDUU 512</td>
<td>The Art &amp; Craft of Teaching</td>
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</tr>
<tr>
<td>EDUU 519</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
<td></td>
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<tr>
<td>EDUU 526</td>
<td>Theories in Language Structure and Acquisition</td>
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<td>EDUU 527</td>
<td>English Language and Literacy Development</td>
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<td>EDUU 528</td>
<td>Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE</td>
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<tr>
<td>EDUU 551</td>
<td>Educational Applications of Computers Level I</td>
<td></td>
</tr>
<tr>
<td>EDUU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
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<tr>
<td>EDUU 570</td>
<td>Voice, Diversity, Equity, and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EDUU 575</td>
<td>Introduction to Autism Spectrum Disorders: Etiologies and Characteristics</td>
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<tr>
<td>EDUU 612</td>
<td>Domestic Experiential Education</td>
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<tr>
<td>EDUU 613</td>
<td>International Experiential Education</td>
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<tr>
<td>EDUU 614</td>
<td>Data Driven Leadership in Educational Organizations</td>
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<tr>
<td>EDUU 615</td>
<td>Engaging Stakeholders in Educational Organizations</td>
<td></td>
</tr>
<tr>
<td>EDUU 616</td>
<td>Leading Change in Educational Organizations</td>
<td></td>
</tr>
</tbody>
</table>

Emphasis Area Elective Courses

Prerequisite: Candidates must have a teaching credential or must take EDUU 515 Teaching the Adult Learner-Teaching the Adult Learner, before beginning any coursework in the MAE, Curriculum and Instruction.


**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 Early Childhood Program Evaluation: Capstone and must earn a “B” or better in the course.

**Master of Arts in Education – Teaching and Learning**

**Emphasis Block Transfer**
Brandman University awards a block of 12 semester credits for successful completion of a Multiple or Single Subjects SB 2042 BTSA Induction 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. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman.

**Master of Arts in Education – Educational Leadership**
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**
Candidates must complete 9 required credits and will select one, 3 credit elective to customize and strengthen their program of study to meet their individual career goals. Candidates can choose any three credit course from 500 or 600-level EDCI or EDUU courses or by taking one, 3 credit course from the following related disciplines: human resources, public administration, organizational leadership, or business administration. EDAD courses will not be accepted as emphasis courses for this program. Courses completed as part of a general or special education credential program will also not be accepted as fulfilling the 12 credit emphasis area.

<table>
<thead>
<tr>
<th>EDSU 533</th>
<th>Content Specific Strategies for Single Subjects (Series)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSU 534</td>
<td>Preparing 21st Century Learners: A Collaborative and Integrated Approach</td>
</tr>
</tbody>
</table>

**Total Credits** 12

**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 Issues and Trends in Contemporary Curriculum: Expertise Paper Development and must earn a “B” or better in the course.

**Master of Arts in Education – Instructional Technology: Teaching the 21st Century Learner**

**Prerequisites:** Candidates must have a teaching credential or must take EDUU 515 Teaching the Adult Learner and successfully complete the MAE Core Courses (EDUU 600, EDUU 605, EDUU 606, EDUU 607, EDUU 608, and EDUU 609) before beginning any coursework in the MAE, Instructional Technology: Teaching the 21st Century Learner emphasis. Candidates may take EDUU 515 Teaching the Adult Learner concurrently with EDUU 600 Research and Evaluation Methods. Candidates must also take EDUU 551 Educational Applications of Computers Level I or an approved equivalent, or submit passing scores on the CSET in Ed Tech, or have a current teaching credential that required a Level I educational computer course or equivalent.

**Emphasis Courses**

<table>
<thead>
<tr>
<th>EDUU 624</th>
<th>Foundations of 21st Century Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 625</td>
<td>Design and Assessment of 21st Century Teaching</td>
</tr>
<tr>
<td>EDUU 628</td>
<td>Advanced Design and Assessment of 21st Century Teaching</td>
</tr>
<tr>
<td>EDUU 629</td>
<td>Teaching the 21st Century Learner Capstone</td>
</tr>
</tbody>
</table>

**Total Credits** 12

**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 Teaching the 21st Century Learner Capstone that includes both artifacts and simulations that demonstrate excellence and professionalism with the 21st Century Learner. Candidates must take EDUU 515 Teaching the Adult Learner concurrently. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman.

**Master of Arts in Education – Educational Administration**

**Emphasis Block Transfer**
Brandman University awards a block of 12 semester credits for successful completion of a CCTC Approved Preliminary Administrative Services Credential Program. Please see an academic 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 educational administration. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman.

**Master of Arts in Education – Early Childhood Education**

**Emphasis Required Courses**

<table>
<thead>
<tr>
<th>EDUU 640</th>
<th>Foundations of Leadership in Early Childhood Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 641</td>
<td>Public Policy and Fiscal Planning for Early Childhood Leaders</td>
</tr>
<tr>
<td>EDUU 642</td>
<td>Leadership and Human Resources in Early Childhood Settings</td>
</tr>
<tr>
<td>EDUU 643</td>
<td>Early Childhood Program Evaluation: Capstone</td>
</tr>
</tbody>
</table>

**Total Credits** 12

**Demonstration of Mastery**
Candidates for the Master of Arts in Education degree with an emphasis in Early Childhood Education must successfully complete an expertise paper that integrates theory with application in EDCI 634 Issues and Trends in Contemporary Curriculum: Expertise Paper Development and must earn a “B” or better in the course.

**Master of Arts in Education – Teaching and Learning**

**Emphasis Block Transfer**
Brandman University awards a block of 12 semester credits for successful completion of a Multiple or Single Subjects SB 2042 BTSA Induction 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. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman.

**Master of Arts in Education – Educational Administration**

**Emphasis Block Transfer**
Brandman University awards a block of 12 semester credits for successful completion of a CCTC Approved Preliminary Administrative Services Credential Program. Please see an academic 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 educational administration. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman.

**Master of Arts in Education – Educational Leadership**
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**
Candidates must complete 9 required credits and will select one, 3 credit elective to customize and strengthen their program of study to meet their individual career goals. Candidates can choose any three credit course from 500 or 600-level EDCI or EDUU courses or by taking one, 3 credit course from the following related disciplines: human resources, public administration, organizational leadership, or business administration. EDAD courses will not be accepted as emphasis courses for this program. Courses completed as part of a general or special education credential program will also not be accepted as fulfilling the 12 credit emphasis area.

<table>
<thead>
<tr>
<th>EDUU 614</th>
<th>Data Driven Leadership in Educational Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 615</td>
<td>Engaging Stakeholders in Educational Organizations</td>
</tr>
<tr>
<td>EDUU 616</td>
<td>Leading Change in Educational Organizations</td>
</tr>
</tbody>
</table>

**Total Credits** 12
### Emphasis area elective course

Select one course as described above

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

### Demonstration of Mastery

A candidate for the MAE in Educational Leadership must successfully complete a portfolio that reflects mastery of course content. Candidates submit the portfolio at the conclusion of the program of study. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman site.

### Masters of Art in Education - Autism

Candidates who complete this emphasis area and have an appropriate credential may be eligible to be recommended for the authorization prior to the completion of their degree. See an advisor for more information.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Programming and Strategies, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Programming and Strategies, II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

### Demonstration of Mastery

Candidates for the Master of Arts in Education degree with an emphasis in Autism 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.
The Master of Arts degree in Educational Leadership and Administration with Preliminary Administrative Services Credential at Brandman University is an innovative program designed to produce highly effective 21st century school leaders. The program is grounded in sound theory and research in organizational leadership, systems thinking and transformational change. An emphasis on best practices in school leadership will also play a key role in this unique, practitioner based program. Specifically, this program is designed for individuals seeking a career in school administration and educational leadership. All students complete ten courses in educational leadership and administration and three, one-credit leadership seminar courses. The program utilizes a cohort model and the course of study is sequential, therefore courses must be taken in a prescribed order.

In addition to the California Commission on Teacher Credentialing (CTC) Program Standards, which include Content Knowledge Expectations and Performance Expectations, the program has been aligned to the highest national standards in leadership, including the Educational Leadership Constituent Council (ELCC) Standards and the International Society for Technology in Education (ISTE) Standards. This MA program includes the California requirements for an Administrative Services Certificate of Eligibility or the Preliminary Administrative Services Credential. Candidates who complete all program requirements and courses for this degree may be eligible to be recommended for a Certificate of Eligibility or Preliminary Administrative Services Credential needed to serve as a school site/district administrator. While enrolled, students who are offered an opportunity for employment as a site or district administrator may qualify for an Internship credential.

Program Learning Outcomes

- **Visionary Leadership**: Collaboratively develop, implement and evaluate an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency.
- **School Improvement Leadership**: Strategically design continuous improvement plans based on analysis of program assessment data.
- **Community Leadership**: Advocate for the school and communicate its successes, needs, and challenges with a broad range of audiences through a variety of media to achieve the school’s vision and goals.
- **Instructional Leadership**: Evaluate classroom instruction using research-based instructional and assessment practices to provide focused, constructive coaching and feedback.
- **Organizational and Systems Leadership**: Integrate organizational values, structures, processes, and policies in solving problems and making decisions that productively impact the school’s ability to achieve its vision and goals.
- **Professional Learning and Growth Leadership**: Create, implement, and evaluate a professional growth plan to build individual and collective capacity for leadership.

Program Start Dates

The Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential starts three times per year in Fall I, Spring I, or Summer I. Applications are accepted on an ongoing basis.

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 an official passing score report 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 are required. These letters must be on official letterhead; must be written by individuals who are familiar with the candidate in an academic or professional setting and who have knowledge of the candidate’s ability to successfully complete graduate courses. The letters must address the candidate’s fit for the program, and cannot be older than two years from the date of application.
5. If the candidate is not currently employed in a position requiring a prerequisite CTC credential, he/she must submit a letter identifying the school and principal under whom field work assignments will be completed.
6. A minimum of 3 years of full time employment under a prerequisite CTC credential at the time of admission.

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. Passing score on the California Administrator Performance Assessment (CalAPA). Candidates will complete Cycle 1 in EDAD 695 Educational Leadership Seminar I, Cycle 2 in EDAD 696 Educational Leadership Seminar II, and Cycle 3 in EDAD 697 Educational Leadership Seminar III. Cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail a cycle must retake the cycle and pay the associated fee. All three cycles must be passed in order to be recommended for the credential.
3. Demonstration of Mastery Leadership Portfolio completed in EDAD 620 Educational Leadership & Administration Capstone.

Internship Eligibility

Students who wish to pursue an Internship must meet all of the admission requirements of the Masters of Arts in Education Leadership and Administration Program and:

1. Provide verification that they have five years of full time experience under a valid prerequisite credential.
2. Provide written evidence that they have been offered an administrative position by submitting the Brandman University Verification of Employment for Internship Credential Form to the
3. Submit the online internship recommendation credential application form found on MyBrandman, School of Education Services page prior to the start of the internship. These forms must be completed by the candidate.

4. Enroll in EDAD 698 Educational Leadership Internship Seminar within one term of assuming administrative employment. If candidate is already scheduled to be enrolled in EDAD 695 Educational Leadership Seminar I, EDAD 696 Educational Leadership Seminar II or EDAD 697 Educational Leadership Seminar III, upon approval of the administrative internship, the candidate will enroll in EDAD 698 Educational Leadership Internship Seminar the following term. EDAD 698 Educational Leadership Internship Seminar will assist the candidate in making the successful transition in their role as an educational leader and administrator with support from their Leadership Coach.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 601</td>
<td>Introduction to Vision, Leadership, and Change</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 602</td>
<td>Applied Educational Research and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 604</td>
<td>Community Perspective, Collaboration and School Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 606</td>
<td>Change and Continuous Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 608</td>
<td>School Law, School wide Discipline and Safety</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 610</td>
<td>Innovations in Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 612</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 614</td>
<td>Aligning Resources and Systems for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 616</td>
<td>Professional Growth and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 695</td>
<td>Educational Leadership Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDAD 696</td>
<td>Educational Leadership Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDAD 697</td>
<td>Educational Leadership Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EDAD 698</td>
<td>Educational Leadership Internship Seminar*</td>
<td>0-1</td>
</tr>
<tr>
<td>EDAD 620</td>
<td>Educational Leadership &amp; Administration Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 33-34

* EDAD 698 Educational Leadership Internship Seminar Educational Leadership Seminar is only required for those candidates serving under an Internship Credential.

**Demonstration of Mastery**

Candidates for the Master of Arts degree in Educational Leadership and Administration with Preliminary Administrative Services Credential must successfully complete a Demonstration of Mastery Project in EDAD 620 Educational Leadership & Administration Capstone course that includes documented evidence they have obtained satisfactory knowledge and understanding of the Program Learning Outcomes.

**Recommendation for Credential**

Upon successfully completing and passing all coursework and meeting the five years of experience on a pre-requisite credential, the candidate may apply to be recommended to the CTC for the Preliminary Administrative Services credential. To apply for the credential, candidates complete the 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.

**Transfer of Coursework**

No transfer credits or waivers will be accepted.

**Time Limitations**

All coursework must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.
MASTER OF ARTS IN SPECIAL EDUCATION

Special education teachers are an exceptional group of educators - as advocates for social justice and the dignity of all people including those with disabilities. The Master of Arts in Special Education program provides candidates with advanced knowledge based on the Council for Exceptional Children’s Advanced Content Standards to address educational learning needs and improve teaching, assessment, and programmatic 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.
- **Teaching and Learning:** Apply pedagogical concepts in educational settings to meet the diverse needs of students with disabilities.

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 are required. These letters must be on official letterhead; must be written by individuals who are familiar with the candidate in an academic setting and who have knowledge of the candidate's ability to successfully complete graduate courses; and, must address the candidate's fit for the program. The letters cannot be older than two years from the date of application.
3. 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). This employment must be provided on the candidate's application and via a resume.
4. Applicants to the MASE/Teaching and Learning emphasis must have completed a California Commission on Teacher Credentialing (CTC) approved Education Specialist Induction Program or at least completed Year One of the Induction program. If the applicant has completed Year One, then a letter on District letterhead indicating the completion of Year One is required. The letter must be signed by the applicant's Induction coordinator or Director of Human Resources department.

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 in to the Behavior Analysis emphasis area. Only one course transfer is allowed in the Autism and Early Childhood Special Education emphasis areas. EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education is not available for transfer.

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

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.

Degree Requirements

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Core (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
</tr>
<tr>
<td></td>
<td>(or current special education credential)</td>
</tr>
<tr>
<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
</tr>
<tr>
<td>EDUU 630</td>
<td>Leadership and Policy in Special Education</td>
</tr>
<tr>
<td>EDUU 631</td>
<td>Program Development and Organization in Special Education</td>
</tr>
</tbody>
</table>


EDUU 632  Advanced Assessment and Program Evaluation in Special Education  3
EDUU 661  Collaboration in Special Education  3
EDUU 633  Special Education Capstone  3

**Emphasis Area Elective Courses**  12-18

When applying, students must select one emphasis area from the options below.

**Total Credits**  33-39

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**Emphasis Area Elective Courses**

**Master of Arts in Special Education – Advanced Methodology**

EDUU 638  Advanced Assessment and Instructional Strategies for Persons with Mild/Moderate Disabilities  3
EDUU 650  Transitions Across the Life Span  3
EDUU 660  Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities  3
CSPU 639  Advanced Positive Behavioral Supports  3

**Total Credits**  12

**Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree with an emphasis in Advanced Methodology must successfully complete a project in EDUU 633 Special Education Capstone with a grade of "B" or better.

**Master of Arts in Special Education – Autism**

Candidates who complete this emphasis area and have an appropriate credential may be eligible to be recommended for the authorization prior to the completion of their degree. It is highly recommended that candidates complete their Autism emphasis area courses prior to taking the core. See an advisor for more information.

EDUU 575  Introduction to Autism Spectrum Disorders: Etiologies and Characteristics  3
EDUU 675  Assessing Students with Autism Spectrum Disorders  3
EDUU 676  Autism Spectrum Disorders: Programming and Strategies, I  3
EDUU 677  Autism Spectrum Disorders: Programming and Strategies, II  3

**Total Credits**  12

**Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree with an emphasis in Autism must successfully complete a project in EDUU 633 Special Education Capstone with a grade of "B" or better.

**Master of Arts in Special Education – Early Childhood Special Education**

Candidates who complete this emphasis area and have an appropriate credential may be eligible to be recommended for the authorization prior to the completion of their degree, if the additional elective of EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education is taken. It is highly recommended that candidates completed their Early Childhood emphasis areas courses prior to taking the core. See an advisor for more information.

EDUU 665  Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education  3
EDUU 666  Family Guided Practices in Early Intervention and Early Childhood Special Education  3
EDUU 667  Assessment in Early Intervention and Early Childhood Special Education  3
EDUU 668  Curriculum and Intervention in Early Intervention and Early Childhood Special Education  3
EDUU 669  Consultation and Advanced Strategies in Early Intervention and Early Childhood Special Education  3

Optional elective:
EDUU 670  Field Experience in Early Intervention and Early Childhood Special Education  0-3

**Total Credits**  15-18

**Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree with an emphasis in Early Childhood Special Education must successfully complete a project in EDUU 633 Special Education Capstone with a grade of "B" or better.

**Master of Arts in Special Education – Behavior Analysis**

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). It is highly recommended that candidates completed their Behavior Analysis emphasis areas courses prior to taking the core. See an advisor for more information.

EDUU 636  An Introduction to Applied Behavior Analysis  3
EDUU 637  Applied Behavior Analysis: Procedures and Experimental Design  3
EDUU 656  Applied Behavior Analysis: Basic Technologies of Behavior Change  3
EDUU 657  Applied Behavior Analysis: Applications  3
EDUU 658  Applied Behavior Analysis: Advanced Applications  3
EDUU 659  Applied Behavior Analysis: Ethics  3

**Total Credits**  18

**Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree with an emphasis in Behavior Analysis must successfully complete a project in EDUU 633 Special Education Capstone with a grade of "B" or better.

**Master of Arts in Special Education - Teaching and Learning**

**Emphasis Block Transfer (12 credits)**

Brandman University awards a block of 12 semester credits for successful completion of an Education
Specialist Clear Induction Program. Please see an advisor for more details.

**Demonstration of Mastery**
Candidates for the Master of Arts in Special Education degree with an emphasis in Teaching and Learning must successfully complete a project in EDUU 633 with a grade of "B" or better.
MASTER OF ARTS IN COUNSELING AND PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING (PPSC)

Program Learning Outcomes

- **Law**: Understand state and federal laws and regulations affecting school district guidance programs.
- **Intrapersonal**: Demonstrate knowledge of personal strengths, assets, values, beliefs, and attitudes.
- **Research**: Apply research based counseling theory to particular problems.
- **Leadership**: Demonstrate skill in leading small groups.
- **Interpersonal**: Create effective counseling program.

Brandman University offers a Master of Arts in Counseling. The program in school counseling prepares students to serve as counselors in the public schools for grades K-12 and meets the requirements for a California state credential authorizing service as a school counselor. Students with a previously earned master's degree in counseling or a related field may earn a California state PPSC credential without enrolling in this master's degree program. Those candidates who enroll only in the PPSC credential program will be governed by credential policies. All other candidates will be governed by graduate degree and credential policies with credential policies superseding graduate policies.

Program Start Dates

The Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) program starts three times a year in Fall 1, Spring 1, and Summer 1. Applications are accepted on an ongoing basis.

Admission Requirements

Acceptance into the graduate program in counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) including meeting the grade point average requirement for a graduate degree program.
2. Proof of a passing score report on the California Basic Skills Test (CBEST) or any of the CTC approved basic skills test.
3. Applicants using the Brandman University Admissions Option Two with a grade point average between 2.5 and 2.99 in the last 30 graded semester credits (45 quarter 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): any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet graduate admissions standards for this program. The minimum acceptable score for the Quantitative section is 141.
   - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
4. Submit a graduate application with the following:
   - a. Two letters of recommendation from individuals who have had experience with the candidate in an academic setting and knowledge of the candidate's academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate has worked with children.
   - b. A current resume which includes experiences working with children.
   - c. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.

Credential and Program Requirements

The School Counseling program requires 48 credits of coursework. Students entering the Counseling program or within the first session of being fully admitted to the program are expected to have the following:

**Certificate of Clearance**: Proof of application for verification of a receipt for Certificate of Clearance or 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. A certificate of clearance or child development permit must be active prior to clinical practice.

**Tuberculosis Test**: Candidates must submit to the School of Education, within the first session of enrollment, a current “negative” tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

**Transfer Policy**: No more than 12 credits may be transferred into the school counseling program from other graduate institutions upon approval by course transfer request to the Associate Dean. Transferred courses must have been awarded a grade of “B” or better and cannot be older than seven years at the completion of the program. CSPU 618 Best Practices in Counseling, CSPU 620 Supervision and Mentoring in School Counseling I, and CSPU 621 Supervision and Mentoring in School Counseling II must be taken at Brandman University.

The School Counseling program also requires the following:

**Fieldwork and Internship**: Candidates must complete the Practicum in School Counseling course and a minimum of 100 hours of practicum prior to beginning the CSPU 620 Fieldwork course. A minimum of 600 hours of post-practicum fieldwork or internship is required to apply for the credential. A minimum of 400 hours must be done at an approved California public school setting at two different levels. All public school hours must be under the supervision of an experienced professional who holds a PPS credential.

Applications for the supervision and mentoring in School Counseling must be submitted online through the SOE Services MyBrandman site by
the established due date. All Credential and Program requirements must be met prior to starting any supervision and mentoring courses.

**Demonstration of Mastery Portfolio:** After successfully completing supervision and mentoring and all other program requirements and coursework, candidates submit a portfolio demonstrating their competency 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 Standards have been met. All coursework, non-coursework requirements, and the exit portfolio must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyBrandman site prior to participating in an exit interview by a faculty mentor.

**Completion of Degree Programs**

**Praxis Exam**
Candidates who wish to earn a Master of Arts in Counseling must meet all the course requirements and earn a score of 156 or higher on the ETS Praxis Examination in Counseling and Guidance (#0421/5421).

**Recommendation for Credential**
Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Counseling (PPSC). To apply for the credential, candidates complete the 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.

**Degree Requirements**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPU 500</td>
<td>Introduction to Counseling and Interpersonal Relations: Concepts and Skills</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 511</td>
<td>Introduction to the Ethical Practice of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 512</td>
<td>Advanced Counseling and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 513</td>
<td>Group Leadership and Intervention</td>
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</tr>
<tr>
<td>CSPU 514</td>
<td>Cultural and Community Issues in Counseling and School Psychology</td>
<td>3</td>
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<tr>
<td>CSPU 515</td>
<td>Practicum in Counseling and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 516</td>
<td>Children and Youth in Developmental Context</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 616</td>
<td>Leadership and Systems Change</td>
<td>3</td>
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<tr>
<td>CSPU 617</td>
<td>Transition to Work and Career</td>
<td>3</td>
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<tr>
<td>CSPU 618</td>
<td>Best Practices in Counseling</td>
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<tr>
<td>CSPU 620</td>
<td>Supervision and Mentoring in School Counseling I</td>
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<td>CSPU 621</td>
<td>Supervision and Mentoring in School Counseling II</td>
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<tr>
<td>CSPU 640</td>
<td>Consultation and Indirect Intervention</td>
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</tr>
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<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
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</tr>
<tr>
<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
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</tr>
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</table>
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.

**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.

**Program Learning Outcomes by Optional Emphasis Area:**

**Autism:** Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.

**Applied Behavior Analysis:** 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.

**California Teachers of English Learners (CTEL):** Implement evidence-based instructional and assessment strategies to meet the varied cultural and language needs of students who are English Language Learners.

**Program Start Dates**

The 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 starts two times a year in Fall 1 and Spring 1. Applications are accepted on an ongoing basis.

**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. Proof of an official passing score report on the California Basic Education Skills Test (CBEST) or any of the CTC approved basic skills tests.
3. 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.
4. Submit a graduate application with the following:
   a. Two letters of recommendation are required. These letters must be on official letterhead; must be written by individuals who are familiar with the candidate in an academic setting and who have knowledge of the candidate's ability to successfully complete graduate courses; and, must address the candidate's fit for the program. The letters cannot be older than two years from the date of application.
   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.

**Credential and Program Requirements**

The school psychology program requires 72 credits of coursework.

**Certificate of Clearance**

Proof of application for verification of a receipt for Certificate of Clearance or 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. A certificate of clearance or child development permit must be active prior to clinical practice.

**Negative Tuberculosis Test**
Candidates must submit to the School of Education, within the first session of enrollment, a current “negative” tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

**Transfer Policy**
Candidates with an earned master’s degree from another graduate institution may transfer no more than 24 graduate credits into the school psychology program pending 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 Practicum in School Psychology I, CSPU 535 Practicum in School Psychology II, 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, CSPU 640 Consultation and Indirect Intervention and CSPU 641 Best Practices in School Psychology must be taken at Brandman University.

**Optional Emphasis Area**
Candidates in this program may choose to complete an optional emphasis area in Autism, Behavior Analysis, or Culturally and Linguistically Diverse Populations (California Teachers of English Learners - CTEL). Additional coursework and Demonstration of Mastery projects will be required.

**Second Emphasis Area**
It is possible to complete the ED.S. PPSP 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.

The school psychology program also requires the following:

**Practicum in School Psychology**
All candidates must complete the two practicum courses in school psychology and complete a minimum of 450 hours of clinical practical fieldwork which is embedded in their coursework prior to beginning fieldwork.

**Supervision and Mentoring**
During the final year candidates complete a minimum of 1200 hours of supervision and mentoring. A minimum of 800 hours must be completed in an approved California public school setting. All public school hours must be under the supervision of a professional with two years of experience as a school psychologist and who holds a Pupil Personnel Services credential in school psychology.

Applications for supervision and mentoring courses must be filed on the MyBrandman SOE Services site by the deadline established at the campus of residence in which a student plans to begin supervision and mentoring courses. All the Credential and Program requirements must be met prior to any mentoring and supervision courses being taken.

**Portfolio**
After successfully completing Fieldwork/Internship and all other program requirements and coursework, candidates submit a portfolio demonstrating their competency based on the NASP Standards 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 and NASP Standards have been met. All coursework, non-coursework requirements, and the exit portfolio must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyBrandman site prior to participating in an exit interview by a faculty mentor.

**Completion of Degree Programs**

**Praxis Exam**
Candidates must meet all course requirements and earn a score of 147 or better on the ETS Praxis exam in school psychology (#5402). Verification of passing scores must be official from ETS and in the candidate’s electronic file prior to the conferral of degrees. Students may request for Brandman University to receive their scores directly from ETS.

**Recommendation for Credential**
Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Psychology (PPSP). To apply for the credential, candidates complete the 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.

**Degree Requirements**

### Required Courses

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<thead>
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<th>Course Title</th>
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<td>Advanced Counseling and Intervention</td>
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<td>CSPU 513</td>
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<tr>
<td>CSPU 514</td>
<td>Cultural and Community Issues in Counseling and School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 516</td>
<td>Children and Youth in Developmental Context</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 534</td>
<td>Practicum in School Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 535</td>
<td>Practicum in School Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 616</td>
<td>Leadership and Systems Change</td>
<td>3</td>
</tr>
</tbody>
</table>
CSPU 622  Supervision and Mentoring in School Psychology I  3  
CSPU 623  Supervision and Mentoring in School Psychology II  3  
CSPU 624  Supervision and Mentoring in School Psychology III  3  
CSPU 625  Supervision and Mentoring in School Psychology IV  3  
CSPU 636  Cognitive and Neuropsychological Assessment for Intervention  3  
CSPU 637  Psychoeducational Assessment for Intervention I  3  
CSPU 638  Psychoeducational Assessment for Intervention II  3  
CSPU 639  Advanced Positive Behavioral Supports  3  
CSPU 640  Consultation and Indirect Intervention  3  
CSPU 641  Best Practices in School Psychology  3  
EDUU 519  Teaching Students with Mild/Moderate Disabilities  3  
EDUU 600  Research and Evaluation Methods  3  
EDUU 602  Positive Behavior Supports  3  
EDUU 606  Seminar in Learning Theory  3  
EDUU 655  Individualized Education Plan Development and Special Education Law  3  
EDUU 637  Applied Behavior Analysis: Procedures and Experimental Design  3  
EDUU 656  Applied Behavior Analysis: Basic Technologies of Behavior Change  3  
EDUU 657  Applied Behavior Analysis: Applications  3  
EDUU 658  Applied Behavior Analysis: Advanced Applications  3  
EDUU 659  Applied Behavior Analysis: Ethics  3  

**Demonstration of Mastery:**  
Project completed in EDUU 659.

**California Teacher of English Language Learners – CTEL (12 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUU 570</td>
<td>Voice, Diversity, Equity, and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 526</td>
<td>Theories in Language Structure and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 528</td>
<td>Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 527</td>
<td>English Language and Literacy Development</td>
<td>3</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 Culturally and Linguistically Diverse Populations from the CTEL program. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman site.

Total Credits (not including pre-requisites)  72-90

**Optional Emphasis Area Elective Courses (12-18 units):**

Students may select one emphasis area from the options listed below and complete all courses and the demonstration of mastery under the chosen emphasis.

**Autism (12 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Programming and Strategies, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Programming and Strategies, II</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

**Applied Behavior Analysis (18 credits):**

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).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUU 636</td>
<td>An Introduction to Applied Behavior Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
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 or Special 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 a 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.

Admissions Requirements

1. 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 a credential.

2. 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 required content area CSET. The CSET is not required for the Early Childhood Special Education credential.

3. Applicants with a 2.5-2.74 GPA electing Option Four must have passing scores on CBEST and one of the approved graduate admission exams listed above.

4. Applicants electing to use Option Four for admission to the MAT program with a GPA lower than 2.5 must submit a portfolio and also fulfill all exception admission criteria that shows adequate preparation for graduate studies (See Graduate Admission section of catalog for more information about the portfolio requirements). 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 current letters of reference attesting to the candidate’s ability to complete graduate level work.

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 and the Change of Academic Level form. Candidates must meet all the Admission requirements for the MAT and have no less than 24 remaining credits in the proposed MAT program to be admitted.

Credential Program Requirements

Candidates in the MAT program are governed by both graduate degree and credential requirements. Students may obtain the degree prior to completing the individual credential requirements and students may be recommended for the credential prior to completing the full MAT advanced coursework requirement.

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 The Teacher As Scholarly Practitioner and completed in EDUU 611 Action Research Development. 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.

Recommendation for Credential

Upon successfully completing and passing all credential, program and coursework requirements, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates...
complete the Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department, candidates complete a CTC exit survey and submit the credential fee.

- Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization (p. 181)
- Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential with an English Learner Authorization (p. 181)
- Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s) with an English Learner Authorization and Autism Authorizations (p. 182)
- Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Early Childhood Special Education (p. 183) (p. 183)

### Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization

**Introductory Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 510</td>
<td>Introduction to Teaching</td>
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</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
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<tr>
<td>EDUU 512</td>
<td>The Art &amp; Craft of Teaching</td>
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**Introductory Block Subtotal** 9

**Content Area Courses**

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<tbody>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
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<tr>
<td>EDMU 521</td>
<td>Literacy and Language in K-8 Classrooms II</td>
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</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 Mathematics in 8 Classrooms</td>
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<tr>
<td>EDMU 525</td>
<td>Teaching and Learning Science in K-8 Classrooms</td>
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**Content Area Courses Subtotal** 15

**Advanced Core Courses**

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<td>EDUU 600</td>
<td>Research and Evaluation Methods **</td>
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<td>EDUU 606</td>
<td>Seminar in Learning Theory</td>
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<td>EDUU 609</td>
<td>Seminar in Curriculum Studies</td>
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<tr>
<td>EDUU 610</td>
<td>The Teacher As Scholarly Practitioner ***</td>
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**EDUU 611** Action Research Development 3

**Advanced Core Courses Subtotal** 15

**Clinical Practice Options Subtotal** 0-12

**Total Credits** 39-51

### Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential with an English Learner Authorization

**Introductory Courses**

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<td>Introduction to Teaching</td>
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<tr>
<td>EDUU 511</td>
<td>Collaboration For Inclusive Schooling</td>
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</tr>
<tr>
<td>EDUU 512</td>
<td>The Art &amp; Craft of Teaching</td>
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**Introductory Block Subtotal** 9

**Content Courses**

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

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<td>Directed Teaching I: Elementary School</td>
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<td>EDMU 544</td>
<td>Student Teaching Seminar I</td>
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<tr>
<td>EDMU 583</td>
<td>Directed Teaching II: Elementary School</td>
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</tr>
<tr>
<td>EDMU 545</td>
<td>Student Teaching Seminar II (or)</td>
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*Supported teaching credits vary depending on when the intern begins.

**Intern Seminar**

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<tbody>
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<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
</tr>
</tbody>
</table>

*Clinical Practice Subtotal 0-12

* If student teaching is waived because candidates are completing the MAT program under the Private School SB-57 Option with 3-5 years of private school experience, then the student teaching credits are not required to be replaced in the degree.

** EDUU 600 Research and Evaluation Methods must be taken prior to EDUU 610 The Teacher As Scholarly Practitioner

*** EDUU 610 The Teacher As Scholarly Practitioner must be taken prior to EDUU 611 Action Research Development
Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s) with the English Learner and Autism Authorizations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSU 534</td>
<td>Preparing 21st Century Learners: A Collaborative and Integrated Approach</td>
<td>3</td>
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</tbody>
</table>

**Content Block Subtotal**: 15

**Advanced Core Courses**

<table>
<thead>
<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 Methods **</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</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 610</td>
<td>The Teacher As Scholarly Practitioner ***</td>
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<tr>
<td>EDUU 611</td>
<td>Action Research Development</td>
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**Advanced Core Courses Subtotal**: 15

**Clinical Practice Options Subtotal**: 0-12

**Total Credits**: 39-51

**Clinical Practice Options: Student Teaching or Internship**

**Student Teaching***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDSU 592</td>
<td>Directed Teaching I: Secondary School</td>
<td>0-3</td>
</tr>
<tr>
<td>EDUU 544</td>
<td>Student Teaching Seminar I</td>
<td>0-2</td>
</tr>
<tr>
<td>EDSU 593</td>
<td>Directed Teaching II: Secondary School</td>
<td>0-3</td>
</tr>
<tr>
<td>EDUU 545</td>
<td>Student Teaching Seminar II</td>
<td>0-2</td>
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**Internship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSU 590-A</td>
<td>Supported Teaching I: Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>EDSU 590-B</td>
<td>Supported Teaching I: Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>EDSU 590-C</td>
<td>Supported Teaching I: Secondary School</td>
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</tr>
<tr>
<td>EDSU 591-A</td>
<td>Supported Teaching II: Secondary School</td>
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</table>

**Intern Seminars**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
</tr>
</tbody>
</table>

**Clinical Practice Subtotal**: 0-12

* If student teaching is waived because candidates are completing the MAT program under the Private School SB-57 Option with 3-5 years of private school experience, then the student teaching credits are not required to be replaced in the degree.

** EDUU 600 Research and Evaluation Methods must be taken prior to EDUU 610 The Teacher As Scholarly Practitioner

*** EDUU 610 The Teacher As Scholarly Practitioner must be taken prior to EDUU 611 Action Research Development

**Emphasis Course**

Select one or both of the following: 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 519</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
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</tr>
<tr>
<td>EDUU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDSU 530</td>
<td>Theories, Methods, and Materials for Teaching English Learners</td>
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</tr>
<tr>
<td>EDSU 531</td>
<td>Secondary Instructional Strategies for Language/Culturally Diverse Classrooms</td>
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**Emphasis Course Subtotal**: 15-18

**English Learner Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<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 Mathematics 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>
<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>
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</tbody>
</table>

*English Learner Requirement can also be met by 1) Passing the CTEL examination (available only by petition, speak with your advisor about this option) 2) Hold a current CLAD/BCLAD 3) Hold a current 1059 (with CLAD) or 2042 Multiple or Single Subject(s) Credential or 4) Successfully complete the CTEL certificate courses and a portfolio (available only by petition, speak with your advisor about this option).
<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 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 609</td>
<td>Seminar in Curriculum Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 610</td>
<td>The Teacher As Scholarly Practitioner **</td>
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</tr>
<tr>
<td>EDUU 611</td>
<td>Action Research Development ***</td>
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** Advanced Core Courses Subtotal: 15

** Clinical Practice Options: 8-12

Total Credits: 53-57

Moderate/Severe

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDTU 573</td>
<td>Directed Teaching I: Moderate/Severe</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 544</td>
<td>Student Teaching Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 593</td>
<td>Directed Teaching II: Moderate/Severe</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 545</td>
<td>Student Teaching Seminar II</td>
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or

Internship Moderate-Severe

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDTU 571-A</td>
<td>Support Teaching I: Moderate/Severe</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 571-B</td>
<td>Support Teaching I: Moderate/Severe</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 571-C</td>
<td>Support Teaching I: Moderate/Severe</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 591-A</td>
<td>Supported Teaching II, Moderate/Severe</td>
<td>2</td>
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</tbody>
</table>

*Supported teaching credits vary depending on when the intern begins.

Intern Seminars

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
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</table>

*Clinical Practice Subtotal: 8-12

Emphasis Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 639</td>
<td>Pedagogical Leadership in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 665</td>
<td>Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</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>
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</table>

Emphasis Area Subtotal: 18

Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Early Childhood Special Education

Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 303</td>
<td>Integrating Learning Standards in Early Childhood Settings: Language &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECED 330</td>
<td>Dual Language Learners and Their Families</td>
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Total Credits: 9

Core

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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 &amp; Craft of Teaching</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>
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</table>

Core Subtotal: 15

Advanced Core Courses

<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 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 609</td>
<td>Seminar in Curriculum Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 610</td>
<td>The Teacher As Scholarly Practitioner</td>
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<tr>
<td>EDUU 611</td>
<td>Action Research Development</td>
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Advanced Core Subtotal: 15

*Clinical Practice Options: 8-12

Total Credits: 56-60
**Clinical Practice Options: Student Teaching or Internship**

Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDTU 594</td>
<td>Directed Teaching: Early Childhood Special Education (Infants and Toddlers)</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 544</td>
<td>Student Teaching Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 595</td>
<td>Directed Teaching: Early Childhood Special Education (Preschool)</td>
<td>3</td>
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<tr>
<td>EDUU 545</td>
<td>Student Teaching Seminar II</td>
<td>2</td>
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<tr>
<td>or</td>
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</table>

Internship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTU 560-A</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 560-B</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 560-C</td>
<td>Supported Teaching I: Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDTU 561-A</td>
<td>Supported Teaching II: Early Childhood Special Education</td>
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</table>

*Supported teaching credits vary depending on when the intern begins.*

Intern Seminars

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 556</td>
<td>Intern Seminar A</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 557</td>
<td>Intern Seminar B</td>
<td>2</td>
</tr>
</tbody>
</table>

*Clinical Practice Subtotal: 8-12*
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 and Program Start Date
The Ed.D. Program is offered on an annual basis starting Fall 1. Applications close in May, the specific date will be established by the university. The deadline for receiving the non-refundable enrollment deposit will be within 45 days after the close of applications. An extension maybe 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 essays on topics provided in the application packet 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.

New Student Orientation
To acquaint students with the unique technology and instructional practices of the doctoral program, students will be required to complete a Doctoral Boot Camp prior to the first Immersion. The Doctoral Bootcamp is a mandatory induction program designed for candidates to gain pertinent knowledge and skills needed to be successful in the EDOL program. The Boot Camp experience is both online and face to face. Students will complete portions of the orientation in Blackboard as well as attending a series of live trainings Friday before the first immersion. Attendance is mandatory.

Degree Requirements

<table>
<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>
<tr>
<td>EDOL 706</td>
<td>Team and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 707</td>
<td>Organizational Theory and Development</td>
<td>3</td>
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<td>EDOL 708</td>
<td>Strategic Thinking</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 709</td>
<td>Assessment, Evaluation, and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 720</td>
<td>Creativity, Innovation, and Sustainable Change</td>
<td>3</td>
</tr>
<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>Intercultural Aspects of Leadership and Diversity</td>
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<td>EDOL 723</td>
<td>Innovation in Resource Management</td>
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<tr>
<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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<tr>
<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 780</td>
<td>Transformational Change Field Experiences</td>
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<td>Developing the Dissertation Prospectus</td>
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<td>Dissertation I</td>
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</tr>
<tr>
<td>EDOL 792</td>
<td>Dissertation II</td>
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<tr>
<td>EDOL 799</td>
<td>Dissertation Extension</td>
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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 course throughout the program. In Year 2, students will implement the TCP in selected organizations while enrolled in EDOL 780 Transformational Change Field Experiences, 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. 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 and cohort mentor review of their work to date. Students will present their analytical paper of their TCP experience along with a Transformational Change Leader Portfolio, which consists of their Transformational Leadership Development Plan, and their Transformational Change Project artifacts and analysis. Also, candidates will present their approved dissertation prospectus. Candidates who successfully meet all criteria required will be advanced to candidacy. Students will then be 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 webinars focused on high levels of interaction between students and faculty, 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.

Writing Standard
Students in the Doctoral Program in Organizational Leadership must meet Graduate-level academic writing standards. A writing pretest will be administered during the first writing course. This test will be used to determine support strategies that will be initiated in EDOL 750 Writing for Research and Publication I. Student work will be evaluated based on a writing rubric that course. The writing rubric will also be used in other courses and the student will be reevaluated in EDOL 751 Writing for Research and Publication II, which takes place in Summer II of the first year. Students whose work does not meet standards will be expected to take advantage of the online tutorials available in the Online Writing and Math Center and follow through on other faculty recommendations to improve their writing.

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. 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 team work. 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 (four hours) each month, scheduling to be determined by the cohort members and leader.

Cohort Locations for Out of State or Distance Students
The Doctor of Education program courses are delivered online. In addition to asynchronous coursework and synchronous webinars with instructors, the program also requires online attendance at monthly, half-day virtual cohort meetings for out-of-state students or those at a great distance from a campus cohort. Physical attendance at three immersions during each of the two years of coursework is also required. Immersions are held over long weekends—Labor Day Weekend, Martin Luther King weekend, and the last weekend in June—generally near the Irvine campus.

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 a 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 contact 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. Patterns of tardiness or absence may result in a cause for concern notice, followed by a disposition action plan, and can affect the course grade or continuation in the course or program.

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.

**Dissertation**

Each student is required to complete a dissertation that reflect scholarly research and competent academic writing that is rated as proficient on all criteria identified on the dissertation rubric. The dissertation will be developed under the supervision of a Dissertation Chair and Committee of two additional members. Dissertation Chairs and members must meet the criteria established by the university and submit all required documentation, including Curriculum Vita, NIH Certificate, and Transcripts from the Institution of Terminal Degree. The student’s dissertation proposal must be approved in Quality Review prior to conducting the proposal defense. After the student is authorized by the committee to collect data, an application must be approved by IRB before data collection can begin.

The dissertation is completed in EDOL 791 Dissertation I and EDOL 792 Dissertation II with continuing candidacy in 0 credit EDOL 799 Dissertation Extension until completion.

**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 will register for EDOL 792 Dissertation III. Students who are enrolled in EDOL 792 Dissertation II but have not completed the Dissertation at the end of the term, will be granted an “SP” grade and will be permitted to continue until the Dissertation is completed or until the student’s seven-year program completion timeline has expired, by registering for 0 credit EDOL 799 Dissertation Extension course and paying the Continuing Candidacy Fee. Your account must be in good standing in order for students to continue to have the services of their Chair and Committee, as well as access to Leatherby Library. This is also a pre-condition for moving on to Proposal Defense, Oral Defense, and Commencement Hooding Ceremony. Please see Tuition and Fees section for more detail on the Continuing Candidacy Fee.

**Commencement**

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 commencement ceremonies the following Spring.

**Clear Administrative Services Credential Option**

Brandman University offers the Clear Administrative Services Credential. Further information can be found under the Services Credentials section of the SOE catalog. Contact Extended Education for further information by visiting their website at https://www.brandman.edu/ academic-programs/extended-education or by calling 800-632-0094.
MARYBELLE AND S. PAUL
MUSCO SCHOOL OF NURSING AND HEALTH PROFESSIONS

Tyke Hanisch, DNP, APRN, FNP-C, Dean
Sonia Luckey, DNP, APRN, FNP-BC, ANH-BC, PMHNP-BC, Associate Dean
Rachel Choudhury, MSN, MS, RN, CNE, Associate Dean and Director ABSN Program
Christine Williamitis, PhD-c, DNP, APRN, ACNP-BC, FNP-BC, PMHNP-BC, Interim Director PMHNP Program
Patric Schine, DNP, APRN, FNP-BC, AAHIVS, Director FNP Program
Bryan Webb, DNP, APRN, AGPCNP-BC, CNOR, RNFA, Director Post-Master’s to DNP Program
James Morgan, DNP, APRN, AGACNP-BC, Director of Immersion Planning and Simulation Development
Vanessa Kalis, DNP, APRN, ACNP-BC, PNP-AC
Ruth Milstein, DNP, APRN, PMHNP-BC, LMHC
Gail Petersen-Hock, DNP, APRN, PHCN-BC, APHN-BC
April Dobroth, DNP, APRN, FNP-C, PMHNP-BC

Undergraduate Degree Program

• Pre-licensure Accelerated Bachelor of Science Degree in Nursing (ABSN) (p. 189)
• RN to Bachelor of Science in Nursing (p. 192)

Doctorate Degree Program

• Doctor of Nursing Practice (DNP) (p. 195)

Post-Doctoral Certificates

• Family/Across the Lifespan Nurse Practitioner (p. 207)
• Psychiatric and Mental Health Nurse Practitioner (p. 207)

Post-Doctoral 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.

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.

Musco School of Nursing and Health Professions Vision
As leaders of healthcare change, our graduates embrace the spirit of inquiry to identify evidence-based strategies, create innovative solutions and inspire others while optimizing patient care.
Pre-Licensure Accelerated Bachelor of Science Degree in Nursing (ABSN)

The Accelerated Bachelor of Science in Nursing is designed to provide students with knowledge, skills, and attitudes necessary for the entry-level professional nursing role. This degree prepares nursing generalists who provide patient-centered care, use technology to improve outcomes through innovative leadership and integrate research evidence as the foundation for best patient outcomes. The graduate of this program is prepared to pass the National Council Licensure Examination (NCLEX) for RNs. This program also provides students with the foundation for graduate nursing education and promotes and fosters commitment to lifelong adult learning.

Program Learning Outcomes:
The Bachelor of Science Degree in Nursing provides a curriculum that links theory and practice to promote nine (9) program learning outcomes that are based on the American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice:

- **Liberal Education**: Integrate knowledge, skills, and values from the arts and sciences into nursing practice.
- **Organizational and Systems Leadership**: Incorporate managerial and leadership principles to achieve desired healthcare outcomes.
- **Scholarship**: Implement evidence-based thinking into practice.
- **Information and Patient Care Technology**: Apply informatics and patient care technology skills to improve patient care.
- **Healthcare Policy, Finance, and Regulatory Environments**: Demonstrate responsibility and accountability as a manager of care in all healthcare environments.
- **Interprofessional Communication and Collaboration**: Engage in effective interprofessional, personal and collaborative communication to improve patient outcomes.
- **Clinical Prevention and Population Health**: Provide population focused nursing care with an 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 decision making and patient care provision for individuals and populations across the lifespan.

Course Delivery
The Pre-licensure Accelerated Bachelor of Science Degree in Nursing (ABSN) program blends three instructional strategies to produce an engaged learning curriculum. The first is immersion: our programs require face-to-face meetings conducted at the San Diego campus in 2- to 4-day sessions. There is one immersion session 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, simulation exercises, assessments, and evaluations.

Students are invited to present their evidence-based baccalaureate leadership change projects at a subsequent immersion.

The second is practicum experiences: our program includes general and specialty nursing practicums (i.e., neonatal/pediatrics, adult/gerontology, obstetrics, etc.), a community health nursing practicum and evidence-based leadership experience conducted where students are assigned.

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.

Transfer Credit
Students in this program are eligible for the university's General Transfer Credit Policy, but not for the GE Block Transfer Policy. All nursing core courses must be taken at Brandman University.

Admission to the Program
Admission into the pre-licensure Accelerated Bachelor of Science Degree in Nursing (ABSN) program is three times per year in Fall I, Spring I or Summer I.

2019-2020 Application Deadlines
- Priority application deadline for Fall 1, 2019 admission is May 15, 2019.
- Final completed application deadline for Fall 1, 2019 admission is August 15, 2019
- Priority application deadline for the Spring 1, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring 1, 2020 admission is December 1, 2019.
- Priority application deadline for Summer 1, 2020 admission is March 15, 2020
- Final completed application deadline for Summer 1, 2020 admission is May 15, 2020.

2020-2021 Application Deadlines
- Priority application deadline for Fall 1, 2020 admission is May 15, 2020.
- Final completed application deadline for Fall 1, 2020 admission is August 15, 2020.
- Priority application deadline for the Spring 1, 2021 admission is October 30, 2020.
- Final completed application deadline for Spring 1, 2021 admission is December 1, 2020.
- Priority application deadline for Summer 1, 2021 admission is March 15, 2021.
- Final completed application deadline for Summer 1, 2021 admission is May 15, 2021.

Admission Requirements:
1. Complete a Musco School of Nursing and Health Professions Pre-licensure Accelerated Bachelor of Science in Nursing (ABSN) program
application available online at https://www.brandman.edu/nursing-health-professions.

2. Official transcripts from all colleges and universities attended. Only credits from regionally accredited institutions will be accepted in transfer. Failure to report any previous academic work at another college or university is considered a violation of academic integrity.

3. Self-evaluation and goal statement.

4. Three on-line forms (preferred) or letters of recommendation.

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)

All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start of clinical practicum or CSP residency hours.

Immunizations requirements:

- Proof of annual negative Tuberculosis (TB) screening:
  - 2-Step TB skin test OR
  - Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
  - TB blood test (IGRAs) OR
  - Negative Chest X-Ray accompanied by a signed provider checklist.

- Proof of completion of Hepatitis A and B immunization or titer.
- Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:

- Background Clearance.
- Proof of negative drug screen.
- Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- STUDENT Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations, and/or documentation required by specific clinical practicum or ABSN residency sites.

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, Spring I or Summer I).

Specific Requirements for the Pre-licensure Accelerated Bachelor of Science in Nursing (ABSN)

In addition to the 52 credits of general education requirements as described below, this degree program also requires 68 credits of nursing core courses for a total of 120 credits minimum.

All general education core requirements will be evaluated on a course-by-course basis in the transfer of credits to be applied to the degree and must be passed with a grade of “C” or higher.

All courses taken in the Nursing Major (68 credits) must be passed with a grade of “C” or higher.

All course exams are taken on campus in a proctored environment.

General Education Core Requirements (52 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENU 103</td>
<td>Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENU 104</td>
<td>Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMU 101</td>
<td>Public Speaking I</td>
<td>3</td>
</tr>
<tr>
<td>MATU 203</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHMU 101</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BTO 101</td>
<td>Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOU 322</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 340</td>
<td>Anatomy and Physiology A</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 341</td>
<td>Anatomy and Physiology B</td>
<td>4</td>
</tr>
<tr>
<td>PSU 320</td>
<td>Human Development across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSU 301</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 302</td>
<td>Information Fluency and Academic Integrity</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 304</td>
<td>Liberal Arts Core Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities (6 credits from 2 different areas in Communications, English, Fine Arts, Foreign Language, Humanities, Liberal Studies, Philosophy, Religious Studies)

Note: All Brandman University undergraduates are required to complete 9 credits in general education Humanities areas. For students in this program, 3 of those credits are satisfied by the core degree requirement NURU 407 Cultural and Spiritual Diversity in Health and Nursing.

Total General Education Credits 52

Nursing Core Courses (68 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 403</td>
<td>Managing Health Care Reform</td>
<td>3</td>
</tr>
<tr>
<td>NURU 404</td>
<td>Healthcare Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>NURU 405</td>
<td>Evidence-Based Thinking for Scholarship and Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURU 406</td>
<td>Improving Patient Health Care Outcomes: Quality Care &amp; Patient Safety</td>
<td>3</td>
</tr>
<tr>
<td>NURU 407</td>
<td>Cultural and Spiritual Diversity in Health and Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURU 408</td>
<td>Information, Patient Care, and Decision-Support System Technology</td>
<td>3</td>
</tr>
<tr>
<td>NURU 428</td>
<td>Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURU 429</td>
<td>Pharmacology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURU 431</td>
<td>Foundations of Nursing Practice I</td>
<td>2</td>
</tr>
<tr>
<td>NURU 432</td>
<td>Foundations of Nursing Practice II</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>NURU 433</td>
<td>Foundations of Nursing Practice I Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURU 435</td>
<td>Foundations of Nursing Practice II Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURU 441</td>
<td>Adult Gerontology-Centered Care</td>
<td>3</td>
</tr>
<tr>
<td>NURU 443</td>
<td>Adult Gerontology-Centered Care Practicum</td>
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</tr>
<tr>
<td>NURU 451</td>
<td>Acute Care Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURU 452</td>
<td>Acute Care Nursing II</td>
<td>1</td>
</tr>
<tr>
<td>NURU 453</td>
<td>Acute Care Nursing I Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURU 454</td>
<td>Acute Care Nursing III</td>
<td>1</td>
</tr>
<tr>
<td>NURU 455</td>
<td>Acute Care Nursing II Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURU 457</td>
<td>Acute Care Nursing III Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURU 461</td>
<td>Family Centered Care - Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>NURU 462</td>
<td>Family Centered Care - Childbearing</td>
<td>2</td>
</tr>
<tr>
<td>NURU 463</td>
<td>Family Centered Care - Pediatrics Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURU 465</td>
<td>Family Centered Care - Childbearing Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURU 471</td>
<td>Mental Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURU 473</td>
<td>Mental Health Care Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURU 481</td>
<td>Community-Centered Care</td>
<td>2</td>
</tr>
<tr>
<td>NURU 483</td>
<td>Community-Centered Care Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURU 491</td>
<td>Theory and Practice: Leadership in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURU 492</td>
<td>Capstone of Professional Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURU 493</td>
<td>Theory and Practice: Leadership in Nursing Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURU 495</td>
<td>Capstone of Professional Nursing Practice Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must complete NCLEX Preparation I & II as a requirement of this degree program.

Total Nursing Core Credits (945 clinical practicum hours) 68
Total Credit Hours for the Degree 120
RN TO BACHELOR OF SCIENCE IN NURSING

The RN to Bachelor of Science Degree in Nursing (BSN) is designed for the Registered Nurse (RN) with an Associate's Degree in Nursing (ADN or ASN) 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 and innovative leadership while using evidence as a foundation for best practice.

Program Learning Outcomes

The RN to Bachelor of Science Degree in Nursing provides a curriculum that links theory and practice to promote nine program learning outcomes that are based on the American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice:

- **Liberal Education**: Integrate knowledge, skills, and values from the arts and sciences into nursing practice.
- **Organizational and Systems Leadership**: Incorporate managerial and leadership principles to achieve desired healthcare outcomes.
- **Scholarship**: Implement evidence-based thinking into practice.
- **Information and Patient Care Technology**: Apply informatics and patient care technology skills to improve patient care.
- **Healthcare Policy, Finance, and Regulatory Environments**: Demonstrate responsibility and accountability as a manager of care in all healthcare environments.
- **Interprofessional Communication and Collaboration**: Engage in effective interprofessional, personal and collaborative communication to improve patient outcomes.
- **Clinical Prevention and Population Health**: Provide population focused nursing care with an 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 decision making and patient care provision for individuals and populations across the lifespan.

Course Delivery

The RN to Bachelor of Science Degree in Nursing (BSN) is designed for the working RN with an Associate Degree in Nursing (ADN or ASN) from a regionally accredited institution. Students have 4 options to complete this degree program:

- **Option 1**: Full-time students take 2 courses per 8-week session and complete the nursing core coursework within 1 academic year.
- **Option 2**: Part-time students take 1 course per 8-week session and complete the nursing core coursework within 2 academic years.
- **Option 3**: Community College Dual Enrollment Full-time: Students will take 2 courses in the summer sessions between their first and second year in the associate degree program, and 2 courses during the following summer session. Students will take 2 courses per 8-week session during the fall and spring semesters following the completion of their associate degree program. Students complete the RN to BSN program within 1 year of completing their Associate Degree in Nursing.
- **Option 4**: Community College Dual Enrollment Part-time: Students will take 2 courses in the summer sessions between their first and second year in the associate degree program, and 2 courses during the following summer session and 1 course during each of the subsequent 8-week sessions. Students complete the RN to BSN program within 2 years of completing their Associate Degree in Nursing.

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 require face-to-face meetings conducted at the Irvine campus or regional locations in a 2 to 3 day session. 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. This immersion is also offered in a virtual session, though on-campus attendance is highly recommended. 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 health nursing 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.

Transfer Credit

Brandman University awards a maximum of 72 semester credits in a block transfer for successful completion of an Associate's Degree in Nursing from an accredited institution. Additional transfer credits may be granted per Brandman University Transfer Credit Policy.

Admission to the Program

Admission into the RN to BSN program is three times per year in Fall I, Spring I or Summer I for students taking Option 1 or Option 2. Community College Dual Enrollment Program students are admitted once a year during Summer I for Option 3 or Option 4.

**2019-2020 Application Deadlines**

- Priority application deadline for Fall 1, 2019 admission is May 15, 2019.
- Final completed application deadline for Fall 1, 2019 admission is August 15, 2019.
- Priority application deadline for the Spring 1, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring 1, 2020 admission is December 1, 2019.
- Priority application deadline for Summer 1, 2020 admission is March 15, 2020
• Final completed application deadline for Summer 1, 2020 admission is May 15, 2020.

2020-2021 Application Deadlines

• Priority application deadline for Fall 1, 2020 admission is May 15, 2020.
• Final completed application deadline for Fall 1, 2020 admission is August 15, 2020.
• Priority application deadline for the Spring 1, 2021 admission is October 30, 2020.
• Final completed application deadline for Spring 1, 2021 admission is December 1, 2020.
• Priority application deadline for Summer 1, 2021 admission is March 15, 2021.
• Final completed application deadline for Summer 1, 2021 admission is May 15, 2021.

Admission Requirements

1. Complete a Musco School of Nursing and Health Professions RN to BSN application available online at https://www.brandman.edu/nursing-health-professions.
2. Students who are applying for Options:
   a. Applicants who are eligible for Option 1 or Option 2 must have an Associate’s Degree in Nursing (ADN or ASN) from a regionally accredited Institution with a minimum cumulative GPA of 2.0.
   b. Applicants who are eligible for Option 3 or Option 4 must be currently enrolled in a regionally accredited Institution and currently maintaining a minimum cumulative GPA of 2.0 for 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. Self-evaluation and goal statement.
5. Three on-line forms (prefered) or letters of recommendation.
6. Applicants who are eligible for Option 1 or Option 2 must hold an unencumbered RN license in the state where they plan to do their 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.

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)

All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start the start of RN-BSN Community Health Leadership clinical practicum experience hours.

Immunizations requirements:

• Proof of annual negative Tuberculosis (TB) screening:
• Two-Step TB skin test OR
• Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
• TB blood test (IGRAs) OR
• Negative Chest X-Ray accompanied by a signed provider checklist.
• Proof of completion of Hepatitis A and B immunization or titer.
• Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
• Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
• Proof of Chicken Pox (Varicella) immunization or titer.
• Proof of annual influenza immunization.
• Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:

• Background Clearance.
• Proof of negative drug screen.
• Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
• Proof of unencumbered RN license
• Proof of STUDENT Liability Insurance (1mil/3mil)
• Any additional laboratory tests, immunizations, and/or documentation required by specific RN-BSN clinical practicum or residency sites.

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, Spring I or Summer I).

Specific Requirements for the RN to Bachelor of Science Degree in Nursing

In addition to the general education requirements as described below, the RN to Bachelor of Science Degree in Nursing consists of three components. The first component involves five foundation courses. The second component describes the 36 credits of upper division nursing core requirements. The third component entails possible elective credits to satisfy the 120 undergraduate credits for the degree.

Foundation courses will be evaluated on a course-by-course basis in the block transfer of credits to be applied to the degree and must be passed with a grade of “C” or higher.

All courses taken in the Nursing Major (36 credits) must be passed with a grade of “C” or higher.

Total Credit Hours for the Degree

| General Education and Block Transfer Credit Hours: | 68 |
| Foundation Credits | 16 |
| Total Nursing Core Credits | 36 |
| Total Credits | 120 |

* Electives: If the 5 foundation courses (16 credits) are embedded in block transfer, students may need additional elective credits to satisfy the degree requirement of 120 credit hours.
General Education Requirements for the RN to Bachelor of Science Degree in Nursing

Note: General Education Requirement credits may be embedded in block transfer.

**Basic Skills (12 Credits)** *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 103</td>
<td>Writing and Rhetoric</td>
</tr>
<tr>
<td>ENGU 104</td>
<td>Writing About Literature</td>
</tr>
</tbody>
</table>

**Quantitative Reasoning** 3

**Oral Communication** 3

**Breadth Requirements (30 credits)** *

Humanities:

Select 9 credits from three different areas: 9

Communications

- English
- Fine Arts
- Foreign Languages
- Humanities

Liberal Studies

- Philosophy
- Religious Studies

Natural Sciences (12 credits):

Select 12 credits 12

Social Sciences (9 credits):

Select 9 credits from 3 different areas: 9

- Criminal Justice
- Early Childhood Education
- Economics
- History
- Marketing
- Organizational Leadership
- Political Science/Legal Studies
- Psychology
- Social Science
- Social Work
- Sociology

**Foundation Courses (16 credits)** **

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 104</td>
<td>Writing About Literature</td>
</tr>
<tr>
<td>CHMU 101</td>
<td>Introduction to Chemistry (with a lab)</td>
</tr>
<tr>
<td>MATU 203</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>PSYU 320</td>
<td>Human Development across the Lifespan</td>
</tr>
</tbody>
</table>

**Nursing Core Courses (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 400</td>
<td>Transitions to Inquiry Based Practice: Baccalaureate Generalist Nursing Practice</td>
</tr>
<tr>
<td>NURU 401</td>
<td>Nursing’s Public Image and Professional Issues</td>
</tr>
<tr>
<td>NURU 403</td>
<td>Managing Health Care Reform</td>
</tr>
<tr>
<td>NURU 404</td>
<td>Healthcare Communication and Collaboration</td>
</tr>
<tr>
<td>NURU 405</td>
<td>Evidence-Based Thinking for Scholarship and Practice</td>
</tr>
<tr>
<td>NURU 406</td>
<td>Improving Patient Health Care Outcomes: Quality Care &amp; Patient Safety</td>
</tr>
<tr>
<td>NURU 407</td>
<td>Cultural and Spiritual Diversity in Health and Nursing</td>
</tr>
<tr>
<td>NURU 408</td>
<td>Information, Patient Care, and Decision-Support System Technology</td>
</tr>
<tr>
<td>NURU 409</td>
<td>Understanding Health Issues and Health Delivery in the Community Setting</td>
</tr>
<tr>
<td>NURU 410</td>
<td>Practicum in the Community Setting (96 required practicum hours)</td>
</tr>
<tr>
<td>NURU 411</td>
<td>Transformational Leadership and Management in Nursing</td>
</tr>
<tr>
<td>NURU 412</td>
<td>Practicum in Transformational Leadership and Management in Nursing (80 required practicum hours)</td>
</tr>
</tbody>
</table>

* Students in the RN to BSN degree program must meet the minimum 42 general education credits. Credits are satisfied with the Basic Skill and Breadth Requirements sections.

** These credits may be embedded in the block transfer and/or satisfy General Education Requirements for course content. However, if these credits are not embedded in the block transfer, additional credits may be required to meet the 120 total credit hours for the degree.
DOCTOR OF NURSING PRACTICE (DNP) DEGREE IN NURSING

The Doctorate of Nursing Practice (DNP) Degree is designed for the RN or Advanced Practice Registered Nurse (APRN) who is ready to take a leadership role in the professional advanced 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 research evidence available to provide patient-centered, culturally appropriate care. Emphasis will be placed on the use of innovative technology for best patient outcomes.

Program Learning Outcomes

The Doctorate of Nursing Practice program provides a curriculum that links theory and practice to promote eight program learning outcomes that are based on the American Association of Colleges of Nursing (2006) The Essentials of Doctoral Education for Advanced Nursing Practice:

- **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.

Nurse practitioner (FNP and PMHNP) specialty curriculum is based on the National Organization of Nurse Practitioner Faculty (2017) Competencies:

- Scientific Foundation
- Leadership
- Quality
- Practice Inquiry
- Technology and Information Literacy
- Policy
- Health Delivery Systems
- Ethics
- Independent Practice

Entry Options

There are four entry options for the degree.

Entry Option 1

The first entry option (p. 195) is for the APRN (nurse practitioner or clinical nurse specialist), who has a Master of Science Degree in Nursing (MSN) and is ready to complete a clinical doctorate degree. These applicants apply directly to the Post Master’s (PM) to DNP program.

Entry Option 2

The second entry option (p. 197) is for the APRN (nurse practitioner or clinical nurse specialist), who has a Master of Science Degree in Nursing (MSN) and is ready to complete a clinical doctorate degree and wants to add one of two specialties. The offered specialties are: Psychiatric Mental Health Nurse Practitioner (PMHNP) and/or Family/Across the Lifespan Nurse Practitioner (FNP). These applicants will apply to the PM to DNP program and then identify the specialty of interest after the admission process. Applicants are interviewed by the PM-DNP Program Director AND specialty Program Director prior to the end of the first session for approval to start the specialty program. An individualized program of study will be developed after specialty program interviews and approvals.

Entry Option 3

The third entry option (p. 200) is for the RN with a Bachelor of Science Degree in Nursing (BSN) who is ready to complete a clinical doctorate degree and move into advanced practice in one of two specialties. The offered specialties are: Psychiatric Mental Health Nurse Practitioner (PMHNP) and/or Family/Across the Lifespan Nurse Practitioner (FNP). Applicants are interviewed by the specialty Program Director(s) for approval prior to admission.

Entry Option 4

The fourth entry option (p. 202) is for the RN who has a Master of Science Degree in Nursing (MSN), who is not an APRN, but is ready to complete a clinical doctorate degree and move into advanced practice in one of two specialties. The offered specialties are: Psychiatric Mental Health Nurse Practitioner (PMHNP) and/or Family/Across the Lifespan Nurse Practitioner (FNP). Applicants are interviewed by the specialty Program Director(s) for approval prior to admission.

Post Master’s (PM) to Doctor of Nursing Practice (DNP) Entry Option 1

Course Delivery

The PM-DNP program is designed for the working APRN. 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 3-4 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 and participate in demonstrations, simulation exercises, assessments and/or evaluations. The second strategy is practicum experience: our programs include clinical scholar
project (CSP) 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. Most courses include additional real-time instruction via web conferencing, phone conferencing, and/or live chat sessions. Students may need to reduce work hours to accommodate completion of the clinical scholarly project (510 residency hours).

**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 PM-DNP is twice a year in August (Fall 1) and January (Spring 1).

**2019-2020 Application Deadlines: PM-DNP**

- Priority application deadline for Fall 1, 2019 admission is May 15, 2019.
- Final completed application deadline for Fall 1, 2019 admission is August 15, 2019.
- Priority application deadline for the Spring 1, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring 1, 2020 admission is December 1, 2019.

**2020-2021 Application Deadlines: PM-DNP**

- Priority application deadline for Fall 1, 2020 admission is May 15, 2020.
- Final completed application deadline for Fall 1, 2020 admission is August 15, 2020.
- Priority application deadline for the Spring 1, 2021 admission is October 30, 2020.
- Final completed application deadline for Spring 1, 2021 admission is December 1, 2020.

**Admission Requirements**

1. Complete a Musco School of Nursing and Health Professions application available online at https://www.brandman.edu/nursing-health-professions.
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] or Clinical Nurse Specialist [CNS]).
3. National certification as an APRN or CNS (or eligible to take National Certification exam), if required by their state to practice.
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 on-line forms (preferred) or letters of recommendation.
8. Unencumbered APRN license in the state where you plan to do your clinical hours.
9. Unencumbered APRN license in the state where you plan to do your clinical hours.
10. Unencumbered APRN license is not required of CNS or other APRN 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 with Program Director.

**Castlebranch/CertifiedBackground** ([https://discover.castlebranch.com/](https://discover.castlebranch.com/))

All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start of clinical practicum or CSP residency hours.

**Immunizations requirements:**

- Proof of annual negative Tuberculosis (TB) screening:
  - Two-Step TB skin test OR
  - Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
  - TB blood test (IGRAs) OR
  - Negative Chest X-Ray accompanied by a signed provider checklist.
- Proof of completion of Hepatitis A and B immunization or titer.
- Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

**Additional background requirements:**

- Background Clearance.
- Proof of negative drug screen.
- Copy of current CPR "Level C" Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- Proof of unencumbered RN license
- Proof of **STUDENT** Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations, and/or documentation required by specific clinical practicum or CSP residency sites.

**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, Spring I or Summer I).

**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 Doctorate of Nursing Practice degree.

Credits transferred as a block credit from a Master of Science degree in Nursing may be transferred regardless of the year the courses for the degree were taken, which supersedes the University’s seven-year rule limitation.
Degree Requirements for the Post-Master's to Doctor of Nursing Practice Entry Option 1

To be awarded the Doctorate of Nursing Practice Degree, students may transfer 500 clinical hours and a maximum of 40 credit hours from the MSN degree. Students must take all 33 credit hours in residence, which includes 510 clinical residency hours for the clinical scholarly project, at Brandman University. This program is designed to follow the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (2006) and the National Organization of Nurse Practitioner Faculties (2013; 2014). All courses must be passed with a grade of "B-" or higher. Clinical practicum and residency courses are graded on a Pass/No Pass basis; a Pass is equivalent to a "B-" grade.

**PM-DNP Core Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>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</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 Health Care through Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 707</td>
<td>Clinical Residency I for PM-DNP Clinical Scholarly Project (255 hours)</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 for PM-DNP Clinical Scholarly Project (255 hours)</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>

**PM-DNP Core Course Subtotal** 33

**Transfer from Master of Science Degree in Nursing**

<table>
<thead>
<tr>
<th>Transfer credits</th>
<th>40</th>
</tr>
</thead>
</table>

**Total Credits** 73

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.
** If a student does not complete his/her clinical scholarly project during the core course sessions, s/he will be enrolled in a DNPU 799 Independent Practicum for DNP CSP Completion for DNP CSP Completion (0 credits) and required to pay a Continuing Candidacy fee per session until the DNP CSP student receives a "P" in DNPU 708 Application of DNP Clinical Scholarly Project or until the student's seven year program completion timeline has expired.

PM-DNP Entry Option 2: Adding a New Specialty

**Course Delivery**

The PM-DNP program is designed for the working APRN. Students take 1 course for nine 8 week sessions and 2 courses for one 8 week session. The program is completed in 10 sessions and students may need to reduce work hours to accommodate completion of the clinical scholarly project (310 residency hours) and/or specialty clinical practicum (510 hours).

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 3-4 day sessions. Immersion sessions are conducted 3-4 times during the program: at the beginning, middle and at the end of the program. During these immersion sessions, students may receive orientation instruction, learn advanced practice clinical skills, work as teams with peers and mentors and participate in demonstrations, simulation exercises, assessments and/or evaluations. The second strategy is practicum experience: our programs include clinical scholarly project clinical residencies and clinical practicum experiences 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.

Upon admission to the PM-DNP program, students who desire to add a specialty are required to submit a petition via their academic advisor by the end of the first enrolled session in order to create an individualized education plan. Upon receipt of the petition, the Program Director will be notified and the student will be interviewed for admission to the specialty. If awarded admission, the academic advisor will create an individual education plan based on the required specialty courses and additional courses determined as needed by the gap analysis.

National certifying bodies require that all students applying for a new certification must take 4 core courses:

1. Advanced health assessment (across the lifespan)
2. Advance pathophysiology (across the lifespan)
3. Advanced pharmacology courses (across the lifespan)
4. A nurse practitioner role course

Students are required to earn 3 credits in each of the 4 core courses to meet degree conferral eligibility and to sit for national certification exams. If a student has earned only 2 credits in an approved transfer course, an additional credit may be taken at Brandman University to meet the minimum credit requirements for the degree. For students who have not taken these courses as part of their MSN, these courses will be included on the student's education plan. Upon completion of the DNP, including all courses required for the additional specialty, the student will be eligible to take the national certification exam for his or her chosen specialty offered by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners Certification Program (AANPCP) and/or the American Association of Critical Care Nurses (AACN) to apply for licensure as an APRN in the state where they plan to practice.
Admission to the Program
Admission into the PM-DNP is twice a year in August (Fall 1) and January (Spring 1).

2019-2020 Application Deadlines: PM-DNP adding a new NP Specialty
- Priority application deadline for Fall 1, 2019 admission is May 15, 2019.
- Final completed application deadline for Fall 1, 2019 admission is August 15, 2019.
- Priority application deadline for the Spring 1, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring 1, 2020 admission is December 1, 2019.

2020-2021 Application Deadlines: PM-DNP adding a new NP Specialty
- Priority application deadline for Fall 1, 2020 admission is May 15, 2020.
- Final completed application deadline for Fall 1, 2020 admission is August 15, 2020.
- Priority application deadline for the Spring 1, 2021 admission is October 30, 2020.
- Final completed application deadline for Spring 1, 2021 admission is December 1, 2020.

Admission Requirements
1. Complete a Musco School of Nursing and Health Professions application available online at https://www.brandman.edu/nursing-health-professions.
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] or Clinical Nurse Specialist [CNS]).
3. National certification as an APRN or CNS (or eligible to take National Certification exam), if required by their state to practice.
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 on-line forms (preferred) or letters of recommendation.
8. Unencumbered RN license in the state where you plan to do your clinical hours.
9. Unencumbered APRN license in the state where you plan to do your clinical hours.
10. Unencumbered APRN license is not required of CNS or other APRN 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 with Program Director.

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)

Immunizations requirements:
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:
- Background Clearance.
- Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- Proof of unencumbered RN license
- Proof of STUDENT Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations, and/or documentation required by specific RN-BSN clinical practicum or residency sites.

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, Spring I or Summer I).

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 Doctorate 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, which supersedes the University’s seven-year rule limitation.

Degree Requirements for the Post Master’s to Doctor of Nursing Practice Entry Option 2: Adding a New Specialty
To be awarded the Doctorate of Nursing Practice Degree, students may transfer 500 clinical hours and a maximum of 40 credit hours from the MSN degree. Students must take all 33 credit hours in residence, which includes 510 clinical residency hours for the clinical scholarly project, at Brandman University. This program is designed to follow the guidelines
and DNP essentials as set forth by the American Association of Colleges of Nursing (2006) and the National Organization of Nurse Practitioner Faculties (2013; 2014). All courses must be passed with a grade of "B-" or higher. Clinical practicum and residency courses are graded on a Pass/No Pass basis; a Pass is equivalent to a "B-" grade.

**PM-DNP adding a Specialty Core Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>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*</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 Health Care through Outcomes Management</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 710</td>
<td>Seminar in Evidence-Based Thinking for Scholarship and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 711</td>
<td>Clinical Residency for BSN-DNP and Post-Masters adding a Specialty Clinical Scholarly Project (255 hours)†</td>
<td>3</td>
</tr>
</tbody>
</table>

**PM-DNP adding a Specialty Core Course Subtotal**  30

**Transfer Credits from Master of Science Degree in Nursing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transfer Credits</td>
<td>40</td>
</tr>
</tbody>
</table>

**Transfer Credits from Master of Science Degree in Nursing Subtotal**  40

**Added Specialty**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete a Specialty</td>
<td>27</td>
</tr>
</tbody>
</table>

**Added Specialty Subtotal**  27

**Total Credits**  97

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** Students adding a specialty take DNPU 711 Clinical Residency for BSN-DNP and Post-Masters adding a Specialty Clinical Scholarly Project in place of DNPU 707 Clinical Residency I for PM-DNP Clinical Scholarly Project or DNPU 709 Clinical Residency I for PM-DNP Clinical Scholarly Project to account for 255 clinical residency hours for the DNP CSP.

A STUDENT MUST PETITION FOR THEIR SELECTED SPECIALTY BY THE END OF THE FIRST ENROLLED SESSION. THE STUDENT CANNOT BE ADMITTED INTO THE SPECIALTY UNLESS ALL REQUIRED CERTIFIED BACKGROUND DOCUMENTS ARE UPLOADED AND ACCEPTED.

### Psychiatric and Mental Health Nurse Practitioner (PMHNP) Specialty Course

<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 the Lifespan and Cultures</td>
<td>3</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 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
<td>3</td>
</tr>
<tr>
<td>NURU 641</td>
<td>Psychopharmacology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURU 642</td>
<td>Management in Lifespan Psychiatric and Mental Health Care*</td>
<td>3</td>
</tr>
<tr>
<td>NURU 643</td>
<td>Practicum in Psychotherapeutic Treatment Modalities (255 hours)***</td>
<td>3</td>
</tr>
<tr>
<td>NURU 644</td>
<td>Complex and Chronic Problems in Psychiatric and Mental Health Care*</td>
<td>3</td>
</tr>
<tr>
<td>NURU 645</td>
<td>Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care (255 hours)***</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**  27

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

*** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 643 Practicum in Psychotherapeutic Treatment Modalities and NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a "P" in the specialty clinical course or until the student's seven year program completion timeline has expired.

### Family/Across the Lifespan Nurse Practitioner (FNP) Specialty Course

<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 the Lifespan and Cultures</td>
<td>3</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 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
<td>3</td>
</tr>
<tr>
<td>NURU 671</td>
<td>Foundations of Interprofessional Collaborative Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURU 672</td>
<td>Management of Common and Acute Problems in Family/Across the Lifespan Care*</td>
<td>3</td>
</tr>
<tr>
<td>NURU 673</td>
<td>Practicum in Common and Acute Problems in Family/Across the Lifespan Care (255 hours)***</td>
<td>3</td>
</tr>
<tr>
<td>NURU 674</td>
<td>Management of Complex and Chronic Problems in Family/Across the Lifespan Care*</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option 3

Course Delivery

The Bachelor of Science Degree in Nursing (BSN) to Doctorate of Nursing Practice (DNP) program is designed for the RN who desires to become an APRN. 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 completion of the clinical scholarly project (510 residency hours) and/or specialty clinical practicum (510 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 3-4 day sessions. Immersion sessions are conducted 3-4 times during the program: at the beginning, middle and at the end of the program. During these immersion sessions, students may receive orientation instruction; learn advanced practice clinical skills, work as teams with peers and mentors, participate in demonstrations, simulation 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).

2019-2020 Application Deadlines: BSN-DNP

Priority application deadline for Spring I, 2020 admission is October 30, 2019.

Final completed application deadline for Spring I, 2020 admission is December 1, 2019.

2020-2021 Application Deadlines: BSN-DNP

Priority application deadline for Spring I, 2021 admission is October 30, 2020.

Final completed application deadline for Spring I, 2021 admission is December 1, 2020.

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 https://www.brandman.edu/nursing-health-professions.

3. Bachelor of Science Degree in Nursing from a regionally accredited program. Applicants who have a Bachelor’s in another discipline and have completed either a Post-Baccalaureate Certificate in Nursing, or the equivalent of the BSN in the first year of a Master of Science in Nursing Entry Program, passed the NCLEX and are licensed, can 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 If an applicant scores a 3.0 to 3.9 on GRE Analytical Writing, the applicant may retake the test to achieve a 4.0 OR submit two academic writing samples to the Office of Admission for review by the program director and Dean (or Dean’s designee) for consideration. See web site http://www.ets.org/gre

6. Current and detailed resume or curriculum vita.

7. Self-evaluation and goal statement.

8. Three on-line forms (preferred) or letters recommendations.

9. Unencumbered RN license from the state where you plan to do your clinical hours, or a date for the NCLEX scheduled before classes start. The NCLEX must be passed for admission with application for license pending. The NCLEX must be passed by the end of the first session of enrollment to continue in the program.

10. Personal interview with specialty Program Director(s).

* Not required if you have a Master’s degree or higher from a regionally accredited institution.

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)  

All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start of clinical practicum or CSP residency hours.
Immunizations requirements:
- Proof of annual negative Tuberculosis (TB) screening:
  - Two-Step TB skin test **OR**
  - Past 2-Step TB skin test, along with a current 1-Step TB skin test **OR**
  - TB blood test (IGRAs) **OR**
  - Negative Chest X-Ray accompanied by a signed provider checklist.
- Proof of completion of Hepatitis A and B immunization or titer.
- Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:
- Background Clearance.
- Proof of negative drug screen.
- Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- Proof of unencumbered RN license
- Proof of STUDENT Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations, and/or documentation required by specific RN-BSN clinical practicum or residency sites.

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, Spring I or Summer I).

Transfer Credit
A maximum of 12 semester graduate credits may be transferred per the Transfer Credit policy (see Graduate Academic Policies and Procedures).

Degree Requirements
To be awarded the Doctorate of Nursing Practice Degree, students must complete 73 credit hours, which requires clinical residency of 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 (2006) and the National Association of Nurse Practitioner Faculties (2013; 2014).

All students must take the following:
- Graduate Science Core Courses (15 credits)
- DNP Core Essentials (24 credits)
- Advanced Practice Core Courses (19 credits)
- Specialty Courses (15 credits)

Students will chose one of the following specialties:
- Psychiatric and Mental Health Nurse Practitioner
- Family/Across the Lifespan Nurse Practitioner

Students graduating from this program will be eligible to take the national certification examination of their chosen specialty offered by the American Nurses Credentialing Center (ANCC) and/or the American Association of Nurse Practitioners Certification Program (AANPCP) to apply for licensure as an APRN in the state where they plan to practice.

All courses must be passed with a grade of “B-” or higher. Clinical practicum and residency courses are graded Pass/No Pass. A Pass is equivalent to a “B-” grade.

Graduate Science Core
- NURU 600 Theoretical Foundations of Evidence-based and Advanced Practice Nursing 3
- NURU 601 Transitions in Practice: The Advanced Practice Nurse as DNP ** 3
- NURU 602 Developmental, Cultural and Spiritual Care across the Lifespan 3
- DNPU 701 Biostatistics for Clinical Practice 3
- DNPU 704 Evidence-Based Thinking for Scholarship and Practice ** 3

Graduate Science Core Subtotal 15

DNP Core Essentials
- DNPU 700 Healthcare Policy, Organization and Delivery 3
- DNPU 702 Innovations in Technology and Information Access 3
- DNPU 703 Leading through Innovation 3
- DNPU 705 Health Communication 3
- DNPU 706 Transforming Health Care through Outcomes Management 3
- DNPU 711 Clinical Residency for BSN-DNP and Post-Masters adding a Specialty Clinical Scholarly Project 3
- DNPU 708 Application of DNP Clinical Scholarly Project ** 3
- DNPU 710 Seminar in Evidence-Based Thinking for Scholarship and Practice 3

DNP Core Essentials Subtotal 24

Advanced Practice Core
- NURU 603 Advanced Health Assessment Across the Lifespan and Cultures 3
- NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures ** 4
- NURU 605 Advanced Pathophysiology across the Lifespan 3
- NURU 606 Advanced Pharmacotherapeutics Across the Lifespan 3
- NURU 609 Genetics Across the Lifespan 3
- NURU 610 Synthesis of Advanced Practice Management, Role and EBP 3

Advanced Practice Core Subtotal 19

Specialty
Complete a Specialty 15
### Specialty Subtotal

| Specialty Subtotal | 15 |

| Total Credits | 73 |

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** If a student does not complete his/her clinical scholarly project during the core course sessions, s/he will be enrolled in a DNPU 799 Independent Practicum for DNP CSP Completion (0 credits) and required to pay a Continuing Candidacy fee per session until the DNP CSP student receives a "P" in DNPU 708 Application of DNP Clinical Scholarly Project or until the student's seven year program completion timeline has expired.

* If a student does not complete the required 255 clinical hours during the initial NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures course session/s, s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee per session, until the student receives a "P" in NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures or until the student's seven year program completion timeline has expired. Students may not progress to their specialty clinical practicum courses until all NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures required 255 clinical hours are completed, which may result in a program completion delay for up to one year.

### Specialty

#### Psychiatric and Mental Health Nurse Practitioner (PMHNP) Specialty

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

** Total Credits **

| 15 |

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 643 Practicum in Psychotherapeutic Treatment Modalities and NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a "P" in the specialty clinical course or until the student's seven year program completion timeline has expired.

#### Family/Across the Lifespan Nurse Practitioner (FNP) Specialty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>NURU 671</td>
<td>Foundations of Interprofessional Collaborative Practice</td>
</tr>
</tbody>
</table>

#### NURU 672

Management of Common and Acute Problems in Family/Across the Lifespan Care * 3

#### NURU 673

Practicum in Common and Acute Problems in Family/Across the Lifespan Care *** 3

#### NURU 674

Management of Complex and Chronic Problems in Family/Across the Lifespan Care * 3

#### NURU 675

Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care *** 3

** Total Credits **

| 15 |

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 672 Management of Common and Acute Problems in Family/Across the Lifespan Care and NURU 673 Practicum in Common and Acute Problems in Family/Across the Lifespan Care and NURU 675 Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a "P" in the specialty clinical course or until the student's seven year program completion timeline has expired.

### Master of Science in Nursing to Doctor of Nursing Practice Entry Option 4

#### Course Delivery

The fourth entry option is for the RN who has a Master of Science Degree in Nursing (MSN), who is not an APRN, but is ready to complete the clinical doctorate degree and move into advanced practice in one of the three specialties. 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 completion of the clinical scholarly project (510 residency hours) and/or specialty clinical practicum (510 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 sessions. During these immersion sessions, students may receive orientation instruction: work as teams with peers and mentors, learn advanced practice clinical skills, participate in demonstrations, simulation 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).

2019-2020 Application Deadlines: BSN-DNP
- Priority application deadline for Spring I, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring I, 2020 admission is December 1, 2019.

2020-2021 Application Deadlines: BSN-DNP
- Priority application deadline for Spring I, 2021 admission is October 30, 2020.
- Final completed application deadline for Spring I, 2021 admission is December 1, 2020.

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 https://www.brandman.edu/nursing-health-professions.
3. Bachelor of Science Degree in Nursing from a regionally accredited program. Applicants who have a Bachelor’s 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 of Science in Nursing Entry 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 If an applicant scores a 3.0 to 3.9 on GRE Analytical Writing, the applicant may retake the test to achieve a 4.0 OR submit two academic writing samples to the Office of Admission for review by the program director and Dean (or Dean’s designee) for consideration. See web site http://www.ets.org/gre
6. Current and detailed resume or curriculum vita.
7. Self-evaluation and goal statement.
8. Three on-line forms (preferred) or letters of recommendation.
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.
10. Personal interview with specialty Program Director.

* Not required if you have a Master’s degree or higher from a regionally accredited institution.

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)
All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start of clinical practicum or CSP residency hours.

Immunizations requirements:
- Proof of annual negative Tuberculosis (TB) screening
  - 2-Step TB skin test OR
  - Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
  - TB blood test (IGRAs) OR
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- Proof of completion of Hepatitis A and B immunization or titer.
- Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:
- Background Clearance.
- Proof of negative drug screen.
- Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- Proof of unencumbered RN license
- Proof of STUDENT Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations and/or documentation required by specific clinical practicum or DNP-CSP residency sites.

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, Spring I or Summer I).

Transfer Credit
A maximum of 12 semester graduate credits may be transferred per the Transfer Credit policy (see Graduate Academic Policies and Procedures).

Degree Requirements
To be awarded the Doctorate of Nursing Practice Degree, students must complete 73 credit hours, which requires clinical residency of 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 (2006) and the National Association of Nurse Practitioner Faculties (2013; 2014).

All students must take the following:
Master of Science in Nursing to Doctor of Nursing Practice Entry Option 4

- Graduate Science Core Courses (15 credits)
- DNP Core Essentials (24 Credits)
- Advanced Practice Core Courses (19 credits)
- Specialty Courses (15 credits)

Students will choose one of the following specialties:
- Psychiatric and Mental Health Nurse Practitioner
- Family/Across the Lifespan Nurse Practitioner

Students graduating from this program will be eligible to take the national certification examination of their chosen specialty offered by the American Nurses Credentialing Center (ANCC) and/or the American Association of Nurse Practitioners Certification Program (AANPCP) to apply for licensure as an APRN in the state where they plan to practice.

All courses must be passed with a grade of "B-" or higher. Clinical practicum and residency courses are graded Pass/No Pass. A Pass is equivalent to a "B-" grade.

Graduate Science Core

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<tr>
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<tr>
<td>NURU 600</td>
<td>Theoretical Foundations of Evidence-based and Advanced Practice Nursing</td>
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<tr>
<td>NURU 601</td>
<td>Transitions in Practice: The Advanced Practice Nurse as DNP *</td>
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<tr>
<td>NURU 602</td>
<td>Developmental, Cultural and Spiritual Care across the Lifespan</td>
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</tr>
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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 *</td>
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Graduate Science Core Subtotal 15

DNP Core Essentials

<table>
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<tbody>
<tr>
<td>DNPU 700</td>
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<td>DNPU 702</td>
<td>Innovations in Technology and Information Access</td>
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<td>DNPU 703</td>
<td>Leading through Innovation</td>
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<td>DNPU 705</td>
<td>Health Communication</td>
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<tr>
<td>DNPU 706</td>
<td>Transforming Health Care through Outcomes Management</td>
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<tr>
<td>DNPU 711</td>
<td>Clinical Residency for BSN-DNP and Post-Masters adding a Specialty Clinical Scholarly Project</td>
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<tr>
<td>DNPU 708</td>
<td>Application of DNP Clinical Scholarly Project **</td>
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<tr>
<td>DNPU 710</td>
<td>Seminar in Evidence-Based Thinking for Scholarship and Practice</td>
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DNP Core Essentials Subtotal 24

Advanced Practice Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Advanced Health Assessment Across the Lifespan and Cultures</td>
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</tr>
<tr>
<td>NURU 604</td>
<td>Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures **</td>
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<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>
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Advanced Practice Core Subtotal 19

Specialty

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>NURU 609</td>
<td>Genetics Across the Lifespan</td>
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</tr>
<tr>
<td>NURU 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 73

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** If a student does not complete his/her clinical scholarly project during the core course sessions, s/he will be enrolled in a DNPU 799 Independent Practicum for DNP CSP Completion (0 credits) and required to pay a Continuing Candidacy fee per session until the DNP CSP student receives a “P” in DNPU 708 Application of DNP Clinical Scholarly Project or until the student’s seven year program completion timeline has expired.

^ If a student does not complete the required 255 clinical hours during the initial NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures course session/s, s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical, fee per session, until the student receives a “P” in NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures or until the student’s seven year program completion timeline has expired. Students may not progress to their specialty clinical practicum courses until all NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures required 255 clinical hours are completed, which may result in a program completion delay for up to one year.

A STUDENT MUST PETITION FOR THEIR SELECTED SPECIALTY BY THE END OF THE FIRST ENROLLED SESSION. THE STUDENT CANNOT BE ADMITTED INTO THE SPECIALTY UNLESS ALL REQUIRED CERTIFIED BACKGROUND DOCUMENTS ARE UPLOADED AND ACCEPTED.

Psychiatric and Mental Health Nurse Practitioner (PMHNP) Specialty

<table>
<thead>
<tr>
<th>Course</th>
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<td>Psychopharmacology Across the Lifespan</td>
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<td>Management in Lifespan Psychiatric and Mental Health Care *</td>
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<tr>
<td>NURU 643</td>
<td>Practicum in Psychotherapeutic Treatment Modalities (255 hours) ***</td>
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<td>3</td>
</tr>
<tr>
<td>NURU 645</td>
<td>Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care (255 hours) ***</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.
If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 673 Practicum in Common and Acute Problems in Family/Across the Lifespan Care and NURU 675 Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a “P” in the specialty clinical course or until the student’s seven year program completion timeline has expired.

### Family/Across the Lifespan Nurse Practitioner (FNP) Specialty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 671</td>
<td>Foundations of Interprofessional Collaborative Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURU 672</td>
<td>Management of Common and Acute Problems in Family/Across the Lifespan Care *</td>
<td>3</td>
</tr>
<tr>
<td>NURU 673</td>
<td>Practicum in Common and Acute Problems in Family/Across the Lifespan Care ***</td>
<td>3</td>
</tr>
<tr>
<td>NURU 674</td>
<td>Management of Complex and Chronic Problems in Family/Across the Lifespan Care *</td>
<td>3</td>
</tr>
<tr>
<td>NURU 675</td>
<td>Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care ***</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 15

* Students in these courses are required to attend a face-to-face Immersion on the Irvine campus.

** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 673 Practicum in Common and Acute Problems in Family/Across the Lifespan Care and NURU 675 Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a “P” in the specialty clinical course or until the student’s seven year program completion timeline has expired.
POST-DOCTORAL NURSE PRACTITIONER CERTIFICATES

These certificates are designed for the APRN with a Ph.D. or DNP who wants to obtain a new specialty in one of two 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. Students may need to reduce work hours to accommodate completion of the specialty clinical practicum (510 hours).

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, simulation exercises, assessments or evaluations; complete hands-on skills training in a simulation center using standardized patients and/or high-fidelity manikins. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions. The second is practical experience: our programs include internships or supervised clinical practice residencies conducted where the student lives or works. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework.

Students in the Certificate program are required to attend 2 immersion sessions; the first is a virtual immersion to learn how to be a virtual student and to be oriented to the resources of the University. The second immersion is for 3 days before starting the initial precepted clinical practicum course to learn advanced practice clinical skills in the new specialty.

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-doctoral certificate programs is once a year in January (Spring I).

2019-2020 Application Deadlines: Post-doctoral Certificates

- Priority application deadline for Spring I, 2020 admission is October 30, 2019.
- Final completed application deadline for Spring I, 2020 admission is December 1, 2019.

2020-2021 Application Deadlines: Post-doctoral Certificates

- Priority application deadline for Spring 1, 2021 admission is October 30, 2020.
- Final completed application deadline for Spring 2, 2021 is December 1, 2020.

Admission Requirements

1. Complete a Musco School of Nursing and Health Professions application available online at https://www.brandman.edu/nursing-health-professions.
2. DNP or Ph.D. degree from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program.
3. National certification as APRN (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. *Unencumbered RN license in the State where you plan to do your precepted clinical practicum hours.
7. *Unencumbered APRN license in your current specialty.
8. Self-evaluation and goal statement.
9. Three online forms (preferred) or letters of recommendation.
10. Personal interview with the specialty Program Director(s).

Castlebranch/CertifiedBackground (https://discover.castlebranch.com/)

All requirements are due by the end of the first session unless otherwise indicated and/or required by a student’s leadership practicum. All proof/documentation must be on file within 90 days prior to the start of clinical practicum or CSP residency hours.

Immunizations requirements:

- Proof of annual negative Tuberculosis (TB) screening:
  - Two-Step TB skin test OR
  - Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
  - TB blood test (IGRAs) OR
  - Negative Chest X-Ray accompanied by a signed provider checklist.
- Proof of completion of Hepatitis A and B immunization or titer.
- Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer.
- Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age).
- Proof of Chicken Pox (Varicella) immunization or titer.
- Proof of annual influenza immunization.
- Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

Additional background requirements:

- Background Clearance.
- Proof of negative drug screen.
- Copy of current CPR “Level C” Certification (Healthcare Provider) that will not be expiring in the next 12 months.
- Proof of unencumbered RN license
- Proof of STUDENT Liability Insurance (1mil/3mil)
- Any additional laboratory tests, immunizations, and/or documentation required by specific clinical practicum or CSP residency sites.
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, Spring I or Summer I).

As part of the application process, the Program Director of the chosen specialty will interview the applicant for admission to the specialty. If approved for admission, the academic advisor will create an individual education plan based on the required specialty courses and additional courses determined as needed by the gap analysis. Additional courses may be transferred up to a maximum of 12 semester graduate credits per the Transfer Credit policy (see Graduate Academic Policies and Procedures) determined by gap analysis.

National certifying bodies require that all students applying for a new certification must take 4 core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 603</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURU 610</td>
<td>Advance Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURU 606</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURU 610</td>
<td>Nurse Practitioner Role Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

Students are required to earn 3 credits in each of the 4 core courses to meet degree credit requirements. If a student has earned only 2 credits in an approved program, an additional credit may be taken from Brandman University to meet the minimum credit requirements for the degree. For students who have not taken these courses as part of their MSN, these courses are 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: the American Nurses Credentialing Center (ANCC) and/or the American Association of Nurse Practitioners Certification Program (AANPCP) to apply for licensure as an APRN in the state where they plan to practice.

All courses must be passed with a grade of “B-” or higher. Clinical practicum and residency courses are graded Pass/No Pass. A Pass is equivalent to a “B-” grade.

**A STUDENT MUST PETITION FOR THEIR SELECTED SPECIALTY BY THE END OF THE FIRST ENROLLED SESSION. THE STUDENT CANNOT BE ADMITTED INTO THE SPECIALTY UNLESS ALL REQUIRED CERTIFIED BACKGROUND DOCUMENTS ARE UPLOADED AND ACCEPTED.**

Post-Doctoral Certificates

- Family/Across the Lifespan Nurse Practitioner (FNP) Post-Doctoral Certificate (p. 207)
- Psychiatric and Mental Health Nurse Practitioner (PMHNP) Post-Doctoral Certificate (p. 207)

Family/Across the Lifespan Nurse Practitioner (FNP) Post-Doctoral Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 603</td>
<td>Advanced Health Assessment Across the Lifespan and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>NURU 605</td>
<td>Advanced Pathophysiology across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychiatric and Mental Health Nurse Practitioner (PMHNP) Post-Doctoral Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 603</td>
<td>Advanced Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURU 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
<td>3</td>
</tr>
<tr>
<td>NURU 671</td>
<td>Foundations of Interprofessional Collaborative Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURU 672</td>
<td>Management of Common and Acute Problems in Family/Across the Lifespan Care</td>
<td>3</td>
</tr>
<tr>
<td>NURU 673</td>
<td>Practicum in Common and Acute Problems in Family/Across the Lifespan Care (255 hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURU 674</td>
<td>Management of Complex and Chronic Problems in Family/Across the Lifespan Care</td>
<td>3</td>
</tr>
<tr>
<td>NURU 675</td>
<td>Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care (255 hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 27**

* Students in these courses are required to attend a face-to-face immersion.

** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 673 Practicum in Common and Acute Problems in Family/Across the Lifespan Care and NURU 675 Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a “P” in the specialty clinical course or until the student's seven year program completion timeline has expired.

Students graduating from this program will be eligible to take the national certification examination offered by the American Nurses Credentialing Center (ANCC) and/or the American Association of Nurse Practitioners Certification Program (AANPCP).
Students in these courses are required to attend a face-to-face immersion.

** If a student does not complete the required 255 clinical hours during the initial specialty course clinical session/s (NURU 643 Practicum in Psychotherapeutic Treatment Modalities and NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care), s/he will be enrolled in a NURU 699 Independent Practicum for Clinical Hours completion (0 credits) and required to pay a Continuing Clinical fee, per each course and session, until the student receives a “P” in the specialty clinical course or until the student’s seven year program completion timeline has expired.

Students graduating from this program will be eligible to take the national certification exam offered by the American Nurses Credentialing Center (ANCC).
SCHOOL OF EXTENDED EDUCATION

Staff
Ricardo Lorenzana, Dean Extended Education
Kathryn Blacklock, Finance Director
Reagan Forlenzo, Director
Susannah Gottlieb, Director
Erica Leahy, Director
Bob Tran, Director

Program Support
Jonathan Besack
Hung Bui
Diana Cabori
Ezra Huang
Michelle Lewis
Angela Lund
Marc Paradis
Austin Ramos
Michele Reddick
Tammy Robles
Marc Ruhlen
Joy Tiongson

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 or after being admitted to the University. 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. Many of these certificates, courses, and certifications also provide degree-seeking students with opportunities to substitute a degree program course in order to graduate with a certificate or certificate and a degree without increasing time to obtain a degree. 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 corporate training to develop and train their workforce. Courses are delivered in person, 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 the needs and objectives of business clients and other cohorts. Business services, including coaching, strategic planning facilitation, assessments, and more are also available. Education plans are prepared to assist students in utilizing Extended Education programming in order to align with career and personal goals.

Credits
Academic Semester Credit
Undergraduate Level Coursework
Courses with numbers 100 – 499 provide semester credit. These courses may be used to satisfy requirements in undergraduate level degree or certificate programs.

Graduate Level Coursework
Courses with numbers 500 – 799 provide semester credit. These courses may be used to satisfy requirements in graduate level degree, credential, or certificate programs.

Continuing Education Units
Continuing Education Units (CEU) are calculated at 10 contact hours per one CEU, or fraction thereof. Courses that award CEUs may be useful to move up salary scales, maintain certifications and transition into new career paths. Unless specifically articulated to an academic credit-bearing course or program, these courses may not be used to satisfy coursework in any degree program.

Professional Development Units
Courses with numbers 8000 – 9999 provide Professional Development Units (PDU). Most PDUs are calculated at 15 contact hours per one PDU. Courses that award PDUs may be useful to move up salary scales, maintain certifications or licensures. Unless specifically articulated to an academic credit-bearing course or program, these courses may not be used to satisfy coursework in any degree program.

Clock Hours
Courses that award CEUs may also indicate a Clock Hour equivalency. Clock Hours are used by specific government entities to measure professional and continuing education and determine program eligibility for the awarding of benefits. One Clock Hour is equivalent to one contact hour.

Recertification Credit Hours
Courses that award CEUs may also indicate a Recertification Credit Hour (RCH) equivalency. RCHs are calculated at one contact hour per one RCH and are specific to the professional licensing body.

School of Extended Education Tuition and Refund Policies
Tuition Policy
The School of Extended Education provides courses and programs to non-matriculated students providing opportunities for continuing education outside of the traditional degree program. Tuition is set based on individual programming and may vary from the standard tuition policies governing the degree programs. For the most up-to-date tuition, as well as specific refunding rules, on courses and programs offered through the School of Extended Education, please visit the website at https://www.brandman.edu/academic-programs/extended-education.

Refund Policies
Instructor-Led (On-ground or online):
# School of Extended Education

If student drops and/or withdraws | Refundable Amount
--- | ---
Prior to the first day of classes | 100%
Within the first week of classes | 90%
Within the second week of classes | 80%
After the second week of classes | None

• The cost of materials is non-refundable.

For courses of less than five (5) weeks:

If student drops and/or withdraws | Refundable Amount
--- | ---
Prior to the first class meeting | 100%
Within the first class meeting | 90%
Within the second class meeting | 80%
After the second class meeting | None

• The cost of materials is non-refundable

**Online Self-Paced/Mentored courses:**

If student drops and/or withdraws | Refundable Amount
--- | ---
Prior to logging in to the course AND within 10 days of registration | 100%
After 10 days of registration | None
After logging in to the course | None

**Online Independent Study courses:**

If student drops and/or withdraws | Refundable Amount
--- | ---
Within 30 days of registration AND no grade has been received for the course | 100%
After a grade has been entered for the course | None
After 30 days of registration | None

**Courses provided by Brandman training partners:**

If student drops and/or withdraws | Refundable Amount
--- | ---
Within 30 days of registration AND no grade has been received for the course | 100%
After a grade has been entered for the course | None
After 30 days of registration | None

• Education Programs (Pre K-12 Teachers, Administrators and Paraprofessionals) (p. 211)
• Business Programs (p. 220)
• Leadership Programs (p. 225)
• Health, Wellness and Science Programs (p. 228)
• Technology (p. 230)
• Alternative Pathways to Undergraduate Admission (p. 232)
• Corporate Training and Custom Solutions (p. 233)
EDUCATION/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 https://www.brandman.edu/academic-programs/extended-education.

Academic Programs

- Autism Spectrum Disorder (p. 211)
- California Teacher of English Learners (CTEL) (p. 212)
- Applied Behavior Analysis (p. 213)
- Clear Administrative Services Credential (p. 213)
- Illinois ESL Endorsement (p. 214)
- Instructional Technology: Teaching the 21st Century Learner Certificate
- Engaging Interactions and Environments Providing a Solid Foundation for Young Children's Development (p. 215)
- Spanish for Educators (p. 215)

Professional Development

- California Commission on Teacher Credentialing-Approved Induction Programs (p. 215)
- Professional Development for Educators: Individual Courses (p. 216)
- Art4Healing Certificate (p. 217)
- Army Foundation/Air Force Training and Certificate Program Infant, Toddler/Preschool (p. 217)
- Army Foundation/Air Force Training and Certificate Program Youth (p. 218)
- Army Foundation/Air Force Training and Certificate Program Child Care (p. 218)

Autism Spectrum Disorder

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 active 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 the School of Extended Education by visiting their web site at https://www.brandman.edu/academic-programs/extended-education or by calling 800-632-0094.

2. Applicants must complete and submit the Brandman University application and be admitted into the Autism Spectrum Disorders added Authorization program.

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).

Autism Spectrum Disorders, added Authorization Requirements

This program is also available as an emphasis area within the Master’s of Arts in Education.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 575</td>
<td>Introduction to Autism Spectrum Disorders: Etiologies and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 675</td>
<td>Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Programming and Strategies, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Programming and Strategies, II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

No more than 3 credits may be waived or transferred into the ASDA. At least 9 credits must be taken at Brandman University.
**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 Autism Spectrum Disorders: Programming and Strategies, II. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

**Recommendation for Authorization**

Eligible candidates that can be recommended for the Autism Spectrum Disorders added Authorization are those with an appropriate and valid CTC designated credential. Upon successfully completing and passing the coursework the candidate may apply to be recommended to the CTC for the authorization. To apply for the authorization, candidates complete the 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.

**Autism Spectrum Disorder, Certificate Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Programming and Strategies, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Programming and Strategies, II</td>
<td>3</td>
</tr>
</tbody>
</table>

**CTEL**

**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 waived or transferred. At least 9 credits must be taken at Brandman University.

Please note that admissions requirements are different than those for other credentials and certificates.

**Admissions Requirements**

1. Eligible candidates are those with an appropriate valid CTC designated credential: Possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children’s Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.

2. Eligibility questions can be directed to the Teacher Accreditation Department at 949-341-9899 or credentialalerts@brandman.edu.

3. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their website at https://www.brandman.edu/academic-programs/extended-education or by calling 800-632-0094.

Applicants must complete and submit the Brandman University application and be enrolled into the California Teacher of English Learners (CTEL) program.

**CTEL Requirements**

Students must begin the CTEL program with either EDUU 526 or EDUU 570.

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

**Total Credits**

12

**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. Candidates submit the Demonstration of Mastery portfolio (DOM) through LiveText and pay a fee to have the DOM evaluated. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyBrandman site.

**Recommendation for Authorization**

Upon successfully completing and passing the coursework and Demonstration of Mastery, the candidate may apply to be recommended to the CTC for the authorization. Eligible candidates are those with an appropriate active CTC designated credential and proof of basic skills.
To apply for the authorization, candidates complete the 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.

**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 program is 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.

**Graduate Certificate: Applied Behavior Analysis**

These courses incorporate the 4th edition of the Behavioral Analyst Certification Board (BACB) task list requirements. Students will gain the knowledge and skills 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 or the ability to incorporate applied behavior analysis processes into their professional or personal practices. 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). Admission requirements for the degree program can be found in the School of Education catalog section (p. 172). Each course awards 3 academic credits (graduate). A grade of B- or higher must be earned in each course in this program.

**Restrictions**

Courses are taken in sequential order at a maximum of one course per session.

The six-course sequence requires a student to 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.

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.

As of January 1, 2016, the Behavior Analyst Certification Board requires all applicants for certification to possess a master's degree in behavior analysis, education or psychology.

**Admissions Requirements for Certificate**

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.

   **EDUU 636** An Introduction to Applied Behavior Analysis 3
   **EDUU 637** Applied Behavior Analysis: Procedures and Experimental Design 3
   **EDUU 656** Applied Behavior Analysis: Basic Technologies of Behavior Change 3
   **EDUU 657** Applied Behavior Analysis: Applications 3
   **EDUU 658** Applied Behavior Analysis: Advanced Applications 3
   **EDUU 659** Applied Behavior Analysis: Ethics 3

   * Prerequisites

   **EDUU 636** An Introduction to Applied Behavior Analysis must be taken first. Courses must be taken sequentially.

**Licensure**

Prepares students to sit for examination to become a Board Certified Behavior Analyst (BCBA).

**Clear Administrative Services Credential**

Brandman University offers the Administrative Services Credential Clear Induction Program (ASC CIP). Candidates who complete the ASC CIP program requirements may be recommended for the Clear Administrative Services Credential.

Brandman University’s ASC CIP is aligned to the California Commission on Teacher Credentialing (CTC) Clear Induction Program Standards. The program provides a two year induction program that supports the individual needs and leadership development of beginning educational administrators using the intersecting elements of individual coaching, professional learning, and assessment of skills. The design of the program is based on sound rationale informed by theory and research and includes personalized learning and support through coaching. The beginning educational administrator enrolled in ASC CIP fulfills their induction program professional learning requirements through a series of Administrative Services Induction Seminar courses that are aligned and designed to support the candidate’s growth in the mastery of the California Professional Standards for Education Leaders (CPSEL) competencies. To support the professional learning and leadership development of the beginning educational administrator, the induction program provides the clear credential candidate with a well-trained and experienced induction coach. The induction coach supports the school administrator through individualized, on-going, job-embedded coaching that is directed by the identified needs and goals of the school administrator.

**Program Learning Outcomes**

The Program Learning Outcomes are aligned to Standard 5 of the Administrative Services Credential Induction Program Standards.
School leaders who successfully complete the Administrative Services Credential Clear Induction Program will be able to:

**Shared Vision:** Engage stakeholders in a collaborative process to facilitate the development and implementation of a shared vision of learning and growth for all students.

**Instructional Leadership:** Create a collaborative culture of teaching and learning in which staff engages in individual and collective professional development that focuses on student and professional growth and results in continuous improvement.

**Management and Learning Environment:** Establish and implement structures and processes that engage stakeholders in problem-solving and decision-making methods and distributed leadership to develop, monitor and revise plans and programs that support students to graduate ready for college and career.

**Family and Community Engagement:** Engage, involve and collaborate with all parents and families, including underrepresented communities, in student learning and support programs.

**Ethics and Integrity:** Assess personal code of ethics and leadership practices to guide and support personal and collective actions that use relevant evidence and research to make fair and ethical decisions.

**External Context and Policy:** Evaluate and communicate policy to stakeholders to collaborate on education policies focused on improving education for all students.

### Admission Requirements

1. Candidate must possess a valid Preliminary Administrative Services Credential.
2. Candidate must be employed in a position requiring an Administrative Services Credential. Questions regarding schedules, program requirements and registration should be directed to the School of Extended Education by visiting their website at [https://www.brandman.edu/academic-programs/extended-education](https://www.brandman.edu/academic-programs/extended-education) or by calling 800-632-0094.
3. Candidate must provide Verification of Employment Form completed by employer.
4. Applicants must complete and submit the Brandman University application and be admitted into the Clear Administrative Services Credential program.

### Credential and Program Requirements

1. Completion of a minimum of 40 hours of induction coaching each year.
2. Completion of a minimum of 20 - 30 hours of professional learning each year.
3. Completion of all induction program E-Portfolio components and requirements indicating demonstration of CPSEL competencies.
4. Verification of two years of successful experience in a full-time administrative position at the time of filing for the clear administrative services credential.

Clear administrative services credential courses are not eligible for financial aid.

### Required Courses:

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<tr>
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</table>

**Total Credits** 6

### Transfer of Coursework

No transfer credits or waivers will be accepted.

### Time Limitations

All coursework must be completed within a consecutive seven year period immediately prior to the awarding of the degree.

### Demonstration of Competency

Candidates recommended for the Clear Administrative Services Credential must successfully complete an Induction Portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours and formative and summative assessments that include an evaluation of the candidate's Individual Induction Plan (IIP) goal attainment and CPSEL competencies. The Induction Portfolio will be reviewed by the induction coach who will evaluate the candidate's competence and performance.

### Recommendation for Credential

Upon successfully completing and passing all Administrative Services Clear credential program and coursework requirements, 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.

### Illinois ESL Endorsement

These courses provide currently licensed early teachers with theories, content, and methods for teaching English Language Learners in PK-12 settings and are aligned with the standards and requirements for the IL ESL and/or Bilingual Endorsement.
EDEU 500 Theory/Foundations of ESL Programs
Explore how historical, political, sociocultural, and educational events, policies, laws, and issues drive and affect education of linguistically and culturally diverse students in ESL programs in schools. Become familiar with services and programs are to be provided to ELL students in ESL programs based on local, state, and federal policies and laws. Explore program delivery models and various theories of Second Language Acquisition (SLA), bilingualism, and sociocultural variables. *This course is only available for Illinois residents. 3 credits.

EDEU 501 Methods of Teaching ESL in Bilingual Programs
Learn about best practices and resources for teaching English Language Learners within bilingual programs including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning. *This course is only available for Illinois residents. 3 credits.

EDEU 502 Cross Cultural Issues for Teaching ESL
Gain deeper awareness of how one's personal attitudes, values, and beliefs about language, patriotism, culture, teaching, learning, power, privilege, and other cultural norms, values, and mores impact teaching and learning. Participants will relate these concepts to cross-cultural interactions in educational settings and explore implications about how these impact interactions with students and their families, instructional decisions, and perceptions about student performance, teaching, and learning within your professional practice. *This course is only available for Illinois residents. 3 credits.

EDEU 503 Methods and Materials for Teaching ESL
Learn about best practices and resources for teaching English Language Learners including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning. *This course is only available for Illinois residents. 3 credits.

EDEU 504 Linguistics for ESL Teachers
Analyze the role language plays in society. Deepen your awareness about sounds, words, sentence structure, oral and written communication, key aspects of nonverbal communication, the history of the English language, and the evolution of language. Explore elements of linguistics relevant to second language learning and teaching English Language Learners. Similarities and difference between the structures of English and other languages with emphasis on (but not limited to) languages found in the classrooms, schools, and communities of the participants as well as those of major groups in the US will be explored. *This course is only available for Illinois residents. 3 credits.

EDEU 505 Assessment of Bilingual Students
Acquire understanding of strategies and instruments for diagnosing and evaluating learning and instruction in English and the student's home language. Focus will be on the purposes, characteristics, strengths, and limitations of teacher-made and commercial assessments used to identify, place, and exit English Learners. Strategies for reflecting on and using assessment-data to plan and deliver instruction will be explored along with issues related to validity, reliability, bias, scoring, and other assessment-related issues. *This course is only available for Illinois residents. 3 credits.

Instructional Technology: Teaching the 21st Century Learner Certificate
Also available 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 skills 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. Admission is not required for those completing the certificate only.

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 degree program can be found in the School of Education catalog section (p. 166). Each course awards 3 academic credits (graduate).

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<td>EDUU 628</td>
<td>Advanced Design and Assessment of 21st Century Teaching</td>
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<tr>
<td>EDUU 629</td>
<td>Teaching the 21st Century Learner Capstone</td>
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Engaging Interactions and Environments Providing a Solid Foundation for Young Children's Development

ECED 410 Engaging Interactions and Environments Providing a Solid Foundation for Young Children’s Development
This course is designed to increase participants’ knowledge about the importance of high quality early childhood education and the specific types of environments and interactions that support the development of social-emotional, cognitive, and early academic skills. Students will engage in practice-based coaching experiences that enable them to explore multiple ways to design well-organized, materials-rich environments and to implement warm, responsive, and instructionally supportive interactions with children. Course content is aligned with NAEYC Standards 1, 4 and 7 as well as the following CA Early Childhood Educator Competencies: Child Development and Learning; Relationships, Interactions & Guidance; and Learning Environments & Curriculum. 3 credits.

Spanish for Educators

SPNU 120 Spanish for 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.

California Commission on Teacher Credentialing-approved Induction Programs
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 or administrators and support providers. Academic credit toward specific Brandman Master’s degree programs (listed below) may be awarded for successful completion of certain induction programs.

**Induction Credit toward Master’s Degree**

Brandman University has developed a pathway for teachers who successfully complete a CTC-approved Induction Program to receive a block credit grant toward a Master’s degree.

Up to 12 credits from BTSA or General Education Induction 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.

**Professional Development for Educators: 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.

**EDIC 9000 Brain Based Teaching**

In this course, students will examine the research in various brain-based fields, such as neuroscience and psychology (cognitive, developmental, educational), and apply this information to classroom strategies and practices. 2 credits.

**EDIC 9001 Essentials of Interpersonal Communication**

In this course, students will explore the essentials of interpersonal communication. In today’s fast-paced world, successful interpersonal communication is increasingly difficult. Special attention will be given to the components of the communication process, filters and barriers, techniques for improving communication, and learning how to effectively use communication technologies, such as social media, within interpersonal communication. Students will identify three components of interpersonal communication to improve and then develop specific action plans that address these growth areas. 1 credit.

**EDIC 9002 Leading with Emotional Intelligence**

Emotional intelligence (EI) is vital to being an effective and high-performing member of any team. Business professionals who understand the connection between emotions and actions and can apply EI skills to maximize effectiveness have a stand-out advantage in any organization. During this course, we will study the theories and concepts of the EI model which focuses, specifically on the behavioral level, on performance at work and on organizational leadership. We have developed this course to introduce the proven EI model and provide the insight and skills necessary in careers and relationships more effective, satisfying, and successful. 1 credit.

**EDIC 9003 Resolving Conflict**

Conflict is something that occurs on a daily basis in both our personal lives and in our workplace. Identifying and managing that conflict can determine your level of success. In this course, we will explore the different types of conflict, identify personal conflict style, and learn how to apply that style to situations both in and out of the workplace. Students will also identify ways to resolve a conflict situation. 1 credit.

**EDIC 9004 Growth Mindset**

A Growth Mindset is the foundation for resilience and persistence. This course will describe what a Growth Mindset is (as compared to a Fixed Mindset), the correlation and effects a Growth Mindset has on the brain, the power of grit, and strategies for developing a Growth Mindset classroom. Furthermore, this course will prepare students to create a lesson plan to teach about a Growth Mindset, how to embrace a Growth Mindset through questioning and awareness, and to implement strategies to develop this mindset. 2 credits.

**EDIC 9005 Math – Deepening Conceptual Understanding**

In this course, students will explore the world of mathematics from different perspectives with a focus on the ways that concepts can be understood through language, symbols, visual representations, and relationships. Students will investigate and build upon their own experience learning and teaching math, shifting from how to perform mathematical operations to why we perform operations and use algorithms the way we do? What are the relationships between mathematical concepts and the world we live in? How do we build more integrated approaches for our students that allow them to dig deeper? 3 credits.

**EDIC 9006 Integrated ELD Instruction in Math**

In this course, students will learn ways to effectively integrate the California ELD (English Language Development) standards into mathematical instruction in the elementary classroom. Students will begin by reviewing the language demands of mathematical instruction, as well as exploring the areas of strength and needs of English Language Learners in schools/districts. Students will then be presented with a variety of strategies to integrate language, vocabulary, speaking and listening in K-6 mathematics instruction. At the end of this course, students will be asked to design and present an integrated ELD math unit plan that demonstrates understanding of the instructional strategies presented. 2 credits.

**EDIC 9007 STEM Integration for PreK-6**

In this course, students will discover how STEM education is impacting learning in K-12 classrooms. Students will expand their knowledge of how science, technology, engineering, and math can be taught in exciting, exploratory ways. Unlike traditional math and science lessons, STEM lessons are often open-ended activities where students collaborate to design or develop systems to solve problems with real-life applications. As a new trend in education, STEM lessons are numerous and readily available, however, not all STEM lessons are created equal. As students increase knowledge of STEM education, they will be able to select or create high-quality STEM lessons. As a culminating activity, students will create a presentation to showcase the benefits of STEM, share a lesson prepared and taught, and teach other stakeholders in their community about why students should engage in STEM education and also how to implement it. 2 credits.

**EDIC 9008 Introduction to Project Based Learning Experiences**

Looking for ways to engage your students? Project Based Learning (PBL) is a popular instructional model that connects academic skills with real-world learning. Additionally, it teaches life skills such as collaboration, communicating effectively, and critical thinking. In this course, students will study high-quality PBL models and create an engaging, rigorous Project Based Learning unit to use in your own classroom. 3 credits.
EDIC 9009 Coaching for Educators
This course is designed for all those who are interested in and aspiring to become educational coaches (those providing support to current educators focused on continuous improvement). Educational coaches include teachers, principals, site administrators, Teachers on Special Assignment (TOSAs) Curriculum Specialists, Instructional Specialists or experienced teachers who provide support to new or experienced educators. Students will develop and expand knowledge of educational coaching and have the opportunity to apply that knowledge through study and practice. Students will also develop the ability to self-reflect on their own strengths and challenges within the coaching process and determine next steps for the purpose of enhancing practice. 3 credits.

EDIU 9007 Independent Study: Special Topic Exploration
This practicum course is designed for educators who participate in professional development in a variety of different formats such as seminars, workshops, trainings, online courses, or webinars by helping 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. 15-45 clock hours/1-3 PDUs 1-3 credits.

EDIU 9124 Learning Circles: Professional Conversations 2018-2019
This course is designed to meet the needs of administrators, staff developers, or groups of teachers who wish to examine current practice based on a mutually agreed upon book that would respond to a common need at their schools/districts. In this course, reflection and discussion will lead to creation of an Action Plan. A detailed syllabus provides the structure to help the group reach its goals in a timely and orderly manner. 3 credits.

EDIU 9125 Learning Circles: Practical Applications 2018-2019
This course is designed so participants can review the Action Plan created in ED/D 9124 and evaluate it in a systematic manner. Group members will continue to meet and work together, but the focus will not be so much on exploring existing research as on creating new research. Based on the action research model, this course will guide the group through the process of determining what really works and what doesn’t. Its an empowering process that can bring satisfying results. 3 credits.

EDIU 9200 Media Literacy: What Does It Mean for Your Students
Have you wondered about the effects of the Internet, television, video games and other media on your students? This course gives you an opportunity to reflect on media’s influence and help your students understand media so that it is less likely to have a negative effect on them. As a participant, you will research issues related to media literacy and determine the best methods to integrate this concept into their lesson plans. Determine how to use media as an educational tool so that its persuasion helps children learn rather than choose negative attitudes and behaviors. 1-3 credits.

EDIU 9220 Classroom Strategies That Work
All teachers want to use the best teaching and learning strategies to promote the highest success for students. This course will explore the research that shows which classroom strategies actually work. Teachers will experiment with these strategies and reflect on their effectiveness with their own students. 3 credits.

EDIU 9246 Prevent Bullying in the Classroom
Bullying significantly impacts the learner and the learning environment. Students in fear of being bullied can hardly be expected to do their best academic work in class. This course is designed to assist the educator in analyzing the issues involved with school bullying and developing solutions to effectively deal with bullying behaviors. It will also help the teacher to support the victims and learn how to take preventive measures. This class may be one of the most significant classes you take. 3 credits.

EDIU 9247 Classroom Management and Student Responsibility
Teaching self-control and responsibility begins with the teacher’s classroom management plan. Participants in this course will develop effective strategies for handling real day-to-day situations and learn how to resolve and prevent discipline problems. As part of this course, teachers will create an effective classroom management plan based on their own personality, grade level, and teaching style. 3 credits.

EDIU 9680 STEAM to Support Innovation and Creativity Across the Curriculum
Since the beginning of time, mankind has created art. Art is a language that all people speak, cutting across racial, cultural, social, educational, and economic barriers, enhancing cultural appreciation and awareness. It provides opportunities for selfexpression, bringing the inner world into the outer world of concrete reality, integrating mind, body, and spirit. This course will give you the opportunity to explore the integration of the visual arts into your curriculum as a tool for inspiring creative thinking in your students. 3 credits.

EDIU 9681 Learning Styles in the Classroom
Students of all ages have preferred learning styles, and they learn best when they receive information that is a fit for their style. They also learn better if they can adapt to a variety of styles. Teachers also have preferences and tend to emphasize their preferred style, but both teachers and students will benefit if lessons address the full spectrum of styles. The main goal of this course is to help you understand the different learning styles and practice integrating them into your lesson plan. 1-3 credits.

Art4Healing Certificate
EDUU 9679 Art for Healing Cert Prog
This program is designed for counselors, teachers, therapists, medical professionals, artists, and others interested in learning the Art for Healing 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, such as collage. 4 credits.

Army Foundation/Air Force 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.
Academic Credit Opportunity
Successful completion of this certificate program grants three (3) general academic credits.

EDGU 8061 Infant-Toddler Preschool Module 1 - Safe
EDGU 8062 Infant-Toddler Preschool Module 2 - Healthy
EDGU 8063 Infant-Toddler Preschool Module 3 - Learning Environments
EDGU 8064 Infant-Toddler Preschool Module 4 - Physical
EDGU 8065 Infant-Toddler Preschool Module 5 - Cognitive
EDGU 8066 Infant-Toddler Preschool Module 6 - Communication
EDGU 8067 Infant-Toddler Preschool Module 7 - Creative
EDGU 8068 Infant-Toddler Preschool Module 8 - Self
EDGU 8069 Infant-Toddler Preschool Module 9 - Social
EDGU 8070 Infant-Toddler Preschool Module 10 - Guidance
EDGU 8071 Infant-Toddler Preschool Module 11 - Families
EDGU 8072 Infant-Toddler Preschool Module 12 - Program Management
EDGU 8073 Infant-Toddler Preschool Module 13 - Professionalism

Each module is equivalent to 16 clock hours/1 PDUs
Certificate is equivalent to 208 clock hours/13 PDUs

Army Foundation/Air Force Training and Certificate Program Youth

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.

Academic Credit Opportunity
Successful completion of this certificate program grants six (6) general academic credits.

EDGU 8117 Youth Training Module 1 - Safe
EDGU 8118 Youth Training Module 2 - Healthy
EDGU 8119 Youth Training Module 3 - Program Settings
EDGU 8120 Youth Training Module 4 - Physical
EDGU 8121 Youth Training Module 5 - Education and Career Development
EDGU 8122 Youth Training Module 6 - Communication
EDGU 8123 Youth Training Module 7 - Creativity and the Arts
EDGU 8124 Youth Training Module 8 - Personal, Character and Leadership Development
EDGU 8125 Youth Training Module 9 - Social and Cultural
EDGU 8126 Youth Training Module 10 - Guidance and Human Relationships
EDGU 8127 Youth Training Module 11 - Families, School, and Communities
EDGU 8128 Youth Training Module 12 - Program Management
EDGU 8129 Youth Training Module 13 - Professionalism
EDGU 8130 Youth Training Module 14 - Programming

Each module is equivalent to 16 clock hours/1 PDUs
Certificate is equivalent to 224 clock hours/14 PDUs

Army Foundation/Air Force 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.

Academic Credit Opportunity
Successful completion of this certificate program grants three (3) general academic credits.

EDGU 8104 Family Child Care Training Module 1 - Safe
EDGU 8105 Family Child Care Training Module 2 - Healthy
EDGU 8106 Family Child Care Training Module 3 - Environments
EDGU 8107 Family Child Care Training Module 4 - Physical
EDGU 8108 Family Child Care Training Module 5 - Cognitive
EDGU 8109 Family Child Care Training Module 6 - Communication
EDGU 8110 Family Child Care Training Module 7 - Creative
EDGU 8111 Family Child Care Training Module 8 - Self
EDGU 8112 Family Child Care Training Module 9 - Social
EDGU 8113 Family Child Care Training Module 10 - Guidance
EDGU 8114 Family Child Care Training Module 11 - Families
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<tr>
<td>EDGU 8116</td>
<td>Family Child Care Training Module 13 - Professionalism</td>
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Each Module is equivalent to 16 clock hours/1 PDUs

Certificate is equivalent to 208 clock hours/13 PDUs
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 certification exam prep courses and professional development programs. Certifications may provide academic credit toward completion of degree programs. Our large team of instructors is composed of working professionals with subject matter expertise in their fields, bringing real-world experience into the classroom. A sample of available programs is noted below. For more information on courses and programs for Business and Management professionals, see https://www.brandman.edu/academic-programs/extended-education.

- Human Resources (p. 220)
- Finance and Payroll (p. 220)
- Supply Chain and Logistics (p. 221)
- Six Sigma (p. 222)
- Business Readiness Certificates (p. 222)
- Project Management (p. 223)
- Certificates in Nonprofit Management (p. 223)
- Certificate in Instructional Design (p. 223)

Human Resources

Certification as a Human Resources professional is becoming an integral step to building a successful career. 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.

Additional academic credit opportunities are noted below each program and in the table at the front of the School of Extended Education catalog section.

PHR/SPHR Exam Prep

HRCU 0001 PHR SPHR Exam Prep

Students prepare for the exam necessary to distinguish themselves in an HR career and join the ranks of 120,000 certified HR professionals. Certified instructors take students step-by-step through extensive material to prepare for the bi-annual Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR) certification exams. Recertification credits also available.

- 33 Clock hours/3.3 CEUs

BUSU 0020 Certificate in Human Resource Management

An effective human resource management strategy is a valuable asset to any company, but those running small businesses often cannot justify designating a full-time HR professional to manage employee relations, policy-making, performance management, and employee referrals.

This certificate includes courses in the following areas:

- Compensation
- Employee Selection
- Equal Employment Opportunity
- Introduction to Human Resource Management

- Performance Management
- Talent Management and Career Development

Each 3-5 hour, self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that will engage and structure learning about human resource management.

- 21 Clock hours/2.1 CEUs

Academic Credit Opportunities

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 Human Resource Studies or HRCU 600 Human Resource Foundations
- SPHR Certification may be substituted for HRCU 600 Human Resource Foundations

Finance and Payroll

Today's business environment and increasingly rigorous financial reporting standards and regulations require finance and payroll professionals to be experts in their fields and to utilize cutting edge practices. The School of Extended Education offers certification exam prep courses for the following finance and payroll fields: Certified Treasury Professional (CTP), Fundamental Payroll Certification (FPC), and Certified Payroll Professional (CPP). These courses are also ideal for entry level as well as experienced staff in payroll and finance-focused jobs and career paths.

CTP Certification Preparation

ORGU 0031 Certified Treasury Professional Exam Prep

This 36 hour course is designed as both an exam preparation course for those interested in taking the Certified Treasury Professional (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, coordination of financial functions, and more.

- 36 Clock hours/3.6 CEUs

PayTrain

FPC Certification Preparation

ORGU 0013 PayTrain Level 1

This fundamentals course, offered in cooperation with the American Payroll Association, focuses on payroll calculations and applications necessary for individuals new to the payroll industry, those supporting the payroll industry and those preparing for the Fundamental Payroll Certification (FPC) examination. This course provides basic knowledge and skills required to maintain payroll compliance and prevent costly penalties.

- 30 Clock hours/3.0 CEUs
The Supply Chain Management Basics course focuses on the key strategic drivers of effective supply chain management. As the supply chain grows in complexity and companies continue to source products and services from a more diverse and global set of suppliers, the job of managing the processes that ensure the steady and reliable flow of components and inputs has never been more difficult.

BUSU 0019 Supply Chain Management Basics
Supply Chain Management Basics introduces the core concepts and components of supply chain management, including supplier evaluation, logistics, inventory management, and other supply chain practices. As the supply chain grows in complexity, and companies increasingly source products and services from a more diverse and global set of suppliers, the job of managing the processes that ensure the steady and reliable flow of components and inputs has never been more difficult.

This self-paced course provides instructional material that explains the key strategic drivers of effective supply chain management. Information is presented in an easy-to-understand format, with interactive and integrative exercises to help learners better understand the foundational elements of managing the supply chain. Case studies provide real-world advice and counsel for participants, while educational aids and review assignments assist in the comprehension and retention of course material, to ensure proficiency and mastery of critical knowledge and information. 1 credit.
Six Sigma

Six Sigma Yellow Belt Prep Course and Exam

BUSU 9024 Six Sigma Yellow Belt Prep Course and Exam

This self-paced course prepares learners for the successful completion of the MindEdge Six Sigma Yellow Belt Certification Exam by exposing them to the Six Sigma concepts, strategies, tools, and techniques used in process improvement projects. The course is divided into modules that explain key foundational Six Sigma information, guide students through the five steps of the DMAIC methodology, and demonstrate how a Six Sigma approach can benefit organizations in several, diverse industries or business sectors. Course assignments show the tools and skills practitioners will implement as they apply a Six Sigma approach to process improvement activities, and show practitioners how they can contribute as important members of improvement teams. Throughout the course, learners will be tested on their understanding and comprehension of course topics through challenging exercises, interactive games, and case study assignments. Each module also includes comprehensive quizzes and tests that learners can use to gauge their progress and prepare for each of the two 50-question practice exams at the course end, as well as summaries and study guides that can be used for review. Video segments from subject matter experts also supplement the course material, to provide real-world examples and enhanced understanding of important concepts and best practices. 3.2 credits.

- 32 Clock Hours / 3.2 CEUs
- 32 PDUs*

* Learners who successfully complete the course can earn 32 PDUs/contact hours recognized by the Project Management Institute.

Academic Credit Opportunities

Certification may qualify as academic credit and substitute for specific courses in the Brandman University Bachelor in Business Administration or the Bachelor of Science in Computing Technology degree programs.

- Six Sigma Green Belt may be substituted for CSCU 383 Project Management for Information Systems and CSCU 415 Systems Quality Assurance and Testing.

Business Readiness Certificates

BUSU 0018 Certificate in Business Communications

This certificate offers instruction on crafting many of the most common business communication formats: memos, reports, brochures, proposals, presentations, catalogs, and websites. Topics include formal and informal outlining techniques, using email appropriately in an organizational setting, and revising for wordiness, unnecessary phrases, redundancy, and jargon. Each of these self-paced courses offer an assortment of interactive exercises, selected readings, and self-assessments that will engage and help students practice effective business communication. 2.5 credits.

- 25 clock hours/2.5 CEUs
**BUSU 0039 Certificate in Digital Marketing**
This certificate in Digital Marketing Program is aligned with the Online Marketing Certificate (OMCP) standards to ensure that it is comprehensive and relevant. Each of the 9 courses in this program covers online marketing methods such as social media messaging, website ads, Facebook marketing campaigns, Google Adwords, and more. Each offers examples, videos from industry-leading practitioners, interactive games and review questions to ensure mastery of the material. 3 credits.

- 28 clock hours/3 CEUs

**Project Management**

**Project Management**

**CSCU 461 Project Management-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. 3 credits.

- 3 academic credits

**BUSU 0026 Managing Real World Projects**
This online, self-paced six-module course and simulation presents a stream-lined approach to project management based on the best practices of effective project managers. Cut through the clutter and focus on the key principles of project management in the real world. Complete the course by participating in a robust business simulation providing you with the opportunity to practice the principles taught. Reach out to a subject matter expert available to answer questions, provide guidance, and offer additional content to address individual problem areas. Offering tools and techniques for achieving project success, this course is intended for everyone leading or managing projects of any kind. 20 credits.

- 20 clock hours/2.0 CEUs
- 20 PDUs*

*PDUs approved by the Project Management Institute are calculated at one contact hour per one PDU.
Learners who successfully complete the course can earn 20 PDUs/contact hours recognized by the Project Management Institute.

Approved for 20 Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

**BUSU 0027 Project Management Team Leadership**
The vast majority of project work in today's organizations is done in a team setting. This online, self-paced course focuses on the roles and responsibilities of the team leader, best practices in working with project stakeholders, and practices to build and maintain a positive team environment through effective communication, conflict resolution and problem solving. Complete the course by participating in a robust business simulation providing you with the opportunity to practice the principles taught. Reach out to a subject matter expert available to answer questions, provide guidance, and offer additional content to address individual problem areas. 28 credits.

- 28 clock hours/2.8 CEUs
- 28 PDUs*

*PDUs approved by the Project Management Institute are calculated at one contact hour per one PDU.
Learners who successfully complete the course can earn 28 PDUs/contact hours recognized by the Project Management Institute.

Approved for 28 Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

**Certificates in Nonprofit Management**

**ORGU 0002 Certificate in Nonprofit Management**
This is a twelve-week survey course in nonprofit management designed to provide an overview of 10 different, yet overlapping areas of management in nonprofit organizations. Each session focuses on best practices in mission-driven organizations, including governance, leadership, & management; strategic planning & evaluation; human resources; financial management; marketing and branding; resource development; advocacy; and technology. 3.6 credits.

- 36 clock hours/3 CEUs
- This course is only offered in person in the San Diego area.

**BUSU 8016 Certificate in Nonprofit Management**
This online certificate program introduces learners to key current management issues for nonprofit organizations. Fundraising, board and volunteer development, budgeting, reading financial statements, leadership, marketing, and setting strategic direction are all addressed, and video commentary on these crucial topics will give you insight into how nonprofit professionals apply key concepts in their own organizations. 5.5 credits.

- 55 clock hours/5.5 CEUs
- Brandman University has partnered with MindEdge, Inc., to offer this certificate that covers topics of importance to managing nonprofit organizations.

Approved for 55 Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

**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. 3 credits.
XLSU 9024 Instructional Design and 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. 3 credits.

• 45 clock hours/3 PDUs

XLSU 9025 Instructional Design & Technology  
**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. 3 credits.

• 45 clock hours/3 PDUs

XLSU 9027 Developing a Corporate Curriculum from End to End  
**Prerequisites:** XLSU 9023, XLSU 9024, & either XLSU 9025 or permission from instructor.

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. 3 credits.

• 45 clock hours/3 PDUs
LEADERSHIP PROGRAMS

The School of Extended Education offers a variety of programs and services to develop 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 organizational 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 https://www.brandman.edu/academic-programs/extended-education.

- Leadership Development Certificate (p. 225)
- Law Enforcement Agency Leadership Certificate (p. 225)
- Leadership Development Skills (p. 226)

Leadership Development Certificate

XLSU 0002 Lead Dev Core Competency Cert

This online, self-paced Leadership Development Certificate Program 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. Participants learn leadership best practices. New knowledge and skills are applied to specific leadership challenges, based on actual workplace issues or situations. The program consists of 12 modules, all focusing on different aspects of leadership within the context of an organization. 4.5 credits.

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.

Personal Leadership

XLSU 8000 Law Enforcement Agency Leadership: Personal Leadership - Tier 1

This course is designed to provide students a better understanding of the personal traits, skills and strengths associated with successful leadership. With emphasis on the applicability of concepts to a law enforcement work environment, students will develop key leadership competencies that are rooted in the individual and explore their impact on the organization. In this 12-week, 45-hour program, participants learn best practices in personal leadership including how to: • Assess personal preferences and identify strengths • Evaluate and interpret emotional intelligence quotient • Recognize and reduce on-the-job stressors • Build trustful relationships • Turn set-backs into learning opportunities • Create a personal philosophy for ethical leadership • Apply Servant Leadership principles • Set S.M.A.R.T goals • Make strategic decisions 4.5 credits.

- 45 clock hours/4.5 CEUs

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.

Group/Team Leadership

XLSU 8002 Law Enforcement Agency Leadership: Group/Team Leadership - Tier 2

This course is designed to provide students a better understanding of the personal traits, skills and strengths associated with successfully leading teams and managing groups. With emphasis on the applicability of concepts to a law enforcement work environment, students will develop key leadership competencies that are rooted in interpersonal communication and group interaction and explore their impact on the organization. 4.5 credits.

- 45 clock hours/4.5 CEUs

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.
Organizational Leadership

XLSU 8003 Law Enforcement Agency Leadership: Organizational Leadership - Tier 3
This course is designed to provide students with a better understanding of the personal traits, skills, and attributes associated with effective organizational leadership. With a focus on the applicability of concepts to a law enforcement work environment, students will develop key competencies that are rooted in strategic leadership, organization savvy, and resource management. In this 45-hour 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 4.5 credits.

• 45 clock hours/4.5 CEUs

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 Skills

XLSC 9001 Effective Communications
In this course, you will explore the essentials of interpersonal communication. In today's fast-paced world, successful interpersonal communication is increasingly difficult. Special attention will be given to the components of the communication process, filters and barriers, techniques for improving communication, and learning how to effectively use communication technologies, such as social media, within interpersonal communication. You will identify three components of interpersonal communication that you want to improve and then develop specific action plans that address these growth areas. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9002 Emotional Intelligence
Emotional intelligence (EI) is vital to being an effective and high-performing member of any team. Business professionals who understand the connection between emotions and actions and can apply EI skills to maximize effectiveness to have a stand-out advantage in any organization. During this course, we will study the theories and concepts of the EI model which focuses, specifically on the behavioral level, on performance at work and on organizational leadership. We have developed this course to introduce you to the proven EI model and provide you with the insight and skills to apply it in making your job, career, and relationship more effective, satisfying, and successful. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9003 Conflict Resolution
Conflict is something that occurs on a daily basis in both our personal lives and in our workplace. Identifying and managing that conflict can determine your level of success. In this course, you will explore the different types of conflict, identify your personal conflict style, and learn how to apply that style to situations both in and out of the workplace. You will also identify ways to resolve a conflict situation. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9004 Self-Management
The DiSC assessment will help increase your self-knowledge including how you respond to conflict, what motivates you, what causes you stress and how you solve problems. You will better understand your ways of working with others who have styles different from your own. You will gain the relational tools you need to increase your effectiveness when working with others. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9005 Employee Engagement
Employee engagement can be broadly defined as employees consistently acting in the best interests of the organization. Linked to critical outcomes including absenteeism, turnover, customer satisfaction, operational performance, and financial performance, employee engagement is a vital driver of an organization’s bottom-line performance. This course focuses on why employee engagement is important and valuable, but also on how to foster and measure employee engagement and link it to key organizational metrics and outcomes. In this course, we will examine what is meant by employee engagement, why organizations are interested in it, how employers can build an engaged workforce and how it can be measured. This course will conclude with examining strategic trends toward how leading organizations are strategizing fuller, more comprehensive employee engagement. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9006 Effective Delegation
Delegation may be the most vital leadership skill of this era of business. It is also one of the most difficult tasks of leadership. This course will help you build the knowledge and the skills to effectively delegate assignments to others. Delegating is a skill that must be put into practice strategically. When successfully done, delegation increases the capacity of a workgroup, more is accomplished. You, the team member, and the work unit, and the organization all benefit. Delegation is also a tactical competency to complete an ever-increasing list of work responsibilities while increasing the organization’s bench strength and creating a pipeline for succession planning. Rather than a way of offloading routine tasks which they don’t like or don’t think they have the time to do, properly done, delegation is an effective way of empowering and developing people while accomplishing work. 1 credit.

• 15 Clock hours/1 PDU
XLSC 9008 Team Development
Team development is a vital component of any organization across industry sectors and continues to evolve with new additions of employees, changing internal and external environments, and varied leadership styles. People need support and training throughout their careers, both as individuals and as teams, to foster their skills and to work more effectively with purpose, accountability, collaboration, and cohesiveness. This course focuses on helping develop the unfulfilled potential of individuals and the team as a whole. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9009 Leading Change
Leading change is an important facet of any initiative, spanning across all organization types and industry sectors. Understanding what goes into a successful change, ensuring strong action plans are put into effect, strategizing how to manage team members through changes, and knowing how to effectively communicate and sustain an organization’s operations are all crucial components. This course focuses on helping change agents (managers and leaders) know how to lead effective change, and also aids team members who may want to understand the dynamics of being part of an organizational change. 1 credit.

• 15 Clock hours/1 PDU

XLSC 9011 Servant Leadership
There are many different leadership styles, one of which is Servant Leadership. In this course, we will explain Servant Leadership as a leadership style, describe the skills and characteristics that Servant Leaders need, and discuss how to apply this leadership style to your personal practice. 1 credit.

• 15 Clock hours/1 PDU
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 in 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.

• Health Coach Training Certificate (p. 228)
• Legal Nurse Consultant Training (p. 228)
• Science of Obesity (p. 229)
• Survival Spanish: Culture and Language for Healthcare Professionals (p. 229)


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 L.E.A.N. Start and Essentials - Families

Dr. Sears’ L.E.A.N. Expectations Health Coach Training & Certification course consists of direct instruction (66%) and self-study and/or on-line study (33%) for a total of 15 or 30 hours. Upon completion of this course, participants will be able to effectively equip pregnant and nursing moms for a healthier pregnancy and baby, a smoother delivery and recovery and implement optimal pre/post-natal nutrition practices. Participants will successfully demonstrate how lifestyle, exercise, attitude and nutrition choices can positively or negatively affect women before, during and after pregnancy. 1-2 credits.

• 15-30 clock hours
• 1-2 PDUs

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 30 contact hours.

XHWU 8001 L.E.A.N. Expectations - Pregnancy

Dr. Sears’ LEAN Training & Certification course consists of 20 hours of direct instruction with 10 hours of self-study and/or on-line study for a total of 30 hours. Upon completion of this course, participants will be able to demonstrate how lifestyle, exercise, attitude, and nutrition choices can positively or negatively affect children’s learning, behavior, attention, attitude and performance both in school and at home. Additionally, participants will demonstrate how choices made by both children and parents play a crucial role in a child’s education experience. 1,2 credits.

• 15-30 clock hours
• 1-2 PDUs

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 15 or 30 contact hours.

XHWU 8002 Prime Time Health - Adults and Seniors

Dr. Sears’ Prime-Time Health Coach Training & Certification course consists of direct instruction (66%) and self-study and/or on-line study (33%) for a total of 15 or 30 hours. Upon completion of this course, participants will be able to empower adults and seniors to prevent age-related diseases, sharpen thinking, boost energy, and take charge of their health. Topics in this course include basic and extended nutrition, opening our internal pharmacy, making healthy our body, moving waste from our waist, and living without pain and inflammation. Additionally, body systems including cardiology, the digestive system, blood sugar and insulin, the brain, inflammation and inflammatory response are included to provide a deeper understanding of these complex body systems. 1,2 credits.

• 15-30 clock hours
• 1-2 PDUs

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 15 or 30 contact hours.

Students can expand their knowledge in this area; see the undergraduate Nutrition and Wellness certificate.

Legal Nurse Consultant Training

XHWU 0025 Legal Nurse Consultant Training

XHWU 0025 Legal Nurse Consultant Train

According to the Bureau of Labor Statistics, legal nurse consultants are within an occupational field expected to grow by 16% by 2016. The Legal Nurse Consultant program prepares Registered Nurses (RNs) and Physician’s Assistants (PAs) for a career in the legal field as legal nurse consultants. Building on your medical education and clinical experience, this course provides the 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. Students learn legal concepts related to the health care industry, as well as the role a legal nurse consultant plays in litigation areas such as medical malpractice, toxic torts, product liability, personal injury, wrongful death, criminal law, and workers’ compensation. Any RN or PA interested in entering the legal field can benefit from the education provided. The course is also open to those interested in the field of forensic testimony and medical-legal issues. 4 credits.

• 40 clock hours/4 CEUs

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 42 contact clock hours.
This continuing nursing education activity is approved by the Colorado Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

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.

Science of Obesity

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. 3 credits.

• 3 academic credits/45 clock hours

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.

Survival Spanish: Culture and Language for Healthcare Professionals

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.

• 3 academic credits/45 clock hours

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.
Recognizing that successful information technology employees and entrepreneurs must have business process understanding and soft skills to effectively work within various organizational structures, the School of Extended Education offers programming that business owners and other key business decision makers require for specific IT-focused career paths. All programming can be taken as certifications or certificates described below.

- Certifications (p. 230)
- Telecommunications (p. 230)

**Certifications**

**CSCC 8001 CompTIA A+ (Exam 220-901) Certification**
The purpose of this competency is to help you demonstrate an understanding of the fundamental concepts of computer systems architecture including the CPU, memory, computer input and output, operating systems and file management. Furthermore, you will gain an understanding of how computer systems architecture can be implemented and properly maintained to support the needs of an organization. 3 credits.

- The summative assessment of this course is the CompTIA A+ certification exam (Exam 220-901).

**CSCC 8004 CompTIA A+ (Exam 220-902) Certification**
The purpose of this competency is to help you understand operating system basics and operating system administration. Throughout this competency, you have gained an understanding of how operating systems are installed and configured and used in various business settings. You will also review how to troubleshoot common computer and operating system issues and identify common security threats to computer resources. 3 credits.

- The summative assessment of this course is the CompTIA A+ certification exam (Exam 220-902).

**CSCC 8000 CompTIA Cloud+ Certification**
The purpose of this competency is to teach you how to develop, maintain, and deploy cloud computing and virtualization technologies. This competency will help you as an IT professional understand the business value of cloud computing and learn about industry best practices to deploy cloud technologies. You will also learn about security in the cloud and how to manage the virtual components of the cloud. This knowledge will help you be a valuable member of projects dealing with cloud computing and virtualization. 3 credits.

- The summative assessment of this course is the CompTIA Cloud+ certification.

**CSCC 8002 MTA Software Development Certification**
Within this competency you will be presented with general aspects of software development, core programming concepts, algorithms, object oriented programming, web servers, database management system (DBMS), Structured Query Language (SQL), and developing desktop applications. 3 credits.

- The summative assessment of this course is the MTA Software Development certification exam (Exam 98-361).

**CSC 8003 MTA HTML5 Certification**
In this competency, you will learn about the fundamentals of development for mobile devices. This includes learning about various mobile environments, scripting frameworks, user interface development, and app development. 3 credits.

- The summative assessment of this course is the MTA HTML 5 certification exam (Exam 98-375).

**CSC 8005 Windows Server Admin Certification**
Upon completion of this competency you will be familiar with the methods and issues associated with the installation, configuration, and maintenance of a Windows server. This knowledge includes understanding various server roles, services, and functions; server storage and recovery methods; server optimization and performance techniques; and directory services infrastructure. 3 credits.

- The summative assessment of this course is the Windows Server Admin certification exam (Exam 98-365).

**Technology**

**TECU 0048 Certified Electronics Technician Associate (CETa):** 40 clock hours/4.0 CEUs

**TECU 0049 Electricity and Electronics Fundamentals (EEF):** 40 clock hours/4.0 CEUs

**TECU 0059 Microsoft Office Word/Power Point/Excel:** 40 clock hours/4.0 CEUs

**TECU 0063 UAVs (Unmanned Aerial Vehicles) Safety & Certification:** 40 clock hours/4.0 CEUs

**TECU 0064 Heating Ventilation Air Conditioning (HVAC) Training:** 40 clock hours/4.0 CEUs

**TECU 0065 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.

**Cisco CCNA Courses**

- **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

**FCC Licensure**

- **TECU 0009 FCC High Frequency License:** 21 clock hours/2.1 CEUs
- **TECU 0069 FCC General Radio Operators License (GROL):** 40 clock hours/4.0 CEUs

**Network+**

- **TECU 0018 5G Wireless:** 40 clock hours/4.0 CEUs
- **TECU 0044 2020 Networking Security:** 40 clock hours/4.0 CEUs
- **TECU 0045 2020 Technical Formatting & Networking:** 40 clock hours/4.0 CEUs
- **TECU 0046 Broadband Fiber Optics Installer:** 40 clock hours/4.0 CEUs
- **TECU 0047 Certified Wireless Technologies:** 40 clock hours/4.0 CEUs
• TECU 0065 Certified Fiber Optics Technician: 40 clock hours/4.0 CEUs
• TECU 8001 Introduction to Networks: 40 clock hours/4.0 CEUs
• TECU 8002 Routing & Switching Essentials: 30 clock hours/2.0 CEUs
• TECU 8003 Scaling Networks: 30 clock hours/2.0 CEUs
• TECU 8004 Connecting Networks: 30 clock hours/2.0 CEUs
• TECU 8005 Microsoft Networking & IT Fundamentals: 24 clock hours/1.6 CEUs

Security
• TECU 0006 Certified Security Technician: 40 clock hours/4.0 CEUs
• TECU 0011 Cisco Security I: 40 clock hours/4.0 CEUs
• TECU 0012 Cisco Security II: 40 clock hours/4.0 CEUs
• TECU 0089 Certified Cyber Ops Technician: 40 clock hours/4.0 CEUs
• TECU 0095 Certified Wireless Technician: 40 clock hours/4.0 CEUs
• TECU 0090 Cisco Cyber Ops I: 40 clock hours/4.0 CEUs
• TECU 0091 Cisco Cyber Ops II: 40 clock hours/4.0 CEUs
• TECU 0096 Cisco Wireless I: 40 clock hours/4.0 CEUs
• TECU 0033 IT Fundamentals: 40 clock hours/4.0 CEUs
• TECU 0092 Fundamentals of SONET Maintenance: 20 clock hours/2.0 CEUs
ALTERNATIVE PATHWAYS TO UNDERGRADUATE ADMISSION

BrandmanTrack-A 12 credit opportunity

Brandman Track provides prospective Brandman undergraduate degree seeking students with an opportunity to obtain 12 credits to meet an admission requirement for Brandman or other institutions. In order to be admitted to a degree program, the prospective student must meet all applicable degree program admission requirements. This program is provided in multiple modalities in order to provide alignment with the student's intended degree program choices.

Following is the description and requirements for Brandman's Traditional Online or Blended Format. Our traditional course-based program is perfect for students who:

- Operate better in an environment where deadlines are given to you and the weekly workload is more predictable
- Prefer to learn in a classroom environment with weekly assignments and set due dates
- Enjoy direct weekly interactions with classmates
- Want the pacing of Brandman defined start and end dates for each 8 week course
- Have an interest in one or more of the traditional online or blended Brandman undergraduate degree program disciplines

Courses

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<td>3</td>
</tr>
<tr>
<td>HUMU 250</td>
<td>Humanities in the Digital Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Following is the description and requirements for the Brandman MyPath Competency Based Education format. The Brandman MyPath format is the right program for students who:

- Are a self motivated learner that wants to dictate your own learning pace
- Have prior work experience that could apply to certain subject matter areas, for example a marketing manager without formal coursework may move through some of the marketing competencies at a faster rate than a student who does not have the same work experience
- Prefer to work in a self-directed environment without set due dates for each assignment and the ability to complete a competency in less than the time it takes to complete a traditional 8 week course
- Have an interest in Brandman's MyPath Bachelor of Business Administration (BBA) or Bachelor of Science in Information Technology (BSIT)

Competencies

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTC 305</td>
<td>Fundamentals of Consumer Behavior</td>
</tr>
<tr>
<td>HUMC 115</td>
<td>Human Experience</td>
</tr>
<tr>
<td>MKTC 301</td>
<td>Fundamentals of Marketing</td>
</tr>
</tbody>
</table>

Brandman MyPath Basic Skills Track

The Brandman MyPath Basic Skills Track provides prospective Brandman students with an opportunity to satisfy the admission requirements for the Associate of Art in General Business degree program. In order to be admitted to the program, the prospective student must attain successful mastery of the following competencies:

Competencies

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGC 103</td>
<td>Written Communications Level A</td>
</tr>
<tr>
<td>MGTC 301</td>
<td>Fundamentals of Management</td>
</tr>
<tr>
<td>MATC 103</td>
<td>Quantitative Literacy, Level A</td>
</tr>
</tbody>
</table>

Students in these programs are not eligible for financial aid. Registration into the program is granted to individuals who have a high school diploma or equivalent.
CORPORATE TRAINING AND CUSTOM SOLUTIONS

Customizable, high-impact training tailored to your organization's needs.

Providing highly relevant professional development is a strong incentive for employees to stay and grow within your business. For over 50 years, Brandman has been collaborating with organizations to create educational partnerships that meet the company's unique needs and budget.

WHAT MAKES US DIFFERENT?

1. One source for all your training solutions - From individualized executive coaching to one-time or ongoing professional development, we collaborate with you to deliver your ideal educational program through all steps from initial needs assessment to final evaluation, saving you time and money.

2. Brandman instructors - Our instructors are hand-selected, industry experts and active professionals that meet our high training standards ensuring every program is consistent in quality with proven best practices.

3. A dedicated corporate training team - Our goal is to help your organization reach its optimal performance by delivering the best training experience. Once your professional development needs are determined, our team takes care of all the details so you can focus on running your business.

SERVICES:
Corporate Training Services:

- Targeted skill development to support organizational success
- Alignment with your mission, vision, and strategic objectives
- Program design and curriculum development
- Co-branded course materials and certificates of completion
- CEUs, academic credit or professional development credit

Business Services:

- Executive and management coaching
- Team development and training
- Train-the-Trainer sessions
- Leadership retreats
- Strategic planning
- Individual and organizational assessment
- Facilitation

Multiple Delivery Modalities:

- In-person workshops
- Multiple topic training programs
- Viral training sessions
- Webinars
- Online, self-paced courses
COURSE DESCRIPTIONS

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D
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E
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L
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ACCOUNTING (ACCU)

**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 203 Payroll Fundamentals I**
This 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 CCP certification examinations. This course provides basic knowledge and skills required to maintain payroll compliance and prevent costly penalties. 3 credits.

**ACCU 204 Payroll Fundamentals II**
This course provides students with advanced payroll topics to include: payroll calculations, fringe benefits, reporting and employment taxes, record keeping, payroll accounting, payroll management and administration. 3 credits.

**ACCU 301 Intermediate Accounting I**
Prerequisites: ACCU 201 and 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 & 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 621 Accounting Ethics**
This course will examine the concepts and principles of accounting ethics and accountants’ professional responsibilities. Students will use an integrated ethical decision-making model to evaluate ethical cases and develop action plans and recommendations. Additional topics covered include fraud, ethical leadership, earnings management, and the professional obligations of auditors. 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 & 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)

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.
BIOLOGY (BIOU)

BIOU 101 Introduction to Biology
This course introduces the principles and concepts of biology with an emphasis on the impact of the human footprint on our planet. Students will examine basic cell structure and function, metabolism, cell growth, and genetics. Students will also explore concepts of evolution and the interaction between living organisms and their environment. Online Only. 3 credits.

BIOU 201 Human Anatomy
Prerequisite: BIOU 101.
This course provides a study of the anatomical structure of the human body. Emphasis on gross and histological study of the skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. This course is only offered through the School of Extended Education. 3-4 credits.

BIOU 202 Human Physiology
Prerequisite: BIOU 101 and BIOU 201.
This course presents the physiology of human body systems with emphasis upon functions of muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. This course is only offered through the School of Extended Education. 3-4 credits.

BIOU 332 Microbiology
Prerequisites: BIOU 101 and CHMU 101.
This course covers basic concepts of microbiology with an emphasis on medically important microorganisms and infectious diseases. Topics include different kinds of cells, microscopy, microbial metabolism and growth, antimicrobial techniques, epidemiology, and immune system responses to pathogens. Students will participate in a lab component which emphasizes aseptic technique, isolation, and culture as well as identification of microorganisms, microscopy, and staining techniques. Online Only. 4 credits.

BIOU 340 Anatomy and Physiology A
This course provides students with fundamental knowledge of principles and concepts of human structure and function. The curriculum is guided by an organ system approach to the study of the human body which emphasizes the integumentary, skeletal, muscular, nervous, sensory and endocrine systems. Students will participate in laboratories to develop skills analyzing scientific data and relating biological structures to their respective functions. Online Only. 4 credits.

BIOU 341 Anatomy and Physiology B
Prerequisite: BIOU 340.
This course provides students with an advanced understanding of anatomy and physiology after completion of BIOU 340. Topics include cardiovascular, lymphatic/immune, respiratory, digestive, excretory, and reproductive systems. An overview of human development and genetics will comprise the final component of this course. Students will participate in laboratory work to deepen their practical knowledge. Online Only. 4 credits.
BUSINESS ADMINISTRATION (BUSU)

BUSU 510 Career Development & Management
This course enables students to examine career options and assess career interests, values, skills and aptitudes to identify career goals and strategies to achieve them. Students create an electronic portfolio that highlights professional goals and accomplishments. 3 credits.

BUSU 598 Graduate Experiential Learning
Prerequisite: Dean Approval.

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 670 Data Foundations
This course introduces how data impacts business decision-making and covers the foundations of data. Students will review and apply the knowledge and skills for data access, review, management, and mining. Online only. 3 credits.

BUSU 671 Data Visualization and Presentation
This course covers the communication of data to stakeholders. Businesses need employees who have the ability to explore the visual representation of massive data and detect meaningful patterns and trends. Students will review various data visualization techniques for large quantities of data in order to efficiently inform business decision-making. Online only. 3 credits.

BUSU 672 Project Planning and Data Modeling
As the first course of a two-course series, this course provides an overview on data modeling and its application to business decision-making. Students will gain experience with software tools for data preparation, analysis, reporting, and decision-making. Online only. 3 credits.

BUSU 673 Project Implementation and Analysis
Prerequisite: BUSU 672.

As the second course of a two-course series, this course requires students to employ the knowledge and skills in data foundations, visualization and modeling by designing and developing a business intelligence application that leads to a direct and measurable value to an organization. Online only. 3 credits.
CHEMISTRY (CHMU)

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.

CHMU 102 Principles of Chemistry
Presents an introduction to chemistry and chemical laboratory techniques covering the basic principles and applications of chemistry. Designed for general education and students in programs that require a chemistry background. Topics include metric and English conversions, atomic theory, solution preparation and their properties, chemical reactions, inorganic chemical nomenclature, bonding, periodic table, mass relationships and acid/base theory. This course is only offered through the School of Extended Education. 3-4 credits.
COMUNICATIONS (COMU)

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 300 Communications and Media: Challenges and Opportunities
This course serves as the gateway for the communications and media program. Students examine mediated communication and begin to analyze the relationship between culture, media, and technology. They consider the role of storytelling in multimedia and explore a variety of topics affecting and influenced by mass communication and media. This course provides a solid foundation to prepare students to create solutions in media environments upon completion of the communications and media program. 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 330 History of Communication and Technological Revolutions
Prerequisite: COMU 300.
In this course, students will explain the historical context of communication and technological revolutions. They will explore topics such as technological trends, the foundation of mass media, modes of communication, theoretical context, and perceptions of media and how they have shaped communications. Ultimately, students will be able to draw parallels between past and contemporary communication methods. Online Only. 3 credits.

COMU 360 Methods and Techniques of Persuasion
This course explores the methods, theories, techniques, and concepts of persuasive communication. Students will address scientific, humanistic, and behavioral aspects of persuasion. Content will include interpersonal persuasion, advertising, political campaigning, and use of persuasion techniques in mediated environments. Online only. 3 credits.

COMU 365 Multimedia Journalism
Prerequisite: COMU 300.
In this course, students will apply multimedia techniques to storytelling in the context of journalism. They will analyze diverse audiences and determine how that analysis influences story creation. Additionally, students will select the most appropriate medium for disseminating information. Students will complete a project that requires effective research and journalistic writing. Online only. 3 credits.

COMU 370 Principles of Public Relations
This course provides a thorough examination of the theories, practices, effects, and principles of public relations. Students will explore the roles and responsibilities of public relations, such as media relations, ethical considerations, and dissemination of information via technology and social media. They will engage in storytelling that achieves specific strategies and serves intended audiences. Additionally, they will address the role of public relations in civic, community, governmental and global contexts. 3 credits.

COMU 375 Media Ethics
In this course, students will address ethical issues in the context of media and communication. They will identify the historical foundations of ethics. They will also apply various approaches to case studies and dilemmas that may occur in a media-related environment. Students will consider how to balance the relationship between personal beliefs and professional behavior. Online only. 3 credits.

COMU 410 Organizational Communication
This course is a comprehensive review of effective written and oral communication in academic and professional settings. Students build knowledge and skills in the process of researching and writing reports and preparing presentations that clearly communicate the intended message. 3 credits.

COMU 420 Strategic Social Media
In this course, students will explore how organizations apply social media strategies to achieve their goals. They will seek out and evaluate case studies in social media that include best practices and blunders. Topics include social media content development and platforms as well as managing the rapid growth and change in this medium. Students will create a social media strategy for an organization or product. Online only. 3 credits.

COMU 485 Communications and Media Capstone
Prerequisites: COMU 365, COMU 370, COMU 420, SSCU 380.
As the capstone for the B.A. in Communications and Media, COMU 485 provides students with the opportunity to integrate knowledge and skills gained throughout the program. Students will identify a real-world challenge and apply their understanding of culture, media, ethics, and technology as well as their skills in data analytics, presentation, and media creation to propose solutions to this challenge. Online only. 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.
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 Introduction 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 240 Discrete Structures
Prerequisite: MATU 101 or MATU 104.

This course is designed for students in math or computer science. Logic is emphasized, and topics include: proof and theory including inductive proofs, propositional and predicate logic, set theory, algorithms including recursion, trees, relations and functions, counting & probability. Elements of the theory of directed and undirected graphs, and the application of these topics to various areas of math and computer science. Additionally, an introduction to complexity of algorithms and recurrence relations are included in the curriculum. This course is offered only through the School of Extended Education. 4 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 System Security
Prerequisite: CSCU 251.

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. Online only. 3 credits.

CSCU 375 Data Encryptions and Information Security
Prerequisite: CSCU 251 and CSCU 270.

Students learn the concepts of data encryption, key of decryption, two-key encryption, and its application in data security. Information systems security related issues and solutions are also described and experimented. 3 credits.

CSCU 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. Online only. 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. Online only. 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. Online only. 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. Online 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. Online only 3 credits.

CSCU 461 Project Management-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 emphases is make on successfully managing and leading diverse and virtual project teams. 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. Online only. 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. Online only. 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). Online Only. 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. Online only. 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. Online only. 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. Online only. 3 credits.
COUNSELING & SCHOOL PSYCHOLOGY (CSPU)

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 School Counseling/ Psychology. 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. Simulated 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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 in-service education. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 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. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 620 Supervision and Mentoring in School Counseling I
Prerequisites: School Counseling (Credential Only): CSPU 511, 515, 616 and 617.

Prerequisites: A passing score on the CBEST; CSPU 500, 511, 512, 514, 515, 616, 617 and 100 hours of practicum logged. Also required are a valid Negative TB test and a valid and active Certificate of Clearance. 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 CSPU 620, candidates are expected to gain a total of 600 hours of work performed in an approved California 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 621 Supervision and Mentoring in School Counseling II
Prerequisites: School Counseling (Credential Only): CSPU 511, 515, 616 and 617.

Prerequisites: A passing score on the CBEST; CSPU 500, 511, 512, 514, 515, 616, 617 and 100 hours of practicum logged. Also required are a valid Negative TB test and a valid and active 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 are expected to gain a total of 600 hours of work performed in an approved California 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
Prerequisites: A passing score on the CBEST; CSPU 500, 510, 512, 514, 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. At least 300 hours of fieldwork/supervision must be completed in this course. 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 credits.

CSPU 623 Supervision and Mentoring in School Psychology II
Prerequisites: A passing score on the CBEST; CSPU 500, 510, 512, 514, 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. At least 300 hours of fieldwork/supervision must be completed in this course. 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 credits.
CSPU 624 Supervision and Mentoring in School Psychology III
Prerequisites: A passing score on the CBEST, CSPU 500, 510, 512, 514, 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. At least 300 hours of fieldwork/supervision must be completed in this course. 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 credits.

CSPU 625 Supervision and Mentoring in School Psychology IV
Prerequisites: A passing score on the CBEST, CSPU 500, 510, 512, 514, 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. At least 300 hours of fieldwork/supervision must be completed in this course. 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. By the completion of CSPU 625, candidates would have totaled at least 1,200 supervision and mentoring hours in the program. Graded on a Pass/No Pass basis. 3 credits.

CSPU 636 Cognitive and Neuropsychological Assessment for Intervention
CSPU 636 will introduce students to the study of cognition from a school neuropsychological perspective. The Cattell-Horn-Carroll model of cognitive abilities, the cross-battery model of assessment, and Patterns of Strength and Weaknesses (PSW) will be discussed. Candidates will be introduced to 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, teachers, and writing assessment reports. Application of these skills in multicultural settings will be accentuated. A minimum of 50 hours fieldwork is required for this course. 3 credits.

CSPU 637 Psychoeducational Assessment for Intervention I
Prerequisites: Successful completion of CSPU 636.

This course will be taken after the student has successfully completed CSPU 636. CSPU 637 will continue to emphasize with students psycho-educational assessment practices and the laws and ethics related to psycho-educational testing. Candidates will continue to utilize the Cross Battery model and the Patterns of Strengths and Weaknesses (PSW). The focus of the course is on current best practices in the use of both standardized tests and non-standardized assessment methods in addition to interviews and observations 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. A minimum of 50 hours fieldwork is required for this course. 3 credits.

CSPU 638 Psychoeducational Assessment for Intervention II
Prerequisites: Successful completion of CSPU 636 and CSPU 637.

The focus of CSPU 638 is to gather comprehensive assessment data and use this data to develop academic and social/emotional 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 comprehensive psycho-educational reports of assessment findings. A minimum of 50 hours of fieldwork is required for this course. 3 credits.

CSPU 639 Advanced Positive Behavioral Supports
Prerequisites: EDUU 602.

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. A minimum of 10 hours of fieldwork is required for this course. 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 focuses on 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. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 641 Best Practices in School Psychology
Candidates will view knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as school psychologists. Candidates will prepare for the Praxis examination in school psychology, prepare a draft of their program portfolio, and complete the capstone project as part of this course. 3 credits.
CRIMINAL JUSTICE (CJCU)

CJCU 300 Contemporary Criminal Justice Applications
This course provides an overview of the criminal justice system in the United States. Students will identify the different components of the criminal justice system including, policing, courts, and corrections. Students will also differentiate between theories of crime and assess special issues in the criminal justice system. 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
Prerequisite: CJCU 300.
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
Prerequisite: CJCU 300.
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 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 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 415 Ethics in Criminal Justice
This course provides an overview of ethical dilemmas faced by criminal justice professionals. Students will examine different ethical systems used in decision-making related to criminal justice issues. Biological influences and psychological theories used to explain individual behavior will be explored in the context of criminal justice. Students will also analyze the exercise of discretion by criminal justice professionals, and analyze methods to resolve ethical dilemmas in real-world scenarios. 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 425 Evidence
This course addresses general principles of evidence law in the United States, together with comparative study of French evidence law. Students will examine foundational principles of evidence law including materiality, relevance, competence, hearsay, judicial notice, the roles of the judge and jury, and standards of proof. Students will also analyze jurisdictional issues surrounding digital evidence and the handling of crime scene forensic evidence. The Federal Rules of Evidence serves as the framework of inquiry throughout the course. 3 credits.

CJCU 430 Applied Criminology
Prerequisite: CJCU 300.
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 435 Contemporary Issues in Criminal Justice
This course examines contemporary societal issues that impact and influence the criminal justice system in the United States. Students will analyze criminal justice issues such as drug use and policy, bail reform, asset forfeiture, police-community relations, juvenile justice and the use of drones by law enforcement. Real-world cases will be examined, and potential solutions to current criminal justice issues will be discussed. 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 on civil rights. 3 credits.

CJCU 460 White Collar Crime
This class examines the underlying theories, changing definitions and diverse nature of white-collar crime. These crimes may include offenses perpetrated by “the rich,” corporations and businesses, and/or individuals. Topics may include embezzlement, political corruption, employee theft, fraud, “con games,” and emergent areas such as computer crime and environmental crime. 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 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.

CJCU 495 Criminal Justice Capstone Course
Prerequisite: CJCU 300.

This course examines the criminal justice system in the United States from a critical perspective. Students will apply critical analysis and prior learning to address various legal, ethical, and community-based issues relevant to the criminal justice process from investigative detention through verdict. Students will also devise collaborative approaches to solve various problems related to the criminal justice system. 3 credits.

CJCU 499 Independent Study
Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.
CURRICULUM & 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 633 Instructional Leadership for Practitioners
Prerequisites: EDUU 600, EDCI 631.

This course is an interactive examination of the theoretical and practical aspects of leadership for educational practitioners. Content focuses on a facilitated exploration of the knowledge, skill, and understanding necessary to be an effective practitioner instructional leader. Through examination, investigation and direct application of various theories of leadership correlating to the rights, roles, and responsibilities of educators today, candidates will craft a personal 21st Century Practitioner Instructional Leadership Action Plan. This plan will illuminate how the application of effective instructional leadership can create opportunities for positive, transformational change in their schools, districts, and beyond. 3 credits.

EDCI 634 Issues and Trends in Contemporary Curriculum: Expertise Paper Development
Prerequisites: All MAE core courses, EDCI 631 and EDCI 633.

This culminating class focuses on a study of current issues surrounding curriculum, instruction, and assessment. 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.
DOCTOR OF NURSING PRACTICE (DNPU)

DNPU 699 Independent Doctorate Special Topic
Prerequisite: Admission to graduate studies.

This course allows students to take an additional independent special doctoral-level topic credit as determined by gap analysis or degree audit. This course is graded on a Pass/No Pass basis. Permission of Program Director or DNP CSP Chair is required. 1 credit.

DNPU 700 Healthcare Policy, Organization and Delivery
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 to attend a face-to-face Immersion. 3 credits.

DNPU 702 Innovations in Technology and Information Access
This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative clinical practice and health care management. The ethics behind the changing role of technology, the barriers to implementation and utilization of technology in interprofessional teams will be explored. 3 credits.

DNPU 703 Leading through Innovation
This advanced leadership course focuses on the theories and practices needed to effectively lead innovative change to transform health care in the context of evidence-based thinking. Students are given the opportunity to develop an innovation philosophy for leading organizations using evidence-based practices now and in the future. Characteristics of the intuitive leader will be discussed. The course emphasizes the role of the DNP in the creation of an organizational context for innovation. Students will explore strategies for diffusion of innovation in complex, adaptive healthcare organizations. 3 credits.

DNPU 704 Evidence-Based Thinking for Scholarship and Practice
This course will provide foundational knowledge in evidence-based practice and skills in appraising evidence. The focus will be on the critical and analytical evaluation of existing literature, research reports, and clinical documents in order to use evidence in clinical practice, quality improvement, program evaluation, risk management, and other research translation activities. Students will develop the idea for the DNP clinical scholarly project (CSP), and select tools for data collection. This course requires students to attend the face to face immersion and there is an associated nursing fee. 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 Health Care through Outcomes Management
This course focuses on the proactive management of clinical and service outcomes at all organizational levels to provide students with the ability to integrate outcomes into the routine flow of service delivery. Emphasis will be placed on understanding how measurement and data can be used to balance quality services and financial viability. Students will learn a framework that synthesizes theory and practice from the areas of continuous quality improvement, organizational learning and institutional organizing. This framework will focus on the organizational operating environment, to include input, throughput, output, and outcomes. Students’ learning will include building a framework for manipulation and analysis of service, cost, systems and outcome data. The course culminates with the creation of an outcomes measurement and management plans 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 for PM-DNP Clinical Scholarly Project Prerequisites: DNPU 701, 704 and 706.

This course is a synthesis of all previous didactic courses in the PM-DNP curriculum, and allows application of knowledge in clinical and other professional settings. This is the first 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 and clinical scholarly project to demonstrate practice and mastery of the first four (4) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (I-V). This course is graded on a Pass/No Pass Basis. 3 credits.

DNPU 708 Application of DNP Clinical Scholarly Project Prerequisite: DNPU 700 through 706.

This final DNP course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and application to the American Association of Colleges of Nursing (2006) Doctor of Nursing Practice Essentials. Students will complete a comprehensive manuscript of the DNP clinical scholarly project or White Paper position, as well as deliver a live oral defense presentation to faculty and peers. Dissemination plans and development of a poster and/or abstract to a peer review journal is also required. This course is graded on a Pass/No Pass Basis. 3 credits.

DNPU 709 Clinical Residency II for PM-DNP Clinical Scholarly Project Prerequisites: DNPU 701, 704, 706 and 707.

This course is a synthesis of all previous didactic courses in the PM-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 and clinical scholarly project. Students will demonstrate practice and mastery of the last four (4) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (V-VIII). 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 701, 704 and 706.

This course will provide students with the opportunity to develop a tailored plan of study relevant to the student’s clinical scholarly project (CSP) or White Paper. There is an emphasis on BUIRB submission and approval, implemented CSP methodology or White Paper activities and development of an Individualized Learning Plan (ILP) timeline for DNP CSP or White Paper completion and degree conferral. This course is graded on a Pass/No Pass basis. 3 credits.

DNPU 711 Clinical Residency for BSN-DNP and Post-Masters adding a Specialty Clinical Scholarly Project
Prerequisites: DNPU 701, 704 and 706.

This course is a synthesis of all previous didactic courses in the BSN-DNP curriculum, and allows application of knowledge in clinical and other professional settings. Students will accumulate 255 clinical hours that are attained in a variety of settings appropriate to their advanced practice nursing specialty area and clinical scholarly project to demonstrate practice and mastery of all eight (8) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (I-VIII). This course is graded on a Pass/No Pass Basis. 3 credits.

DNPU 799 Independent Practicum for DNP CSP Completion
Prerequisite: Admission to graduate studies.

This course allows students to complete the required clinical scholarly project (CSP) hours and/or manuscript. Students are expected to maintain communication with their DNP CSP Chair and update them on the progress of the CSP. Permission of the DNP CSP Chair is required and there is a continuing DNP candidacy fee. This course is graded on a Pass/No Pass basis. 0 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 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. During this course, students must complete an application that identifies the organization in which they will be conducting their TCP and have it signed off by the cohort mentor and the organization’s representative. 3 credits.

EDOL 708 Strategic Thinking
Each student works with a selected organization, and the respective leadership team, to develop a strategic implementation plan for their Transformational Change Project. Development of the plan is based on systematic assessment of external and internal environments, future trends, input from stakeholders throughout the organization, development of goals, strategies and implementation plans in a collaborative environment built on trust. Additionally, this course requires the student to examine their strategic thinking skills, to apply strategic leadership principles, and gain insights for improvement. 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 and ethical considerations will be explored. In addition factors associated with plan implementation and accountability will be addressed. 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, power, 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 Intercultural Aspects of Leadership and Diversity
The role that leadership plays in addressing issues of diversity, equity and inclusion in the workplace will be examined in depth. Topics include social equity, theoretical frameworks for diversity leadership, power dynamics, and 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, inclusive and responsive to diversity. 3 credits.

EDOL 723 Innovation in Resource Management
Students will survey innovative 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/utilizing liabilities). Students will explore develop and present an entrepreneurial plan for expanding resources within their organization. 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. Students will develop findings, conclusions, recommendations for further change efforts related to their TCP and share those in a scholarly manner. A final analytical paper, and creation of a Portfolio documenting the student’s growth, is required for Advancement 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 continue to work on developing their academic writing skills and develop a brief Review of the Literature. 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 Qualitative 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 program-wide learning objectives through field experience. Students implement their Transformational Change Project (TCP) within a specific organization. Students will apply theory learned in all coursework to date in the implementation of their TCP 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. This course is a prerequisite for EDOL 724. 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. This is a prerequisite for Advancement to Candidacy. 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. The student's Chapters I-III must be approved by Quality Review prior to receiving approval to schedule the Proposal Defense. Students will 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 IV and V 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. Following the oral defense, students will send the dissertation to the Leatherby Library for publication. Graded on a Pass/No Pass Basis. 3 credits.

**EDOL 799 Dissertation Extension**
This course allows students additional time to complete the dissertation elements beyond EDOL 792. This course is graded with a SP or NP grading option until successful completion of all elements of EDOL 792. Please see Tuition and Fees section of the catalog for the corresponding Ed.D. Continuing Candidacy fee. 0 credits.
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. Students will examine teachers’ role in supporting development and fostering the joy of learning for all young children. In addition, observation and assessment strategies and the role of play are highlighted. 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 are 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 in Early Childhood Education I
Prerequisites: ECED 100, ECED 110, ECED 120, ECED 130, ECED 200.
Students are also encouraged to have taken ECED 200 and ECED 230. Also required are valid Negative TB test and a valid Certificate of Clearance or Child Development Permit. 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 to support 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 are required. This course is part of the Curriculum Alignment Project (CAP 8). 3 credits.

ECED 300 The Professional Early Childhood Educator
Prerequisite or Corequisite 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 ethical analysis in which they will analyze beliefs, values, and social codes to understand communication, evaluate behaviors based on the NAEYC Code of Ethics, and reflect on actions and learning. Five hours 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 legal basis and research supporting inclusive services for young children who have disabilities. Students will examine a variety of disabilities and at-risk conditions and develop accommodations for serving them in the natural environment based on the child's age (home, childcare, inclusive preschool). 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. Students will identify a family who has a young child with a disability, observe that child across environments and interact with their family members and teachers. Five hours of field experience 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 examine the critical nature of emotional support and responsive relationships while creating a social and emotional development action plan based on self-assessments and data collection. Five hours of field experience required. 3 credits.

ECED 303 Integrating Learning Standards in Early Childhood Settings: Language & Literacy  
**Prerequisites:** ECED 300, ECED 330.

No Prerequisites are needed if candidates are using this course to obtain an Early Childhood Special Education credential. 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. Five hours of field experience is required. 3 credits.

ECED 304 Integrating Learning Standards in Early Childhood Settings: Science, Technology, Engineering, Math  
**Prerequisites:** ECED 300, ECED 330.

In this course, students will deepen their understanding of science, technology, engineering and mathematics concepts through active inquiry exploration and analysis. Students will examine and integrate learning foundations or standards in science, engineering and mathematics. They will use their increased knowledge and understanding to intentionally plan environments and inquiries that promote mathematical and scientific learning for young children. Students will also learn to make developmentally based decisions about integrating technology for young children. Five hours of field experience is required. 3 credits.

ECED 306 Infant and Toddler Care and Education  
This course applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally and culturally appropriate curriculum for children birth to 36 months. Emphasis on establishing and facilitating supportive reciprocal relationships. Five hours of fieldwork are required. This course aligns with the Curriculum Alignment Project (CAP 8) Expansion. 3 credits.

ECED 305 Integrating Learning Standards in Early Childhood Settings: Emotions and Social Development  
**Prerequisites:** LBSU 302, ECED 100, ECED 110, ECED 120, ECED 130, ECED 200, ECED 210, ECED 220, ECED 230, ECED 300.

This course introduces students to the legal basis and research supporting inclusive services for young children who have disabilities. Students will examine a variety of disabilities and at-risk conditions and develop accommodations for serving them in the natural environment based on the child's age (home, childcare, inclusive preschool). 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. Students will identify a family who has a young child with a disability, observe that child across environments and interact with their family members and teachers. Five hours of field experience required. 3 credits.

ECED 306 Infant and Toddler Care and Education  
This course applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally and culturally appropriate curriculum for children birth to 36 months. Emphasis on establishing and facilitating supportive reciprocal relationships. Five hours of fieldwork are required. This course aligns with the Curriculum Alignment Project (CAP 8) Expansion. 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.

Prerequisites not required for candidates in the Early Childhood Special Education credential program. In this course, students will build their competency in establishing reciprocal relationships with culturally and linguistically diverse families, promoting authentic family and community engagement, and implementing culturally and linguistically responsive practices. Students will plan environments and routines; interactions, and learning experiences that authentically integrate the cultures and languages of the children in their care. In addition, plans for learning experiences will integrate research-based scaffolding strategies to support the development and learning of children who are dual language learners. Five hours of field experience is required. 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 engagement learning environments. Field experience for this course is satisfied through work in ECED 399. 3 credits.

ECED 399 Integrated Practice-Practicum II  
**Co-requisite:** ECED 398.

Also required are a valid Negative TB test and a valid and active Certificate of Clearance or a 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. Graded on a Pass/No Pass basis. 3 credits.
ECED 401 The Early Childhood Educator as Decision Maker-Capstone

Prerequisite: ECED 398 and ECED 399 or 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 research and develop and implement a transformational change project to address a challenge they have identified within the early childhood setting. Ten hours field experience required. 3 credits.

ECED 410 Engaging Interactions and Environments Providing a Solid Foundation for Young Children's Development

This course is designed to increase participants’ knowledge about the importance of high quality early childhood education and the specific types of environments and interactions that support the development of social- emotional, cognitive, and early academic skills. Students will engage in practice-based coaching experiences that enable them to explore multiple ways to design well-organized, materials-rich environments and to implement warm, responsive, and instructionally supportive interactions with children. Course content is aligned with NAEYC Standards 1, 4 and 7 as well as the following CA Early Childhood Educator Competencies: Child Development and Learning; Relationships, Interactions & Guidance; and Learning Environments & Curriculum. 3 credits.
ECONOMICS (ECNU)

ECNU 201 Principles of Macroeconomics
The study of economics necessitates an understanding of the principles that govern the operation of the economic system. This course focuses attention on the aggregate (macro) relationships and gives attention to the central problems of economic organization, the functioning of the price system, the economic role of government, the determination of national income and a brief glance at economic policy. 3 credits.

ECNU 202 Principles of Microeconomics
This course covers the theory and application of microeconomics. Topics include competition and monopoly, pricing, consumer demand, and producer supply. Labor markets, global economies, and regulations/antitrust policies are described. 3 credits.
EDUCATION (EDUU)

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. 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. 3 credits.

EDUU 510 Introduction to Teaching
Prerequisites: 2.75 GPA or equivalent.

This course is designed for credential candidates. The course focuses on building an understanding of the teaching profession and provides candidates with an opportunity to examine their assumptions about teaching and learning. Candidates will explore philosophical, psychological, socio-cultural, legal and historical foundations of education in the United States and factors that influence the educational system. A major emphasis of the class will be an examination of classroom management theories and strategies for developing inclusive, safe and culturally responsive learning environments as well as techniques for establishing and maintaining communication with families. 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 inclusive, evidence-based practices designed to meet the needs of a wide range of learners including students with disabilities, English learners, gifted students and students with other learning needs. Candidates will apply principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) as well as a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology to maximize learning opportunities and promote student access to the curriculum. Candidates will also explore school and community-based resources to support all learners and their families and work to become effective change agent in the schools. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDUU 512 The Art & Craft of Teaching
Prerequisites: EDUU 510 (may be taken concurrently).

This course is designed for credential candidates. The course fosters an understanding of learning theory, instructional models, and strategies for differentiating instruction and assessment to meet the diverse needs of learners. Candidates will be introduced to a variety of developmentally and ability-appropriate instructional strategies and design standards-based learning experiences that engage students and provide access to the curriculum for a wide range of learners. An emphasis will be placed selecting appropriate educational technologies to deepen teaching and learning, promote digital literacy and offer students multiple means to demonstrate learning. 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 Education 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.

School psychology and school counseling students have no prerequisites for this course. 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 544 Student Teaching Seminar I
Co-requisite: EDMU 580, 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. 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 student teaching classroom experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 1. 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. An emphasis is placed on formal, informal and self-assessment strategies that support all students in learning. The course also provides a forum for discussion and problem solving based on student teaching experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 551 Educational Applications of Computers Level I
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 556 Intern Seminar A
This seminar course provides interns 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 Assessment Cycle 1. 2 credits.

EDUU 557 Intern Seminar B
Prerequisite: E谈谈U 556.

This seminar course provides interns 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 formal, informal and self-assessment strategies that support all students in 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 Assessment Cycle 2. 2 credits.

EDUU 558 Advanced Internship Seminar I
Co-requisite: EDMU 580-D or EDSU 590-D, or EDTU 570 –D or EDTU 571-D or EDTU 560-D.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. The course focuses on researching and utilizing effective classroom management and teaching practices, designing curriculum, and using assessment data to inform instruction. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits.

EDUU 559 Advanced Internship Seminar II
Co-requisite: EDMU 580-F or EDSU 590-F or EDTU 570-F or EDTU 571-F or EDTU 560-F.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to engage in systematic inquiry into their own practice and conduct research on effective teaching practices that can be applied to the classroom. An emphasis is placed on engaging in professional development opportunities and expanding professional networks. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits 2 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 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 the fostering of cross-cultural respect among California’s diverse populations. A minimum of 15 hours of field experience is required. Required for CLAD certification. 3 credits.

EDUU 575 Introduction to Autism Spectrum Disorders: Etiologies and Characteristics  
Candidates are introduced to the characteristics of Autism Spectrum Disorders (ASD), and current and reliable research and practice on ASD. Candidates will identify service providers and stakeholders who are involved with individuals with ASD. The impact of ASD on families, and how to collaborate to address those needs are discussed. Candidates will begin to create a website that will act as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism. Completion of 5 hours of observation of a child with autism is required. 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 Prequisites 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 and 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. 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 614 Data Driven Leadership in Educational Organizations
This course explores various leadership and organizational change theories with an emphasis on the relationship between theory and practice. Various strategies to bring these theories into practice through leadership will also be discussed. The skills and strategies for leading the creation of a compelling, shared vision and mission in educational organizations based on multiple sources of data will be explored. An emphasis is also placed on leading by example to promote the implementation of the shared vision. 3 credits.

EDUU 615 Engaging Stakeholders in Educational Organizations
In this course, collaboration, communication, and team development structures and theory will be emphasized so candidates can develop the skill set necessary to engage stakeholders in effectively implementing the shared vision and lead transformational change. Specifically, skills and strategies will be explored that candidates can use to nurture trust, build effective teams, engage in collaborative decision-making, facilitate conflict resolution and build capacity among all members of the educational organization. 3 credits.

EDUU 616 Leading Change in Educational Organizations
This course will further explore leadership change theories in order to prepare candidates to facilitate the change process required to continuously improve educational organizations. The complexities of leading transformational change will be explored with an emphasis on overcoming barriers to change. Aligning organizational systems with the mission and vision of the organization will be explored. Lastly, the importance of the leader serving as an agent of change will be emphasized. 3 credits.

EDUU 624 Foundations of 21st Century Teaching
Prerequisite: Active teaching credential or EDUU 510 or EDUU 515, and EDUU 551 or approved equivalent(s).

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 Corequisite** 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 Corequisite** EDUU 600 and EDUU 630.

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  
**Prerequisites:** EDUU 600, EDUU 630 and EDUU 631.

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, 630, 631, 632, 661 The purpose of this course is to complete a final project as the culminating activity in the Master of Arts in Special Education (MASE) program.

Choosing from an array of project options, and utilizing information and project components learned and developed in previous MASE coursework, the capstone project will be completed and presented. Students will discuss various evidence-based practices in special education and their own professional development as a practitioner and scholar. This course must 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 journals, articles, and data collection tools. 3 credits.

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  
**Prerequisite or Corequisite** ECED 330.

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 will 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 in early care and education from both theoretical and practical perspectives. Students will learn about current thinking on leadership in early care and education, including leadership competencies. Students will have opportunities to integrate and analyze current leadership theories through individual and collaborative projects. Students will develop a personal purpose and a personal leadership development plan. 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 at the International, National, State, County, and School District levels. Head Start, State Preschool and other relevant programs that serve all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays will be examined. 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, the interview process, 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, teamwork, mentoring and reflective supervision. Candidates will analyze the nature, types and stages of conflict and conflict resolution among teachers, staff, parents and the community, with the goal of creating a peaceful community of learners. 3 credits.

EDUU 643 Early Childhood Program Evaluation: Capstone
Prerequisites: EDUU 640, EDUU 641 and EDUU 642.

This capstone course presents an overview of qualitative program evaluation. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to examine the effectiveness of a local preschool or infant/toddler program. Evaluation will focus on goals and objectives for creating developmentally appropriate and inclusive early learning environments for all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays. Candidates will examine a program to evaluate its efficacy in providing an engaging, developmentally appropriate setting for young children, embracing a creative, well-balanced curriculum for the whole child, promoting purposeful learning through play, supporting children and their families, providing a healthy, safe environment for learning, and making strong connections through communication with parents and the community. Candidates will reflect on their personal leadership roles, relationships and successes with motivation and peer collaboration, knowledge and implementation of public policies and professional ethics, and advocacy for equitable educational opportunities for all children. Candidates will demonstrate program mastery through this Capstone project. 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 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 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 Collaboration in Special Education  
Prerequisites: EDUU 600, 630, 631, 632 for those in the Master of Arts in Special Education, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

Collaboration is a necessary process which supports meeting the needs of all learners. This course focuses on professional collaboration among those working with individuals with disabilities in home, school, and community settings. Candidates will learn to use a variety of effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, to enhance content and learning for individuals with disabilities. Ethical and legal issues, and culturally responsive practices in collaboration are addressed. 3 credits.

EDUU 665 Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education  
Prerequisite or Corequisite EDUU 639.

Prerequisites: 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  
Prerequisite or Corequisite 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  
Prerequisite or Corequisite EDUU 666, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

Prerequisite: EDUU 639: 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: Pre-requisite or Co-requisite: 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: Pre-requisite or Co-requisite: 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  
**Prerequisites:** EDUU 669, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

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. This course is only required for candidates in the ECSE authorization program. 3 credits.

EDUU 675 Assessing Students with Autism Spectrum Disorders  
**Prerequisite:** EDUU 575.

Identification of assessment tools to assess the various needs of students with ASD is the focus of the course. Collaboration with stakeholders to determine areas of need in academic, behavior, sensory, communication and social skills is emphasized. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 676 Autism Spectrum Disorders: Programming and Strategies, I  
**Prerequisites:** EDUU 575 & 675.

The third course in the sequence addresses the design of structured and organized learning environments that support the sensory and learning needs of students with ASD. How to determine, align, and implement behaviorally-based instructional strategies and interventions, including Positive Behavior Supports (PBS) are emphasized. Identification and implementation of programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD will be thoroughly addressed. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 677 Autism Spectrum Disorders: Programming and Strategies, II  
**Prerequisites:** EDUU 575, 675 & 676.

The final course in the sequence addresses how to determine, align, and implement instructional strategies and interventions appropriate for the spectrum of the unique academic, cognitive, transition, and communication and language needs of students with ASD. Integrating the input from multidisciplinary teams, including families, to build effective, integrated programs, monitor student progress and determine program adjustment and service recommendations are focused upon. Completion of 5 hours of fieldwork with a child with autism is required. The website that acts as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism will be completed in this course. 3 credits.

EDUU 687 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) 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. 3 credits.
EDUU 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 last (3 credits) course for all Education Specialist Professional Credential (Level II) candidates. 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. 3 credits.
EDUCATIONAL LEADERSHIP & ADMIN (EDAD)

EDAD 601 Introduction to Vision, Leadership, and Change
This course will explore the major theories in educational leadership and change and the relationships between theory and practice in the context of contemporary educational issues in California. Skills and strategies for facilitating the development of a collective, student-centered vision for equity, aligned with the district's goals will be emphasized. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components will be introduced. The relationships between federal, state, and local educational policies and practices that ensure equitable, democratic public education for all students within various contexts (political, social, economic, and cultural) will also be studied. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 602 Applied Educational Research and Data Analysis
Prerequisites: EDAD 601.
Co-requisite: EDAD 695 Educational Leadership Seminar I.
Candidates will analyze multiple measures of student and school data and collaboratively develop a School Growth Plan to promote equitable access, opportunities and outcomes for all students consistent with the school's collective vision. Strategies for engaging constituents in the assessment of programs and instructional strengths and needs will be emphasized and practiced. The importance of data-based decision making and ongoing plan monitoring, with an emphasis on continuous improvement practices to improve teaching and learning, will be explored. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 604 Community Perspective, Collaboration and School Culture
Prerequisite: EDAD 602 and EDAD 695.
Co-requisite: EDAD 696 Educational Leadership Seminar II.
In this course, collaboration, communication, and team development structures and theory will be emphasized so candidates can develop the skill set necessary to facilitate professional learning and lead transformational change. Specifically, skills and strategies will be explored that candidates can use to build a community of practice through trust, effective teams, collaborative decision-making, conflict resolution and capacity building among all members of the educational community. Candidates will learn to address the diverse expectations, needs, aspirations, and goals of family and community groups to promote a community commitment and equitable learning and well-being for all students. Lastly, candidates will learn a range of communication approaches including the use of various media and technology to manage information, enhance collaboration, and effectively facilitate communication with staff and stakeholders. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 606 Change and Continuous Improvement
Prerequisite: EDAD 604.
This course will further explore change theories in order to prepare candidates to facilitate the change process required to continuously improve teaching and learning. Candidates will collaboratively engage with stakeholders in a force field analysis to identify driving and restraining forces from the macro and micro-organizational levels (e.g., system-wide and individual) to change as part of continuous progress monitoring of the School Growth Plan. After identifying driving and restraining forces are identified, candidates will apply the skills of reasoned and objective inquiry to analyze complex problems and propose effective so and their implications. Finally, candidates will identify opportunities, resources, and short-term wins that can further support continuous improvement. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 608 School Law, School wide Discipline and Safety
Prerequisite: EDAD 606.
This course will explore federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. Constitutional and related legal rights and protections for students and staff and the administrator’s role in monitoring and ensuring compliance with these rights and protections are also covered. The importance of ensuring that school practices and procedures promote equity and access, meet legal, health and safety requirements are included in this course. An emphasis is placed on research-based, student centered classroom management and positive behavior interventions and supports (PBIS), conflict-resolution and restorative justice. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 610 Innovations in Instructional Leadership
Prerequisites: EDAD 606.
Co-requisite: EDAD 697 Educational Leadership Seminar III.
This course will have candidates explore and analyze teacher evaluation systems grounded in the California Standards for the Teaching Profession (CSTP) and conduct a thorough review of a district’s Collective Bargaining Agreement and teacher observation/evaluation forms. Candidates will promote equitable learning opportunities, grounded in TK-12 student academic content standards and appropriate instructional practices, through classroom observations and provide unbiased, evidence-based feedback on the effectiveness of classroom instruction. Candidates will also be required to coach an individual teacher and develop specific suggestions for teacher professional growth to improve student learning. Lastly, the principles and procedures for evaluating the effective use of technology to support 21st century competencies in the learning environment will also be explored. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.
EDAD 612 Working with Diverse Populations  
**Prerequisite:** EDAD 610 and EDAD 696.

This course will prepare candidates to identify and access resources for historically underserved populations and advocate, nurture, and sustain a positive culture to ensure educational equity and access. Specifically, candidates will learn how to integrate Multi-tiered System of Supports (MTSS) and structures into instruction to systematically address barriers to access to support equitable learning for all students. Further, candidates will explore the effect of appropriate educational placements, classroom structures, school and class scheduling, grouping practices and educational settings on student learning. An additional emphasis of this course is communication and collaboration with multiple constituencies to improve student learning opportunities and outcomes for all students, including English learners and students with special needs. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 614 Aligning Resources and Systems for School Improvement  
**Prerequisite:** EDAD 612.

In this course, school finance in California, including relevant laws and regulations are covered to prepare candidates to work collaboratively with others in the school community to develop, implement, monitor and report the school's budget in a transparent manner. Candidates will assess and analyze student and site needs as a base to support financial decision-making and prioritize expenditures aligned with the School Growth Plan. Candidates will also learn to align, effectively manage, and integrate all the organizational systems, structures, and policies of a school system that impact the school's ability to implement the school growth plan and achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 616 Professional Growth and Learning  
**Prerequisite:** EDAD 614.

This course will cover adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities focused on improving student learning outcomes. Candidates will develop a comprehensive professional development plan based on these principles for faculty, staff, parents, and other members of the school community. Induction programs and support systems for beginning teachers, and individualized teacher support processes such as mentoring and coaching will be explored. Lastly, how to support, motivate, and provide recognition to staff will also be discussed. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 620 Educational Leadership & Administration Capstone  
**Prerequisites:** EDAD 616 and EDAD 697.

This capstone course completes the requirements for the MA in Educational Leadership and Administration and serves as the degree program's demonstration of mastery. Candidates must successfully complete a Demonstration of Mastery Project that includes documented evidence they have obtained satisfactory knowledge and understanding of the Program Learning Outcomes. The candidate will formally present the DOM Project to a panel who will evaluate candidate competence and performance. 3 credits.

EDAD 695 Educational Leadership Seminar I  
**Co-requisite:** EDAD 602.

This seminar course is taken concurrently with EDAD 602 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 1 requirements including developing a timeline, one-on-one "check in" meetings, and facilitate candidate peer-to-peer discussion groups. Candidates will participate in a leadership assessment in each of the core areas and receive formative feedback from their Leadership Coach. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 1 is required. This course has an associated leadership coaching fee – please see Tuition and Fee section of the catalog for additional information. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 696 Educational Leadership Seminar II  
**Co-requisite:** EDAD 604.

This seminar course is taken concurrently with EDAD 604 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 2 requirements including developing a timeline, one-on-one "check in" meetings, and facilitate candidate peer-to-peer discussion groups. Formative feedback from their Leadership Coach will be provided. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 2 is required. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 697 Educational Leadership Seminar III  
**Co-requisite:** EDAD 610.

This seminar course is taken concurrently with EDAD 610 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 3 requirements including developing a timeline, one-on-one "check in" meetings, and facilitate candidate peer-to-peer discussion groups. Candidates will receive summative feedback from their Leadership Coach on their leadership growth and skills throughout the program. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 3 is required. Graded on a Pass/ No Pass basis. 1 credit.
EDAD 698 Educational Leadership Internship Seminar
Prerequisite: Completed and approved application for an Administrative Services Internship credential.

This seminar course is taken within one term of assuming administrative employment under an Internship Credential. The major duties and responsibilities authorized by the administrative services credential will be explored. Discussions will focus on the day-to-day functions of administrators, long-term policy design and implementation. An emphasis is placed on assisting the candidate in making a successful transition in their role as an educational leader and administrator with focused guidance, coaching and feedback from a Leadership Coach. Graded on a Pass/No Pass basis. 1 credit.

EDAD 760-A Professional Learning and Induction Coaching I-A
This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the IIP, based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 760-B Professional Learning and Induction Coaching I-B
Prerequisite: EDAD 760-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 760A and receive one-on-one coaching to support the candidate’s knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the IIP, based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 762-A Professional Learning and Induction Coaching II-A
Prerequisite: EDAD 760-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting the diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 762-B Professional Learning and Induction Coaching II-B
Prerequisite: EDAD 762-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 762-A and receive one-on-on coaching to support the candidate’s knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting the diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-A Professional Learning and Induction Coaching III-A
Prerequisite: EDAD 762-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader’s actions will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-B Professional Learning and Induction Coaching III-B
Prerequisite: EDAD 764-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 764-A and to receive one-on-one coaching to support the candidate’s knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader’s actions will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 766-A Professional Learning and Induction Coaching IV-A
Prerequisite: EDAD 764-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of creating a culture of trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader’s leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.
EDAD 766-B Professional Learning and Induction Coaching IV-B
Prerequisite: EDAD 766-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 766-A and to receive one-on-one coaching to support the candidate's knowledge and skills of creating a culture of 12 trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader's leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELS). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-A Professional Learning and Induction Coaching V-A
Prerequisite: EDAD 766-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of decision making processes that model ethics, equity and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELS). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-B Professional Learning and Induction Coaching V-B
Prerequisite: EDAD 768-A.

This course provides an opportunity for the candidate continue the work done in EDAD 768-A and to receive one-on-one coaching to support the candidate's knowledge and skills of decision making processes that model ethics, equity and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELS). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-A Professional Learning and Induction Coaching VI-A
This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELS). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-B Professional Learning and Induction Coaching VI-B
This course provides an opportunity for the candidate to continue the work done in EDAD 770-A and to receive one-on-one coaching to support the candidate’s knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELS). Graded on a Pass/No Pass basis. 0.5 credits.
ENGLISH (ENGU)

ENGU 099 College Reading and Composition
Provides a basic course in college reading and writing. Emphasis is on sentence structure, paragraph and essay structure, grammar, and critical thinking skills. This course is only offered through the School of Extended Education. 3 credits.

ENGU 102 Literature and the Art of the Narrative
This course will survey various narrative techniques across a broad spectrum of genres, including novels, short stories, graphic novels and comic books, television, and the movies. The student will examine how we tell stories, but also ask the question why narrative is so integral to the human condition. This course is only offered through the School of Extended Education. 3 credits.

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 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 380 Professional Writing
This course serves as an introduction to the primary genres and rhetorical strategies of professional writing. Students will learn write clear, grammatical, well-structured professional communications. Assignments will require creating both internal and external documents for a variety of audiences. 3 credits.

ENGU 410 Major Modern Authors and Filmmakers
Prerequisite: ENGU 104.
In this course, students will explore seminal works by some of the most influential authors, film directors, and screen-writers of our times [post-1939] and the elements that elevate this work to be taken seriously as literature. Students will engage with the cross-influencing between books and films with regard to traditional linear vs. experimental, non-linear storytelling, shifting points of view, imagistic symbolism, character development and geographic settings. They will consider themes that center on gender, social class, race, ethnic-culture, psychology, and spirituality. 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 teach 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. A focus on selecting appropriate, high-quality books for individuals and groups of children, as well as a discussion of ways to enhance a child's enjoyment of literature, will engage those who interact with children in the classroom, family, or community. 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.
ENGLISH LANGUAGE LEARNING (EDEU)

EDEU 500 Theory/Foundations of ESL Programs
Explore how historical, political, sociocultural, and educational events, policies, laws, and issues drive and affect education of linguistically and culturally diverse students in ESL programs in schools. Become familiar with services and programs to be provided to ELL students in ESL programs based on local, state, and federal policies and laws. Explore program delivery models and various theories of Second Language Acquisition (SLA), bilingualism, and sociocultural variables. *This course is only available for Illinois residents. 3 credits.

EDEU 501 Methods of Teaching ESL in Bilingual Programs
Learn about best practices and resources for teaching English Language Learners within bilingual programs including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning. *This course is only available for Illinois residents. 3 credits.

EDEU 502 Cross Cultural Issues for Teaching ESL
Gain deeper awareness of how one's personal attitudes, values, and beliefs about language, patriotism, culture, teaching, learning, power, privilege, and other cultural norms, values, and mores impact teaching and learning. Participants will relate these concepts to cross-cultural interactions in educational settings and explore implications about how these impact interactions with students and their families, instructional decisions, and perceptions about student performance, teaching, and learning within your professional practice. *This course is only available for Illinois residents. 3 credits.

EDEU 503 Methods and Materials for Teaching ESL
Learn about best practices and resources for teaching English Language Learners including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning. *This course is only available for Illinois residents. 3 credits.

EDEU 504 Linguistics for ESL Teachers
Analyze the role language plays in society. Deepen your awareness about sounds, words, sentence structure, oral and written communication, key aspects of nonverbal communication, the history of the English language, and the evolution of language. Explore elements of linguistics relevant to second language learning and teaching English Language Learners. Similarities and difference between the structures of English and other languages with emphasis on (but not limited to) languages found in the classrooms, schools, and communities of the participants as well as those of major groups in the US will be explored. *This course is only available for Illinois residents. 3 credits.

EDEU 505 Assessment of Bilingual Students
Acquire understanding of strategies and instruments for diagnosing and evaluating learning and instruction in English and the student's home language. Focus will be on the purposes, characteristics, strengths, and limitations of teacher-made and commercial assessments used to identify, place, and exit English Learners. Strategies for reflecting on and using assessment-data to plan and deliver instruction will be explored along with issues related to validity, reliability, bias, scoring, and other assessment-related issues. *This course is only available for Illinois residents. 3 credits.
ENTREPRENEURSHIP (ENTU)

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
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: Dean approval.
Through the action learning project students will experience “entrepreneurship in action,” allowing them 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.
ENVIRONMENTAL SCIENCES (ESCU)

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 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.

ESCU 401 Environmental Science, Policy, and Management
This course examines environmental science principles and policies that impact society and the management of the surrounding physical environment. Students will apply environmental and scientific literacy to the analysis of real-world problems. Specific topics include ecology, water resources, energy, pollution, biodiversity, food, and access to resources. 3 credits.
FINANCE (FINU)

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 firm’s 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. Online only. 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.
FOOD SCIENCE & NUTRITION (FSNU)

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, economic, 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, and 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. 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.
GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GIS 505 GIS Research Methods
In this course, students will apply spatial thinking and Geographic Information Systems (GIS) technology to research design, data collection, analysis, and decision-making. Students will utilize multiple research methods to collect and analyze spatial data within an interdisciplinary environment. Using a spatial analysis lens, students will formulate policies and solutions. Online only. 3 credits.

GIS 603 Spatial Database Design
Prerequisite: GIS 505.

The functions and applications of Geographic Information Systems (GIS) depend on well-designed and reliable spatial databases. In this course, students will explore fundamental database concepts and benefits of using databases. This course will provide students with the skills to store, organize, and query spatial databases. Students will discuss such issues as big data management and limitations with conventional database structures. Online only. 3 credits.

GIS 621 GIS Communication
Prerequisite: GIS 505.

In this course, students will develop skills to choose the most effective means of communication (visual, written and oral) for a particular audience. Students will explore how to best use spatial thinking to communicate across different cultures, communities and organizations. Students will apply communication techniques including images of quantitative, qualitative and geospatial data. Online only. 3 credits.

GIS 633 GIS for Emergency Preparedness and Planning
Prerequisite or Corequisite GIS 505.

In this course, students will examine how geospatial information and GIS tools can be used to support advance planning for major emergencies related to natural disasters (such as earthquakes, wildland fires, hurricanes) or human-caused events (such as terrorism or large-scale civil unrest). Students will participate in activities based upon real-world scenarios and data. Examples of issues students will address include: projecting which communities and infrastructure are at greatest risk, and how to plan and prepare for community resilience before a disaster occurs. Online only. 3 credits.

GIS 634 GIS for Emergency Response and Recovery
Prerequisite or Corequisite GIS 505.

Students will examine how geospatial information and GIS tools can be used to support emergency response and post-event recovery operations. Students will develop the necessary data analysis skills and situational awareness to effectively respond to large scale threats to life and property and to contribute to post-event recovery efforts. Online only. 3 credits.

GIS 637 Economic Development
Prerequisite or Corequisite GIS 505.

This course focuses on concepts of economic development and the use of data in the decision making process. Additionally, students will explore strategies to provide safe, flexible, and stable economic growth. Students will employ methods of organizing, planning, and managing economic change to a specific region. They will apply Geographical Information System (GIS) and data analytics to data-driven decision making. Online only. 3 credits.

GIS 638 GIS and Community Economic Development
Prerequisite or Corequisite GIS 505.

In this course, students will explore the relationship between data analysis and Geographical Information System (GIS) and building strong communities and economies. This course covers topics related to community development, including small business development, affordable housing, and empowerment of local economies through effective geospatial allocation of social and financial resources. Students will consider strategies to apply multiple research methods and analysis to guide policy development, plans and practice. Online only. 3 credits.

GIS 655 GIS Project Planning and Leadership
Prerequisite: GIS 505.

This course focuses on the essential leadership and technical skills necessary for effective Geospatial Information Systems (GIS) project management planning and implementation. Students will address key principles and analytical methods related to GIS, project management, leadership, and technology necessary for successful project outcomes. Students will create a real-world project integrating knowledge and skills acquired in this course. Online only. 3 credits.

GIS 663 Programming for GIS
Prerequisite: GIS 505.

This course will provide students with an introductory understanding of programming and data automation techniques in Geographic Information Systems (GIS). Students will use programming languages to develop modules that add functionality to GIS tools and to automate the process of geospatial analysis. No previous programming experience is required. Online only. 3 credits.
HEALTH ADMINISTRATION
(HAUU)

HAUU 640 Foundations of Healthcare Administration
This course reviews the healthcare system in the United States from a healthcare administration and management perspective. Healthcare organization, delivery of services, government regulation and policy are covered in depth. Students will explore medical issues related to current healthcare administration best practices. Online only. 3 credits.

HAUU 641 Law, Ethics and Health Services
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. Online only. 3 credits.

HAUU 642 Healthcare Information and Communication Systems
This course will examine the principles of effective information and communication systems in the healthcare industry. A primary focus is placed on the evaluation and application of emerging technologies in healthcare management. Online only. 3 credits.

HAUU 645 Healthcare Economics
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. Online only. 3 credits.

HAUU 651 Quality Management in Healthcare
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. Online only. 3 credits.
HISTORY (HISU)

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
This course highlights basic issues of American life, culture, society, and economics from the roots of Reconstruction to 9/11, while considering the following questions: Who is an American? How have we evolved as a nation? How has that definition changed over time? 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 107 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 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
This course examines the significant diplomatic, political, social, cultural, and military events of WWII from a global perspective. Students analyze fascism, capitalism, communism, colonialism, and the principal figures who advocated them. 3 credits.

HISU 355 History of the Vietnam Conflict
Plato wrote: “Only the dead have seen the end of war.” This course is created to provide a well told story about the causes, main events and the impact of the Vietnam Conflict. Students will trace the events, decisions and results of America’s involvement in Southeast Asia. Military, social, economic and political historical analysis of the era will be a key element in the research and assignments the students will produce. 3 credits.

HISU 358 United States History and Democracy
Prerequisite: ENSU 103.
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
Prerequisite: ENSU 103.
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 course presents the Westward Expansion of the United States beginning with 17th Century Colonial America up to the early 20th century. Topics to be covered will include the Trans-Mississippi Movement, cultural conflicts, myths and realities, religious factors, gender roles, economic development, technological advances, and political opportunities. Online only. 3 credits.

HISU 390 Modern Latin American History
This course surveys the history of Latin America from 1820 and examines the roots of social, economic, and political change in the region. Students will discuss the contradictions of liberalism, the widening gap between elite and indigenous populations, the attempt to compete globally, and the numerous military dictatorships of the modern era. 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)

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 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 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 600 Human Resource Foundations
(Equivalent to HRCU 645, which is no longer offered.) This course provides a systems approach to managing human resources in organizations. Topics include recruitment and selection, diversity, employment law, training and development, performance management, and reward systems. The Professional in Human Resources (PHR) certification may be used as a substitute for either HRCU 445 of HRCU 600. The SHRM Senior Certified Professional (SHRM-SCP) certification may be a substitute for this course. 3 credits.

HRCU 602 Strategic Business Concepts and Human Resources
This course examines the strategic relationship between effective human resource management and core business functions through the application, analysis, best practices and evaluation of business and Human Resources partnerships. 3 credits.

HRCU 603 Globalization and Diversity
(Equivalent to HRCU 670, which is no longer offered.) In this course students will analyze and evaluate the impact of globalization and multiculturalism on organizational policies and practices within organizations. Topics include best practices to manage multicultural locations, understanding global cultures, managing a multi-generational workforce, and developing cultural intelligence. 3 credits.

HRCU 604 Workforce Planning
(Equivalent to HRCU 644, which is no longer offered.) In this course students will examine the role and responsibilities of human resource professionals in workforce planning strategies that align workforce capabilities with current and future organizational needs. Topics include workforce planning and design, employee recruitment, staffing, onboarding, and exit management. 3 credits.

HRCU 605 Talent Management
(Equivalent to HRCU 646.) In this course students will examine the roles and responsibilities of human resource professionals in creating and implementing strategic approaches to managing employee performance as a means of maximizing productivity and retention. Topics include performance assessment, talent development, succession planning, and change management. 3 credits.

HRCU 606 Strategic and Legal Leadership
(Equivalent to HRCU 648, which is no longer offered.) This course focuses on building strategic leadership skills needed to align business needs with ethical and legal best practices in managing human resources. Concentration is placed on understanding the complexity of ethical decision making, and ensuring legal requirements are met in organizational policies and practices. 3 credits.

HRCU 607 Total Rewards
This course focuses on the importance and value of total rewards programs that align with the organization's vision, mission and strategy. The design and implementation of total reward systems including competitive pay, benefit, recognition and work-life balance programs that attract, motivate and retain talent; are examined; contemporary trends and issues is emphasized. 3 credits.

HRCU 612 Human Resources Management in Public Administration
This course provides a systems approach to managing human resources in public and nonprofit organizations. The history, environment and roles of human resources in public service are discussed in depth. Specific areas of focus include; job design, analysis and classification; recruitment and selection; determining salaries, wages and benefits; managing performance; discipline and dismissal; managing risk; unions and the collective bargaining process. 3 credits.
HRCU 618 Career Management  
**Prerequisite:** Dean approval.

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. (Designed for transfer of military coursework only.) 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 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 650 Strategic Management of Human Resources  
**Prerequisites:** Satisfactory completion of HRCU 600 and twelve (12) credits of additional core courses.

The capstone course provides students with the opportunity to apply and integrate previous learning by the completion and presentation of an integrative paper, which will demonstrate the students’ learning as well as their abilities to integrate and apply human resources concepts and strategies learned to a complex business issue. 3 credits.

HRCU 699 Independent Research  
**Prerequisite:** Dean approval.

Supervised independent study or research on a special issue or program development affecting human resources management. 1-3 credits.
HUMANITIES (HUMU)

HUMU 200 Women's Realities: History, Perspectives, and Contemporary Issues
This course provides an overview of women's studies. Students examine the intersection of race, ethnicity, class, gender, and religion. Students explore historical and contemporary perspectives on a variety of topics, including feminist theory, sexuality, culture, and international issues. 3 credits.

HUMU 250 Humanities in the Digital Culture
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'n 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 Literature and Film
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: A Passage to India
Students will examine culture, identity, and ethnic diversity. Students study the value systems which underlie customs, traditions, folklore, history, geography, art, and literature using the exemplar of the Indian sub-continent. 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.
LEGAL STUDIES (LEST)

LEST 300 Foundations of Law
This course provides an introduction to the United States legal system, the different courts and their roles, and major areas of law such as contracts, torts, and criminal law. Students will develop an understanding of common legal terminology and begin to explore current legal issues. 3 credits.

LEST 303 Legal Research and Writing
This course provides an introduction to the fundamentals of legal research and writing, including the ethical implications involved in performing legal research and writing. Students will analyze the role that clear communication plays in the legal environment. Additionally, students will explore the various databases legal professionals utilize. Online Only. 3 credits.

LEST 304 Constitutional Governance
This course focuses on the roles of the state government, the different branches of the Federal government, and the balance of power among them. Students will examine individual Constitutional rights such as free speech, freedom of religion, and search and seizure. They will then compare and contrast select individual rights on a global scale. Students will also explore the role of the U.S. Supreme Court in interpreting the Constitution, in regard to governmental powers and individual rights. 3 credits.

LEST 306 Business Organizations
This course focuses on the legal rights and responsibilities of business organizations in the United States. Students explore the most prevalent types of business organizations and the differences between them. Students also consider the major differences between public and privately held corporations and between limited and general partnerships. Additionally, students analyze the legal context of businesses activities and the distinction between principles of agency and fiduciary relationships. 3 credits.

LEST 320 Torts
From accidents to intentional assaults, when people sue one another, it is commonly within the realm of tort law. This course focuses on the tort system in the United States. Students will explore the most common types of torts, including negligence, strict liability, and intentional torts. Students will also consider the legal requirements and potential defenses for each tort. Online Only. 3 credits.

LEST 322 Contracts
This course addresses general principles of contract law including formation, breach, defenses, and remedies. Students will examine principles of contract review and drafting with special attention given to issues that commonly lead to litigation. Additionally, students will explore the Uniform Commercial Code and its effect on contract rights. Online Only. 3 credits.

LEST 324 Interviewing, Negotiation and Alternative Dispute Resolution
This course examines the art and science of interviewing and negotiation with additional emphasis on alternative conflict resolution. Through the use of case studies and associated readings, students will explore the basic models of communication through interviewing, bargaining and alternative dispute resolution. Online Only. 3 credits.

LEST 402 Litigation and Trial Advocacy
This course will provide a complete overview of a civil trial from the filing of a complaint through the appeals process. Students will explore, in depth, each of the trial stages. Topics include initiating and defending lawsuits, gathering information from clients and from the opposing sides, trial preparation, and post-trial procedures. Students will analyze legal situations and develop their own trial strategies. Online Only. 3 credits.

LEST 410 Employment Law
This course examines common legal issues that can arise in an employment setting. It explores sources of employment law and regulation, including the Civil Rights Act, the Americans with Disabilities Act, and the Occupational Safety and Health Administration. It discusses common legal pitfalls such as discrimination in the workplace and wrongful termination. Finally, it leaves students with a better understanding of how to best protect the legal interests of both employers and employees on the job. 3 credits.

LEST 412 Intellectual Property
Prerequisite: LEST 300.
This course explores how the law assigns ownership interests to persons or entities in their artistic, academic, technological, or other creations. This course surveys the major categories of intellectual property to include copyright, trademark, and patent. Attention will also be given to the concepts of reverse engineering and independent discovery. Students will examine the history of intellectual property as well as the underlying public policy decisions, statutes, and court cases that form the basis of intellectual property law. 3 credits.

LEST 414 Transactional Law
This course provides an in-depth examination of the legal side of business transactions. Students explore the sales of goods and services and consider such issues as warranties, contracts, and payments. Legal topics such as consumer protection, product liability, and the Uniform Commercial Code are discussed. Emerging legal considerations in e-commerce are also explored. 3 credits.

LEST 416 Contemporary Legal Issues
Prerequisite: LEST 300.
This course surveys a variety of timely legal issues that have significant legal, social, ethical, and political impact on the lives of everyday citizens. Students will examine the role of the courts in addressing unfolding social, cultural and political issues. In addition, students will confront and assess significant systemic issues facing the legal system. Online Only. 3 credits.

LEST 418 Electronic Discovery and Legal Technology
This course will survey issues surrounding electronic discovery, including electronic discovery rules and case management systems in both civil and criminal litigation. Students will also assess confidentiality and ethical issues arising in the context of data management and other software-based technologies. Finally, students will analyze the use of technology and telecommunications in the courtroom. Online Only. 3 credits.

LEST 420 Law Practice Management
This course provides the skill set needed to be a successful paralegal in a law office setting. Students will gain an understanding of business processes in a law office, including file management, legal fees, timekeeping, and client funds. Students will also focus on soft skills such as client relations, professionalism, and communication skills. Online Only. 3 credits.
LEST 462 Ethics in a Legal Environment
This course provides an overview of the codes of ethics and ethical obligations encountered in a legal environment. Students will examine the model codes for attorneys and legal assistants. Students will also evaluate different ethical dilemmas, including the unauthorized practice of law, conflicts of interest, and breaches of confidentiality. Online Only. 3 credits.

LEST 495 Legal Studies Capstone
Prerequisites: LEST 300, LEST 303, LEST 402.
As the capstone for the B.A. in Legal Studies, this course brings together student learning from all prior courses. Students will consider legal issues from a broad interdisciplinary perspective. They will be expected to set forth a method of systematically analyzing an unsettled legal issue and to ultimately construct a legally sustainable argument for the issue’s resolution. Online Only. 3 credits.

LEST 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)

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 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: ENSX 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 302 Information Fluency and Academic Integrity
Prerequisite or Corequisite: ENSX 104.

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 ENSX 103 and ENSX 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 304 Liberal Arts Core Foundations
Prerequisite or Corequisite: ENSX 104.

LBSU 304 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 ENSX 103 and ENSX 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 306 Transition to Applied Studies
This is the gateway course for the Applied Studies program. It examines the relationship between occupational and academic competencies and values. Assignments will focus on applying theoretical knowledge in practical ways. Online Only. 3 credits.

LBSU 310 Music, Movement and Drama: The Human Expression
Prerequisite: ENSX 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: ENSX 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 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 issues relevant to modern education, including: approaches to schooling (homeschooling, charter schools, unschooling), learning theory and preferences, frameworks and standards, instructional design and assessment, and being equipped to be a teacher in the 21st century. 3 credits.

LBSU 487 Applied Studies Capstone
Prerequisites: ENSX 380 and LBSU 306.

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)

MGTU 240 Selected Topics in Management
Prerequisite: Dean approval.

This course covers special topics related to management and/or business studies. This course may be repeated for up to 9 credits provided the course topics are different. 1-3 credits.

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 410 Strategic Management
Prerequisite: All core courses in the BBA major must be completed, one course may be taken concurrently.

Formulation and implementation of strategies for both single-business and diversified firms operating in domestic or international contexts. Topics include the analysis of the remote, industry, and operating environments, the analysis of the internal firm resources, competencies and competitive advantages and weakness, the issues of outsourcing, mergers, acquisitions and joint ventures, and the integration of functional and behavioral knowledge in the formulation and implementation of firm strategies and tactics. 3 credits.

MGTU 400 Global Environment of Business
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.
MARKETING (MKTU)

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
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
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
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
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 Promotional Strategy
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 624 Seminar in Marketing Research
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
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
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
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)

MATU 085 Basic Math - Pre Algebra
This course was designed for students who need to build skills in Basic Math and Prealgebra. The course covers all the essential topics needed to be successful in Algebra. Topics include basic operations with integers and real numbers, fractions, decimals, exponents, order of operation, conversion of units, percents, radicals, linear equations, radicals, mathematical modeling, data interpretation and statistics, area, perimeter and volume of geometric figures, and the coordinate plane. This course is only offered through the School of Extended Education. 3 credits.

MATU 090 Elementary Algebra
This course was designed for students without any algebraic background. The course covers all the essential topics needed to be successful in Intermediate Algebra. Topics include algebraic techniques on real numbers, order of operation, exponents, absolute value, factoring, inequalities, polynomials, rational expressions and equations, radical expressions and equations, linear and quadratic equations, graphs of linear equations, graphs of inequalities, linear systems, systems of inequalities, and mathematical modeling. Upon completion, students will be able to solve real world applications and use appropriate models for analysis. This course is only offered through the School of Extended Education. 3 credits.

MATU 098 Plane Geometry
Prerequisite: MATU 090.

This course was designed to prepare students in the understanding of properties and applications in Euclidean geometry. Extensive use of definitions, postulates and theorems are used throughout this course to write proofs using deductive reasoning. Critical thinking skills are used in solving real world applications. Topics include angles, parallel and perpendicular lines, congruence, similar triangles, properties and applications of right triangles, introduction to trigonometry, constructions, transformations, polygons, circles, area, perimeter, surface area, volume, and three dimensional space. This course is only offered through the School of Extended Education. 3 credits.

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. This course is only offered through the School of Extended Education. 3 credits.

MATU 099 College Algebra
Prerequisite: MATU 099.

Presents a study of College Algebra and Analytic Geometry with an emphasis on mathematical modeling. The student will analyze functions in depth including transformations, inverses and compositions, while paying particular attention to quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. Other topics include complex numbers, the binomial theorem, arithmetic and geometric sequences, series, systems of equations and inequalities, matrices and determinants, partial fractions, algebraic equations and inequalities, conic sections and probability. The student will solve applications and modeling problems related to the above topics. Upon completion, students should be able to solve practical problems and use appropriate models for analysis. This course is designed to prepare students for Calculus. This course is only offered through the School of Extended Education. 3 credits.

MATU 102 Trigonometry
Prerequisite: MATU 101.

This course provides a study of the relationships between angles and sides of triangles, relationships between central angles and coordinate points on a circle, right triangles, circular functions, degree/radian measures of angles, trigonometric functions of angles, inverse functions, identities, graphic representations of trigonometric functions, law of sines and cosines, trigonometric equations, solutions of right and oblique triangles, vectors, complex numbers, and polar coordinates. Upon completion, students will be able to solve practical problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 4 credits.

MATU 103 Applied Mathematics
This course presents contemporary and historical topics in mathematics and discusses their use in modern business, science, social science, and other applications. Students will explore mathematical concepts in a real-world context. These concepts include problem-solving methods, set theory, graph theory, number theory, algebraic modeling, probability, statistics, voting methods, fair division, economics, and finance topics. 3 credits.

MATU 104 Pre-Calculus Mathematics I
Prerequisite: MATU 099.

Presents topics such as functions and transformations, linear and quadratic functions and inequalities, matrices and determinants, exponential and logarithmic functions. This course is only offered through the School of Extended Education. 3 credits.

MATU 112 Business Calculus
Prerequisite: MATU 101 and MATU 102 or MATU 104.

A study of calculus with emphasis placed on the applications and concepts relating to business and management problems. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues. Derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are covered. This course is only offered through the School of Extended Education. 4 credits.
MATU 115 Calculus I  
**Prerequisite:** MATU 104.

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. This course is only offered through the School of Extended Education. 4 credits.

MATU 116 Calculus II  
**Prerequisite:** MATU 115.

Presents a continuing study of integration techniques, applications to physics and engineering, improper integrals, transcendental functions, first order differential equations, series and sequences, parametric equations and polar coordinates. Each topic is taught geometrically, numerically, and algebraically. This course is only offered through the School of Extended Education. 4 credits.

MATU 117 Calculus III  
**Prerequisite:** MATU 115 and MATU 116.

Presents a study of differentiation and integration of functions of several variables, parametric curves and surfaces, and the calculus of vector fields. Topics are inclusive of, but not limited to, multivariable vector functions, partial derivatives, directional derivatives, surfaces and hyper surfaces, parametric equations, multiple integrals using several different coordinate systems, line integrals, Green's Theorem, the Divergence Theorem and Stokes Theorem. This course is only offered through the School of Extended Education. 4 credits.

MATU 203 Introduction to Statistics  
**Prerequisite:** MATU 099 or higher.

This course presents an introduction to statistics and its practical applications. Topics include methods of sampling, graphical representation of data, descriptive statistics, elementary probability principles, discrete and continuous random variables, probability distributions, Central Limit Theorem, confidence intervals, hypothesis testing, correlation and regression, goodness-of-fit, and contingency tables. Students will explore the use of data analysis and statistical methods in the disciplines of business, health sciences, education, and social sciences. Computer software for statistical analysis of application problems is required. 3 credits.

MATU 204 Introduction to Statistics & Probability  
**Prerequisite:** MATU 099.

A study of descriptive and inferential statistics and its applications to the fields of economics, business, ecology, psychology, education, mathematics and applied science. Topics are inclusive of, but not limited to, the analysis and classification of data, numerical summary measures, probability, discrete and continuous probability distributions, statistics and their sampling distribution, the Central Limit Theorem, point estimation, confidence intervals, hypothesis testing with one and two samples, correlation and regression, Chi-Test and the F-Distribution, Analysis of Variance, and Nonparametric Tests. Upon completion, students will be able to solve real world problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 3 credits.

MATU 206 Mathematics for Elementary School Teachers I  
**Prerequisites:** MATU 104.

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 211 Linear Algebra  
**Prerequisite:** MATU 117.

This course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues, eigenvectors, diagonalization, matrix decomposition, and the Spectral Decomposition theorem. This course is only offered through the School of Extended Education. 4 credits.

MATU 220 Methods of Proof in Mathematics  
**Prerequisite:** MATU 117.

This course is an introduction to abstract mathematics, with an emphasis on the techniques of mathematical proof (direct, contradiction, conditional, contraposition). Topics to be covered include logic, set theory, relations, functions and cardinality. This course is only offered through the School of Extended Education. 4 credits.

MATU 251 Discrete Mathematics  
**Prerequisite:** MATU 101 or MATU 104.

This course was designed for students in math and computer science. Logic is emphasized in this course, and topics include proof and theory (including inductive and deductive proofs), propositional and predicate logic, set theory, algorithms (including recursion), trees, relations and functions, counting and probability, and elements of the theory of directed and undirected graphs (including Dijkstra's shortest path algorithm). Additionally, an introduction to complexity of algorithms and recurrence relations are included. Upon completion, students will be able to solve real world problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 4 credits.

MATU 310 Abstract Algebra  
**Prerequisite:** MATU 220 and MATU 211.

An introduction to the principles and concepts of modern Abstract Algebra. Topics include groups, rings, and fields, isomorphisms, and homomorphisms with applications to number theory, the theory of equations, and geometry. This course is only offered through the School of Extended Education. 4 credits.
MATU 320 Number Theory
Prerequisite: MATU 211 and MATU 220.

An introduction to the principles and concepts of Number Theory. Topics include distribution of primes, representations of integers, Fibonacci numbers, divisibility, Euclidean algorithm, fundamental theorem of arithmetic, number-theoretic functions, Diophantine equations, congruence, primitive roots, the Chinese remainder theorem, quadratic residues, and elementary partition theory. This course is only offered through the School of Extended Education. 4 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.
EDMU 520 Literacy and Language in K-8 Classrooms I
Prerequisites: EDUU 510 and 512.

Literacy and Language I focuses on early literacy instruction with an emphasis on foundational skills as a part of a comprehensive literacy program. Aligned with the Common Core Standards in English Language Arts this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. An emphasis is placed on teaching strategies and interventions that provide effective instruction for a struggling reader in a primary grade level. A minimum of 10 hours of fieldwork. 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 writing strategies as a part of a comprehensive literacy program. Aligned with the Common Core Standards in English Language Arts and the English Language Development standards this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. Literacy and English language assessments, culturally responsive teaching practices, content area literacy, children's literature and informational text, writing, and the use of multimedia tools in literacy instruction are examined. 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 initial 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 5 hours of fieldwork is required for this course. 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 as well as other content areas. Candidates will create a multimedia presentation and flipped video for their thematic unit and highlight key interactive instructional strategies with video annotations. Candidates will build an online learning environment to integrate digital tools and learning technologies and implement cross-disciplinary learning and assessment. 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 for a full range of learners. Classroom management techniques, interactive curriculum materials, and Science, Technology, Engineering Arts and Math (STEAM) 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 for a full range of learners. Classroom management techniques, interactive curriculum materials, and Science, Technology, Engineering Arts and Math (STEAM) 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-A Supported Teaching I: Elementary School
Prerequisite: Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-B Supported Teaching I: Elementary School
Prerequisite: Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.
EDMU 580-C Supported Teaching I: Elementary School  
**Prerequisite:** Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

**EDMU 580-D Supported Teaching I: Elementary School**

**Co-requisite:** EDUU 558.

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. Graded on a Pass/No Pass basis. 2 credits.

**EDMU 580-E Supported Teaching I: Elementary School**

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. Graded on a Pass/No Pass basis. 2 credits.

**EDMU 580-F Supported Teaching I: Elementary School**

**Co-requisite:** EDUU 559.

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. Graded on a Pass/No Pass basis. 2 credits.

**EDMU 581-A Supported Teaching II: Elementary Education**

**Prerequisite:** EDMU 580-A, EDMU 580-B, and/or EDMU 580-C.

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. Graded on a Pass/No Pass basis. 2 credits.

**EDMU 581-B Supported Teaching II: Elementary Education**

**Prerequisite:** EDMU 580-D, EDMU-580-E, and EDMU 580-F.

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. 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) including enrollment in the appropriate multiple subject credential or MAT program.

**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.
MUSIC (MUSU)

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)

NSCU 302 Life Science
This course is the first in a two-part natural science sequence for prospective elementary school teachers. 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 is the second in a two-part natural science sequence for prospective elementary school teachers. 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 (Nuru)

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. This course requires students to attend Immersion (face-to-face or online) and there is an associated nursing fee. 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 affected and continue to affect 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 Health Care 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
This course explores nursing inquiry and professional scholarship. This course will focus on providing the student with foundational knowledge regarding critical appraisal and research utilization for its relevance and applicability to selected healthcare strategies and conditions. The course will examine the basic elements of the research process and models for applying evidence to clinical practice to patient-centered care. This course prepares students to synthesize a body of evidence, to collaborate with others in developing EBP projects, and to evaluate the application of evidence for practice. The course will explore the role of inquiry and innovation in improving critical thinking in practice, individual patient outcomes, population health, health care policy and educational practice. 3 credits.

NURU 406 Improving Patient Health Care Outcomes: Quality Care & Patient Safety
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 exploring diversity in different cultures, health beliefs, and spiritual practices; and how they affect the provision of culturally competent care. Students will have the opportunity to explore beliefs and values in their own culture as well as the cultures of others. Emphasis will be placed on summarizing intercultural aspects and how the professional nurse can assess and plan care according to the cultural and spiritual needs of individual patients and populations. 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, workflow, 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
Pre-requisite: NURU 400.
Co-requisite for full-time students: 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
Pre-requisites: NURU 400 and NURU 409 for part-time students.
Co-requisite: NURU 409 for full-time students.
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
Pre-requisites: NURU 400.
Co-requisite: NURU 412 for full-time students.
This course provides the basis for understanding leadership and management principles as they relate to the delivery of healthcare. Emphasis is placed on 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 411 for part-time students.

Co-requisite: NURU 411 for full-time students.

Students in this course will analyze and apply leadership and management principles as they relate to the delivery of health care. Emphasis is placed on 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 introduce and recommend a nursing practice change based on evidence for best patient outcomes. Eighty (80) hours of practicum experience are required. 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.

NURU 428 Pathophysiology Across the Lifespan
Prerequisites: BIOU 332, BIOU 340, BIOU 341.

This course focuses on the biological and physical processes that underlie human health alterations across the life span. The course prepares the learner to use selected concepts in the clinical decision-making process. 3 credits.

NURU 429 Pharmacology Across the Lifespan
Prerequisites: BIOU 332, BIOU 340, BIOU 341, CHMU 101, NURU 428.

This course focuses on pharmacotherapeutic interventions to support human function in the practice of professional nursing across the lifespan. The course prepares the learner for the safe and effective administration of pharmacotherapeutic agents and to use selected concepts in the clinical decision-making process. 3 credits.

NURU 431 Foundations of Nursing Practice I
Prerequisites: BIOU 332, BIOU 340, BIOU 341, NURU 407, NURU 428, PSYU 320.

Co-requisites: NURU 433.

This course is the first in a two-course sequence that focuses on select concepts that underlie the ability of the learner to provide safe and effective professional nursing care. This course is graded on a Pass/No Pass Basis. 3 credits.

NURU 432 Foundations of Nursing Practice II
Prerequisites: NURU 429, NURU 431, NURU 433.

Co-requisites: NURU 435.

This course is the second in a two-course sequence that focuses on select concepts that underlie the ability of the learner to provide safe and effective professional nursing care. Experiential learning occurs in the clinical laboratory setting and via direct patient care in with stable patients in select acute care settings. 2 credits.

NURU 433 Foundations of Nursing Practice I Practicum
Prerequisites: BIOU 332, BIOU 340, BIOU 341, NURU 407, NURU 428, PSYU 320.

Co-requisites: NURU 431.

This practical practicum is the first in a two-course sequence that will provide learners the opportunity to provide direct patient care activities in adults with health alterations. Experiential learning will occur in select sub-acute care settings. Learners will complete 135 practicum hours. This course is graded on a Pass/No Pass Basis. 3 credits.

NURU 435 Foundations of Nursing Practice II Practicum
Prerequisites: NURU 429, NURU 431, NURU 433.

Co-requisites: NURU 432.

This clinical practicum is the second in a two-course sequence that will provide learners the opportunity to provide direct patient care activities in adults with stable conditions in select acute care settings. Learners will complete 135 practicum hours. This course is graded on a Pass/No Pass Basis. 3 credits.

NURU 441 Adult Gerontology-Centered Care
Prerequisites: NURU 404, NURU 432, NURU 435.

Co-requisites: NURU 443.

This course focuses on select nursing practice concepts that will be used by the learner to make safe, evidence-based clinical decisions while providing professional patient-centered nursing care to the older adult at all levels of prevention and practice settings. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with the older adult. 3 credits.

NURU 443 Adult Gerontology-Centered Care Practicum
Prerequisites: NURU 404, NURU 432, NURU 435.

Co-requisites: NURU 441.

This clinical practicum will provide learners the opportunity to provide direct and indirect patient care activities with the older adult across the health and wellness spectrum. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Learners will complete 90 practicum hours. This course is graded on a Pass/No Pass Basis. 2 credits.
NURU 451 Acute Care Nursing I  
**Prerequisites:** NURU 405, NURU 441, NURU 443.  
**Co-requisites:** NURU 453.  
This course focuses on select nursing practice concepts that will be used by the learner to make safe, evidence-based clinical decisions while providing professional patient-centered nursing care to adults at the tertiary level of prevention during acute health alterations. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing acute health alterations. 3 credits.

NURU 452 Acute Care Nursing II  
**Prerequisites:** NURU 406, NURU 451, NURU 453.  
**Co-requisites:** NURU 455.  
This course is the first in a two-course sequence that focuses on the complex interaction of select concepts that will be used by the learner to make safe, evidence-based, and cost effective clinical decisions while providing professional patient and family-centered nursing care to individuals at the tertiary level of prevention. The concepts and processes related to care coordination are emphasized throughout the course. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing acute health alterations. 1 credit.

NURU 453 Acute Care Nursing I Practicum  
**Prerequisites:** NURU 405, NURU 441, NURU 443.  
**Co-requisites:** NURU 451.  
This clinical practicum will provide learners the opportunity to provide direct and indirect patient care with adults experiencing acute health alterations. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Learners will complete 90 practicum hours. This course is graded on a Pass/No Pass Basis. 2 credits.

NURU 454 Acute Care Nursing III  
**Prerequisites:** NURU 408, NURU 452, NURU 455.  
**Co-requisites:** NURU 457.  
This course is the second in a two-course sequence that focuses on the complex interaction of select concepts that will be used by the learner to make safe, evidence-based, and cost effective clinical decisions while providing professional patient and family-centered nursing care to individuals at all levels of prevention. The concepts and processes related to care coordination are emphasized throughout the course. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing health alterations across practice settings. 1 credit.

NURU 455 Acute Care Nursing II Practicum  
**Prerequisites:** NURU 406, NURU 451, NURU 453.  
**Co-requisites:** NURU 452.  
This clinical practicum is the first in a two-course sequence that will provide learners the opportunity to provide direct and indirect patient care activities with adults experiencing acute complex health alterations across practice settings, as well as in simulated scenarios. Learners will complete 45 practicum hours. This course is graded on a Pass/No Pass Basis. 1 credit.

NURU 457 Acute Care Nursing III Practicum  
**Prerequisites:** NURU 408, NURU 452, NURU 455.  
**Co-requisites:** NURU 454.  
This clinical practicum is the second in a two-course sequence that will provide learners the opportunity to provide direct and indirect patient care activities with adults experiencing acute complex health alterations. Experiential learning will occur across practice settings, as well as in simulated scenarios. Learners will complete 45 practicum hours. This course is graded on a Pass/No Pass Basis. 1 credit.

NURU 461 Family Centered Care - Pediatrics  
**Prerequisites:** NURU 451, NURU 453.  
**Co-requisites:** NURU 463.  
This course focuses on select nursing practice concepts that will be used by the learner to make safe, evidence-based clinical decisions while providing professional family-centered nursing care to children and their families at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with children and their families across the health and wellness spectrum. 2 credits.

NURU 462 Family Centered Care - Childbearing  
**Prerequisites:** NURU 451, NURU 453.  
**Co-requisites:** NURU 465.  
This course focuses on select nursing practice concepts that will be used by the learner to make safe, evidence-based clinical decisions while providing professional family-centered nursing care to the child bearing process, children, and their families at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with families during all phases of the child-bearing process. 2 credits.

NURU 463 Family Centered Care - Pediatrics Practicum  
**Prerequisites:** NURU 451, NURU 453.  
**Co-requisites:** NURU 461.  
This clinical practicum will provide learners the opportunity to provide direct and indirect patient care activities with children and their families across the health and wellness spectrum. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Learners will complete 45 practicum hours. This course is graded on a Pass/No Pass Basis. 1 credit.

NURU 465 Family Centered Care - Childbearing Practicum  
**Prerequisites:** NURU 451, NURU 453.  
**Co-requisites:** NURU 462.  
This clinical practicum will provide learners the opportunity to provide direct and indirect patient care activities with families related to the child bearing process, children, and their families at all levels of prevention across practice settings. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Learners will complete 45 practicum hours. This course is graded on a Pass/No Pass Basis. 1 credit.
NURU 471 Mental Health Care  
**Prerequisites:** NURU 403, NURU 454, NURU 457, NURU 461, NURU 462, NURU 463, NURU 465.  
**Co-requisites:** NURU 473, NCLEX Prep I.

This course focuses on select nursing practice concepts that will be used by the learner to make safe, evidence-based clinical decisions while providing professional patient and family-centered nursing care to individuals experiencing alterations in mental health at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with individuals experiencing alterations in mental health. 2 credits.

NURU 473 Mental Health Care Practicum  
**Prerequisites:** NURU 403, NURU 454, NURU 457, NURU 461, NURU 462, NURU 463, NURU 465.  
**Co-requisites:** NURU 471.

This clinical practicum provides the learners experiential learning through direct and indirect patient care activities with individuals experiencing alterations in mental health. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Learners will complete 45 practicum hours. This course is graded on a Pass/No Pass Basis. 1 credit.

NURU 481 Community-Centered Care  
**Prerequisites:** NURU 403, NURU 454, NURU 457, NURU 461, NURU 462, NURU 463, NURU 465.  
**Co-requisites:** NURU 483, NCLEX Prep I.

This course focuses on select nursing practice concepts that will be used by the learner to make evidence-based decisions to impact aggregate health outcomes for communities. The emphasis is on the primary and secondary levels of prevention. Experiential learning occurs in community settings where the learner interacts with individuals and families receiving community-based professional nursing services and at the systems level where the learner participates in professional nursing practice activities that impact aggregate health outcomes. 2 credits.

NURU 483 Community-Centered Care Practicum  
**Prerequisites:** NURU 403, NURU 454, NURU 457, NURU 461, NURU 462, NURU 463, NURU 465.  
**Co-requisites:** NURU 481.

This clinical practicum will provide learners the opportunity to apply evidence-based thinking and nursing practice in selected community-based healthcare sites. Emphasis is placed on health risk assessment, disease prevention, and health promotion for improved health outcomes. Learners will complete 90 practicum hours. This course is graded on a Pass/No Pass Basis. 2 credits.

NURU 491 Theory and Practice: Leadership in Nursing  
**Prerequisites:** NURU 471, NURU 473, NURU 481, NURU 483.  
**Co-requisites:** NURU 492, NURU 493, NURU 495, NCLEX Prep II.

This course focuses on select nursing practice and leadership concepts that will be used by the learner to make evidence-based decisions that impact quality and financial system-level outcomes in healthcare-related organizations. Experiential learning occurs during indirect patient care activities in select practice settings where the learner participates in professional nursing practice activities as well as in simulated scenarios that impact systems-level outcomes. 2 credits.

NURU 492 Capstone of Professional Nursing Practice  
**Prerequisites:** NURU 471, NURU 473, NURU 481, NURU 483.  
**Co-requisites:** NURU 491, NURU 493, NURU 495, NCLEX Prep II.

This course provides the learner with the opportunity to synthesize select nursing practice concepts in order to make clinical decisions that are safe, of high quality, and cost effective. Experiential learning occurs during direct and indirect patient care activities under the guidance of a professional nurse preceptor in select practice settings. 1 credit.

NURU 493 Theory and Practice: Leadership in Nursing Practicum  
**Prerequisites:** NURU 471, NURU 473, NURU 481, NURU 483.  
**Co-requisites:** NURU 491, NURU 492, NURU 495.

This clinical practicum provides the learner the opportunity to explore leadership and management principles in an area of clinical interest through observation and participation in leadership/management activities. Learners will work closely with a mentor, with emphasis given to the various roles nurse managers play on specific nursing units or healthcare organizations. Learners will complete 90 practicum hours. This course is graded on a Pass/No Pass Basis. 2 credits.

NURU 495 Capstone of Professional Nursing Practice Practicum  
**Prerequisites:** NURU 471, NURU 473, NURU 481, NURU 483.  
**Co-requisites:** NURU 491, NURU 492, NURU 493.

This clinical practicum provides the learners experiential learning through direct and indirect patient care activities under the guidance of a professional nurse preceptor in select practice settings. Learners have the opportunity to demonstrate synthesis of select nursing practice concepts in making clinical decisions that promote safe, high quality, and cost-effective care. Learners will complete 90 practicum hours. This course is graded on a Pass/No Pass Basis. 2 credits.

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 registered nursing. Students in this course will develop a personal theoretical framework for their own clinical practice and for use in their final clinical scholarly project (CSP). 3 credits.

NURU 601 Transitions in Practice: The Advanced Practice Nurse as DNP  
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. This course requires students to attend a face-to-face Immersion and there is an associated nursing fee. 3 credits.
NURU 602 Developmental, Cultural and Spiritual Care across the Lifespan  
This course focuses on examining concepts, influences, and approaches to health care from perspectives of integrative, functional, complementary and alternative health practices, culture, religious and spiritual beliefs; and the provision of patient centered care. Students will develop a holistic evidence-based approach to the health promotion of the individual and family that incorporates cultural and spiritual preferences. Emphasis will be placed on developing a personal approach to recognize and incorporate patient preferences for care during encounters with advanced practice nurses. 3 credits.

NURU 603 Advanced Health Assessment Across the Lifespan and Cultures  
Co-requisite: NURU 604 for students enrolled in the BSN-DNP program.

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. This course requires students to attend a face-to-face Immersion. 3 credits.

NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures  
Co-requisite: NURU 603 for students enrolled in the BSN-DNP program.

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 requires students to attend a face-to-face Immersion, 255 clinical hours and is graded on a Pass/No Pass basis. 4 credits.

NURU 605 Advanced Pathophysiology across the Lifespan  
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: 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 631 Palliative Care and Pain Management  
This course will explore appropriate pharmacologic and non-pharmacologic modalities for managing acute and chronic pain. Students will explore the evidence related to the use of alternative therapies such as massage, acupuncture, and Tai chi in the relief of chronic pain. The role of cultural, spiritual, and traditional approaches to the end of life care will be analyzed. The nurse practitioner is examined as the coordinator of end of life care for the support of the patient and family. How to develop and maintain an optimum quality of life and a planned end of life experience will be discussed. 3 credits.
NURU 632 Management in Adult-Gerontology Acute Care
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
Prerequisite: NURU 604 (or NURU 603 for Post-doc certification students).

This course is a precepted clinical practicum focusing on the management of common and acute problems of adults. Learners will participate in a variety of acute care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the trauma ICU, cardiac ICU, Emergency Department, one of the services; i.e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team a student may give palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend a face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 634 Complex and Chronic Problems in Adult-Gerontology Acute Care
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 in 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, psychosocial 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
Prerequisites: NURU 604 (or NURU 603 for Post-doc certification students) and NURU 633.

This course is the second precepted clinical practicum focusing on the management of complex, critically and chronically ill adults. Learners will participate in a variety of acute care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the trauma ICU, cardiac ICU, Emergency Department, one of the services; i.e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team, a student may participate in palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend a face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 641 Psychopharmacology Across the Lifespan
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. This course requires students to attend a face-to-face Immersion. 3 credits.

NURU 642 Management in Lifespan Psychiatric and Mental Health Care
This course provides the evidence-based background to prepare the Family Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health care for children, adolescents, adults and families. The emphasis of this course is on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities, applying therapeutic treatments and appropriate modalities. Students will examine and apply evidence-based knowledge of psychotherapy theories and techniques as well as complementary alternative methods of treatment. Synthesis of evidence-based management, socio-cultural, environmental, economic, spiritual, neuro-developmental and physical needs of the patient and family will be emphasized. Family dynamics will also be a consideration. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding, optimize wellness and recovery. 3 credits.

NURU 643 Practicum in Psychotherapeutic Treatment Modalities
Prerequisite: NURU 604 (or NURU 603 for Post-doc certification students).

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 care for children, adolescents, adults and families. Learners will participate in a variety of clinical settings where they will learn to conduct at least three different treatment modalities. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding and improved outcomes. This course requires students to attend a face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 644 Practicum for Complex and Chronic Problems in Adult-Gerontology Acute Care
Prerequisites: NURU 641, NURU 642 and NURU 604 (or NURU 603 for Post-doc certification students)

This course is the second precepted clinical practicum focusing on the management of complex, critically and chronically ill adults. Learners will participate in a variety of acute care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the trauma ICU, cardiac ICU, Emergency Department, one of the services; i.e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team, a student may participate in palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend a face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.
NURU 644 Complex and Chronic Problems in Psychiatric and Mental Health Care
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. This course requires students to attend a face-to-face Immersion and is graded on a Pass/No Pass basis. 3 credits.

NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care
Prerequisites: NURU 604 (or NURU 603 for Post-doc certification students) and NURU 643.
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 a face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 671 Foundations of Interprofessional Collaborative Practice
This course explores the scope of practice of other healthcare professions to create a climate of mutual respect, shared values and knowledge resulting in collaborative practice with the common goal of delivering the safest, highest quality of patient-centered care. Course work, including case studies with standardized patients, will focus on integrating the knowledge of one’s own role and those of other professions to appropriately assess and improve the healthcare needs of patients and populations served. Four nationally recognized competency domains will be addressed: Values/Ethics for Interprofessional Practice, Roles and Responsibilities, Interprofessional Communication and Teams and Teamwork and provide the basis for the CLOs. 3 credits.

NURU 672 Management of Common and Acute Problems in Family/Across the Lifespan Care
This course is designed to provide students with the knowledge necessary for the management of common and acute health problems in family/ across the lifespan patients. Course content builds upon information in previous courses related to the principles of assessment and development issues in family/ across the lifespan patients. A portion of the course includes information necessary for the care and management of patients of all ages with special needs and their Family. 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. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 673 Practicum in Common and Acute Problems in Family/Across the Lifespan Care
Prerequisite: NURU 604 (or NURU 603 for Post-doc certification students).
This course is a precepted clinical practicum (255 clinical hours) focusing on the management of common and acute health problems in family/ across the lifespan patients. Students will participate in a variety of 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 practices, outpatient clinics and/or urgent cares or long-term care facilities. Working as a member of a team, students will apply the latest evidence to practice. This course requires students to attend face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 674 Management of Complex and Chronic Problems in Family/Across the Lifespan Care
This course extends student knowledge regarding the management of family/ across the lifespan patients. Students explore the principles of assessment and ethical issues related to complex, critical, and chronic problems in family/ across the lifespan patients. This 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 family/ across the lifespan patients. 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 675 Practicum in Complex and Chronic Problems in Family/Across the Lifespan Care
Prerequisites: NURU 604 (or NURU 603 for Post-doc certification students) and NURU 673.
This course is the second precepted clinical practicum focusing on the management of complex, critically and chronically ill family/ across the lifespan patients. Students will participate in a variety of 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 practices, outpatient clinics and/or urgent cares or long-term care facilities. Working as a member of a team, students will apply the latest evidence to practice. This course requires students to attend face-to-face Immersion, 255 clinical hours and there is an associated clinical course fee. This course is graded on a Pass/No Pass basis. 3 credits.
NURU 690 Independent Synthesis of APRN Management, Role and EBP
This course allows students to take an additional APRN Management, Role and EBP credit, as determined by gap analysis. Permission of the Program Director required. Variable: 1-2 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 to take an additional advanced pharmacotherapeutic across the lifespan credit, as determined by gap analysis. Permission of Program Director required. 1 credit.

NURU 698 Independent Special Topic
This course allows students to take an additional independent special topic credit, as determined by gap analysis or degree audit. Permission of the Program Director required. This course is graded on a Pass/No Pass basis. 1 credit.

NURU 699 Independent Practicum for Clinical Hours completion
Prerequisite: Admission to graduate studies.
This course allows students to complete the required NURU 604 Advanced Health Assessment across the Lifespan and Cultures or specialty clinical practicum hours not completed within the initial 8-week session/s. Permission of the Program Director is required and there is an associated continuing clinical hours fee. This course is graded on a Pass/No Pass basis. 0 credits.
ORGANIZATIONAL LEADERSHIP (OLCU)

OLCU 206 Business Skills for the Entrepreneur/Intrapreneur
To most effectively navigate today’s business environment, it is critical for business leaders to understand the dynamics of cross-functional teams. Likewise, it is important to foster a creative work environment that supports both entrepreneurship and intrapreneurship. The goal of this course is to learn how to maximize existing resources by capitalizing on innovation and synergy between diverse business units. This course is focused on developing effective and practical tools that will further critical thinking about business administration and instill an entrepreneurial spirit. This course is offered only through the School of Extended Education. 3 credits.

OLCU 220 Selected Topics in Organizational Leadership
Prerequisite: Dean approval.
This course covers special topics related to leadership and/or organizational studies. This course may be repeated for up to 9 credits provided the course topics are different. 1-3 credits.

OLCU 300 Organizational Behavior
Organizational Behavior studies individual and group behavior in organizational settings and examines organizational forces that impact behavior and performance. Topics include motivation, team effectiveness, organizational culture, ethics, diversity, leadership, communication and change. The application of course concepts to current workplace issues is emphasized. 3 credits.

OLCU 303 Organizational 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
Prerequisite Dean Approval. 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. 1-3 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 340 Leadership Development Certificate
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 program, participants learn leadership best practices. This course is only offered through the School of Extended Education. 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. BAOL students should take this course early in their degree 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 strategies; and explore how leaders can create organizations systems and reward systems. 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: OLCU 350, 380, 400, 414 and 425.

The capstone course provides students with the opportunity to research and reflect on how the application and integration of the principles and theories of leadership, ethics, diversity and teamwork enhance effectiveness as a leader. 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. 1-3 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 and MSHR core programs of study is recommended. This is an excellent elective for Business, Public Administration and Health Administration students, since it allows them to research specific content areas within their areas of interest. 3 credits.

OLCU 600 Foundations of Organizational Leadership
Review of contemporary issues and perspectives on organizational leadership including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include servant leadership, ethics, diversity, followership, the distinction between leadership and management, vision, leadership practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal philosophy of leadership. Taking this foundation course early in the MAOL degree program of study is recommended. 3 credits.

OLCU 601 Democracy, Ethics and Leadership
Exploration of how democratic values shape the concept and practice of leadership and policy-making in organizations, including the role of values in ethical decision-making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations. 3 credits.

OLCU 602 Self, Systems, and Leadership
Examines individuals and organizations as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of systems thinking, mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning and change. 3 credits.

OLCU 603 Servant Leadership: Theory and Practice
This course will provide students with a thorough exploration of the principles of Servant-Leadership as a leadership philosophy and way of being as a leader. It will allow students to become familiar with the writings of Robert Greenleaf, as well as those who have been influenced by Greenleaf, many of whom are leading thinkers in the field of organizational leadership. Particular attention is paid to application within a variety of organizational settings. 3 credits.

OLCU 613 Seminar in Organizational Dynamics
Students use theories of individual, group and organizational behavior to analyze organizational problems and improve organizational performance. Students gain experience applying theories and factors that influence behavior to organizational situations using a step by step decision making process. 3 credits.

OLCU 614 Leadership & 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 Leading Organizational Change
This course examines the nature and complexities of organizational change focusing on strategies to successfully plan and lead change initiatives that enhance organizational effectiveness with new processes, products, or systems. Students explore the human side of change, including "resistance" to change; and study organizational concepts, principles, theories and models. The application of theoretical concepts to actual organizational situations is emphasized. 3 credits.

OLCU 616 Strategic Leadership
This course examines 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 economies 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 617 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 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 economies 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. 1-3 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
In this class students will learn how to bring additional value to the local and global marketplace by reflecting on and cultivating their creativity and innovation skills. Students will bring intent, research and analysis to their creative thinking skills to create opportunities as well as mitigate risks. As a result students will leverage their problem solving and collaboration skills and apply that new knowledge across an array of industries, and stakeholders, to include customers and suppliers. 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 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 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. 1-3 credits.
PHILOSOPHY (PHLU)

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 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.
Direct reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.
POLITICAL SCIENCE (POSU)

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 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 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. 3 credits.

POSU 499 Independent Study
Prerequisites: Instructor’s approval and approval of petition.
Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.
PSYCHOLOGY (PSYU)

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 301 Scientific Writing in Behavioral 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 306 Critical Thinking
This course focuses on the development of critical thinking skills as a habit of mind characterized by evaluating issues from multiple perspectives before reaching a conclusion. Students will examine critical thinking as a psychological process and analyze assumptions and evidence within the context of diverse situations. They will formulate evidence-based inquiry and construct arguments with logical conclusions. Their practice in critical thinking will culminate in a plan to explore and analyze a complex problem. 3 credits.

PSYU 310 Psychology of Learning
This course provides a survey of major perspectives and theories of human learning and their importance historically as well as in current practice. Students will explore and evaluate learning paradigms and research methods and apply them to real world situations, such as child rearing, education, and psychotherapy. 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 across 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 355 Media Psychology
In this course, students will consider the interrelationship between media and psychology. They will examine the effects of various forms of media (such as social media, television, and music) on human behavior and cognition. They will also consider how human thought and behavior affect individual and group use and consumption of media. Students will have an opportunity to apply media psychology theories, concepts, and methods to real world situations. 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 418 Community Mental Health
Community mental health agencies play an essential role in providing mental health services to the un-served and underserved populations. This course provides an overview of emerging issues in mental health counseling, environmental challenges, and current approaches to comprehensive treatment and support services. Students will examine the foundations of community mental health counseling, the people served, and the history and current state of public and private systems of care. Students will also apply theories to community mental health and the Recovery Oriented Care model. Online Only. 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 432 Introduction to Psychological Measurement
Prerequisite: MATU 203.
This course serves as an introduction to the principles and procedures involved in psychological measurement. Emphasis will be placed on concepts of test construction, standardization, validity, and reliability as applied to a wide range of psychological instruments of intelligence, interests, values, and personality. In addition to discussion of theoretical concepts, students will learn about the history of psychological testing and how theories, principles and concepts are both used in psychometric assessment and applied in educational, clinical and employment settings. 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 460 Introduction to Career Development
This course provides a comprehensive overview of career counseling theories and techniques and addresses diverse client populations who benefit from career counseling services. Topics include career decision making, ethical issues in career counseling, researching career opportunities, employability skills, and counseling strategies in various settings. Students will develop the ability to assess interest, values and skills for their own career development and for client needs. Online only. 3 credits.

PSYU 462 Personnel Psychology
In this course, students will study the application of psychological theory, research, and practice to personnel selection decisions, performance management, and employee training. Students will consider the influence of environmental, organizational, legal, ethical and individual factors on workplace and employee effectiveness. Online Only. 3 credits.

PSYU 464 Applied Behavioral Analysis
Prerequisite: PSYU 310.
This course focuses on applied behavioral analysis, which is based on the belief that human behavior, no matter how questionable, can be explained. Students will learn about behavioral principles and their application to a wide range of societal situations. They will explore how behavior is developed and how to identify, evaluate, and measure behavioral transformation. Students will also learn how the use of reinforcement and punishment influence an individual's motivation to alter an identified behavior and examine the ethical practices imbedded in the application of behavioral analysis. Online only. 3 credits.

PSYU 466 Preferred Behavior Enhancement
Prerequisite: PSYU 310.
The purpose of this course is to learn how to evaluate behavioral patterns and apply standardized strategies to help shape, change, or eliminate undesired identified behaviors. Students will consider the history of behavior modification and explore principles that govern the act of modifying behavior. Topics include practical methodologies, such as observation and record keeping, which assist in identification of changeable behavior and development of a modification plan. Online only. 3 credits.

PSYU 468 Case Management
In this course, students will explore case management skills in the field of human services, with an emphasis in psychology. Essential topics include ethics and professional responsibilities, standards of best practice, communication, cultural values, and conflict clarification. Additionally, students will study assessment, treatment planning, documentation, and supervision and consultation, among other important topics. Online Only. 3 credits.

PSYU 470 Psychology of Aging
This course will explore mental health issues as they relate to the geriatric population. Topics may include but are not limited to: Common psychological disorders of aging, substance abuse in the elderly, suicide risk, sexual issues, psychological issues related to end of life, effects of elder abuse, and ageism and stigma. 3 credits.

PSYU 471 Issues in Aging
This course examines interaction of physical, psychological, emotional, socio-economic, and environmental factors affecting older adults. Gerontological issues related to mental health of the elderly will be examined. Topics include ageism, quality of life, health and wellness, retirement planning, community support programs, end of life issues, and predictors of successful aging. 3 credits.
PSYU 472 Health Care and Aging
This course will provide an overview of physical and psychological changes in the aging process during and after middle age. The course will focus on personal strategies and social support programs to promote successful aging, as well as programs that are in place for support when health, psychological, and social problems occur. Governmental public health policies and their impact on diverse populations will be addressed. 3 credits.

PSYU 473 Social Aspects of Aging
This course will explore social aspects and constructs that affect, and are affected by, the experience of aging. Topics may include but are not limited to: Dimensions of aging, aging research, social constructions of aging, aging and family/romantic relationships, work and retirement, social/political policies related to aging, and gender differences related to aging. Students will explore societal myths about aging and the elderly. 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.

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 six 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 six credits. 1-3 credits.

PSYU 501 The Counseling Process
The counseling process is a complex and fascinating phenomenon that encompasses varying social and relational concepts of human engagement. Students completing this course will be introduced to the interpersonal developments in the field of counseling. They will learn about the stages of counseling, and how each stage comprises of a vast group of constructs that allow for clinicians to assist client(s). Ethical practices, along with multicultural understanding, and the demonstration of cultural aptitude will be paramount to this course. Furthermore, students will learn and practice basic counseling skills to enhance their ability to remain genuine, empathetic, accepting, and helpful while in a therapeutic environment. 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. 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. 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. 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). 3 credits.

PSYU 565 Child/Adolescent Psychopathology and Child Abuse Reporting
This course examines psychopathology in childhood and adolescence, focusing mainly on assessment and diagnosis. An overview of different therapeutic techniques that can be used with children and adolescents will be provided. This course provides more than 7 hours of training in Child Abuse Assessment and Reporting. 3 credits.

PSYU 570 Advanced Psychopathology and Diagnosis
Students take an empirical approach to the etiology and diagnosis of psychopathological disorders. 3 credits.

PSYU 575 Advanced Individual Counseling 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. 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. 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, professional clinical counseling, and counseling psychology. Depending on the student's state of residence, ethical responsibilities, legal responsibilities and liabilities are discussed within the context of California or Washington state law and regulations. Professional ethical codes and the importance of interdisciplinary cooperation will also be discussed. Ethical decision-making, commitment to the profession, and other socialization issues are emphasized. 3 credits.

PSYU 581 Assessment and Treatment of Sexual Disorders
Students examine normal sexual functioning and common types of sexual dysfunction and deviation which would be disclosed within a psychotherapy framework. Students learn counseling techniques effective in the development of satisfactory sexual functioning within a committed relationship. The criteria for appropriate choice of technique and appropriate professional consultations are particularly emphasized. 3 credits.

PSYU 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. 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. 3 credits.

PSYU 601 Family Development
This course is designed to present a historical and current epistemology of family. Familial structures will be explored along with philosophical ideas that support the notion of family as a social construction. Students will analyze the different forms of family and will closely examine the interpersonal interactive behavioral patterns that members of a family exhibit. Online only. 3 credits.

PSYU 603 Foundation of Systemic Practices
This course will explore the foundational structure of clinical systemic processes and underpinning assumptions. Students will analyze communication patterns uncovering covert messaging while assessing overt messages. Through examining traditional and contemporary familial interactive pattern of behaviors, students will critique the role of communication, power, and gender as they relate to the systemic paradigm. Online Only. 3 credits.
PSYU 605 Family Dynamics: Marriage and the Family
This course will explore the historical and current social construction of marriage and the family. Students will evaluate important contemporary issues in families such as marital patterns and behaviors, marital strife and resolution behaviors, normal family stressors, and family crises (e.g., economic uncertainty, divorce, remarriage, substance abuse, death). Students will develop understanding of societal factors that influence the construct of the family. As a result, they will analyze and critique theories used in clinical settings to assist families in reaching their desired level of functionality. Online 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. 3 credits.

PSYU 617 Transition to Work and Career
This course focuses upon the process of career choice, mid-life career changes, employment projections and the problems unique to the underemployed. Links will be made to “marginalized workers” and employees with mental health problems. 3 credits.

PSYU 652 Theory and Practice of Group Counseling
Individually supervised master’s thesis research students study the theory and procedures used in group therapy. Several major contemporary models will be examined, and both heterogeneous and homogenous therapy groups will be addressed. Both experiential and didactic methods will be used as instructional procedures. 3 credits.

PSYU 688 Practicum I
Prerequisites: Candidacy standing in the MA Psychology degree program, full time faculty/practicum instructor approval, and permission of associate dean/designee.

This course will provide a clinical and experiential learning opportunity for students. At a student’s identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a biweekly occurrence while working to complete the clinical hours required by the student’s emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 689 Practicum II
Prerequisites: Completion of Practicum I (PSYU 688).

This course will provide a clinical and experiential learning opportunity for students. At a student’s identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a biweekly occurrence while working to complete the clinical hours required by the student’s emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 690 Practicum III
Prerequisites: Completion of Practicum II (PSYU 689).

This course will provide a clinical and experiential learning opportunity for students. At a student’s identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a biweekly occurrence while working to complete the clinical hours required by the student’s emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 695 Psychology Practicum Continuation
Prerequisites: Enrollment in PSYU 688, PSYU 689, and PSYU 690.

This course allows students to complete the required practicum hours and/or the Capstone Case Study, when either or both have not been completed by the end of the session in which a student is enrolled in the final three-credit course of their practicum course series. Please see Tuition and Fees section of the catalog for the corresponding Psychology Practicum Continuation fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 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)

PADU 600 Foundations of 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. (Not offered in 2019-20.) 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 608 Governance in the Public Sector
This course examines the elements that support and impede effective governance in the public sector. Additionally, the significance of strong leadership and governance practices is reinforced in the course's discussion of emerging trends and issues in public management and government. Students will explore the critical internal and external environmental factors that influence governance through the study and analysis of best practices within the public sector. 3 credits.

PADU 615 Professional Development Seminar
Prerequisite: Dean approval.
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. 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 682 Public Administration Professional Practice
Prerequisite: PADU 600.
This course focuses on public sector leadership issues, roles and responsibilities. Emphasis is placed on identifying solution-oriented strategies to contemporary issues. Emphasis is placed on identifying solution-oriented practices to contemporary issues through data gathering and analysis. Students will apply public administration best practices and ethical considerations to a community related problem. 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. 3 credits.
RELIGIOUS STUDIES (RELU)

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 327 Comparative Religious Cultures
The purpose of this course is to add a deeper understanding of the plurality of representative world religions to the student's evolving cultural literacy. From sectarian-based violence to seemingly innocuous public religious holiday celebrations, it will also map out notable exemplars of the many landmines that can detonate when religions encounter each other and secular entities both geo-politically and in the students' own communities. 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 334 Philosophy of Religion
This course is a philosophical examination and intellectual reflection on the fundamental religious beliefs and concepts of Western theism, explored from a multicultural perspective. The course provides students with an understanding of some central themes and key debates in the philosophy of religion, such as the existence of God, religious and mystical experience, faith and reason, the problem of evil, and life after death. 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.
SINGLE SUBJECT (EDSU)

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. It provides an overview of assessment instruments and state policies to identify and place English learners (EL), state-adopted English Language Development (ELD) standards, and teaching strategies to support students' language development. An emphasis is placed on second language acquisition theories, best practices for teaching reading, writing, and language development, as well as integrating students' cultural backgrounds and assets into literacy instruction. Candidates also explore the socio-cultural, legal and political factors influencing language policies and impacting English learners. The culminating assignment for the course involves designing and conducting a tutoring project that demonstrates candidates' proficiency in diagnosing an English learner's language needs in their content-area and developing and implementing a tutoring plan that addresses those needs. 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, gifted students 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 is aligned with CA state frameworks and content standards and uses a variety of developmentally and ability-appropriate instructional strategies including Specially Designed Academic Instruction in English(SDAIE) and Universal Design for Learning (UDL). The development of multiple assessment measures supports all learners in reaching language and core curriculum benchmarks. 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 focuses on substantive, research-based content literacy instruction that effectively prepares each candidate to design and provide instruction in reading, writing, listening and speaking, and academic language development. Aligned with state standards, this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. An emphasis is placed on exploring the topic of literacy, determining range, quality, and complexity of informational texts, and learning how to implement pre, during, and post reading strategies. Candidates will also explore strategies to support their students' language and writing development, as well as ways to effectively integrate technology in literacy instruction. The culminating assignment for the course includes designing and conducting a tutoring project that demonstrates candidate's proficiency in diagnosing a student's needs in reading and writing, developing and implementing a tutoring plan that addresses a student's literacy needs. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

EDSU 533 Content Specific Strategies for Single Subjects (Series)
Prerequisite: EDUU 510 and EDUU 512.

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. 3 credits.

EDSU 533-A Effective English/Language Arts Instruction for Single SubjectCandidates
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. Candidates will create a multimedia English language arts curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-B 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. Candidates will create a multimedia world languages curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.
EDSU 533-C 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. Candidates will create a multimedia mathematics curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-D 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 candidates 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 reading state-adopted standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Candidates will create a multimedia history/social sciences curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-E 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. Candidates will create a multimedia health or physical education curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.
EDSU 533-G 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. Candidates will create a multimedia presentation in their career technical subject and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-H 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. Candidates will create a multimedia music or visual arts curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. 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 EDUU 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. Candidates will create a multimedia presentation and flipped video project-based lesson and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 590-A Supported Teaching I: Secondary School  
**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).  

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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-B Supported Teaching I: Secondary School  
**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).  

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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-C Supported Teaching I: Secondary School  
**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).  

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. Graded on a Pass/No Pass basis. 2 credits.
EDSU 590-D Supported Teaching I: Secondary School
Co-requisite: EDUU 558.

This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-E Supported Teaching I: Secondary School
This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-F Supported Teaching I: Secondary School
Co-requisite: EDUU 559.

This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591 Supported Teaching II: Secondary School
Prerequisite: EDSU 590 A, B, C.

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 591-A Supported Teaching II: Secondary School
Prerequisite: EDSU 590-A, EDSU-590-B, and/or EDSU 590-C.

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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591-B Supported Teaching II: Secondary School
Prerequisite: EDSU 590-D, EDSU-590-E, and/or EDSU 590-F.

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. Graded on a Pass/No Pass basis. 2 credits.

EDSU 592 Directed Teaching I: Secondary School
Prerequisites: Candidates must be in the appropriate single subject credential or MAT program and 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.
SOCIAL SCIENCE (SSCU)

SSCU 300 Spatial Social Sciences Introduction: Policy and Action
As the foundational course for the Spatial Social Sciences major, SSCU 300 introduces students to a variety of concepts including transliteracy, the ability to communicate in a variety of cultural and professional settings. Students will learn the value of interdisciplinary approaches, importance of transliteracy including data literacy, spatial literacy, environmental literacy, technological literacy, and cultural literacy. Also, students will study the overarching connection between research, solid data analysis and policy creation. Online only. 3 credits.

SSCU 303 Social Scientific Perspectives on Media and Culture
This course presents a social scientific view of communications, culture and media. Students will explore how people access, consume, and actively use media based upon their culture and society. They will also examine how trends in media impact sociocultural communications and the resulting societal effects, such as social change. Online only. 3 credits.

SSCU 317 Quantitative Methods and Social Statistics
This course provides students with an introduction to quantitative research methods and statistics in applied Social Science research settings. Students will design a survey, collect primary and secondary data, and interpret and evaluate quantitative and spatial data using critical thinking. Students will then apply the use of data and statistics for real-world decision-making and policy. 3 credits.

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 380 Interpreting Data: Predictions, Patterns, and Communication
In this course, students will examine and analyze a variety of data that runs the gamut from online purchases to the amount of time spent engaging in social media to favorite flavors of chocolate in different cultures. They will focus on the power, interpretation, and influence of data. Topics include privacy concerns, access to data, regulation, data mining, and the relationship between data, technology, and society. Students will complete a project in which they communicate the meaning of data effectively. 3 credits.

SSCU 383 Social Science Communications: Reporting and Writing
This course addresses how to write, report, and communicate across various social science careers using transliteracy approaches for policy creation and communication. Transliterator is the ability to understand and communicate across all communications platforms such as reading, writing, mass media, speech, and social media. Students will learn how to communicate professionally across cultures, in both oral and written format, using qualitative, quantitative, and geospatial references. Students will demonstrate effective organizational policy and writing skills across a variety of social science fields. 3 credits.

SSCU 477 Geospatial Approaches to Society
This course focuses on how to think about the role of space and place for understanding society and the surrounding environment. Specifically, using multiple research methods, students will conceptualize and employ geospatial technology to analyze societal and environmental issues and provide creative solutions. 3 credits.

SSCU 494 Social Science Capstone
Prerequisites: SSCU 301 and senior standing.
This course presents students with the opportunity to demonstrate how to apply research skills to societal issues. Students build on skills and knowledge throughout the course as they engage in developing a research project. By the end of the course, students will demonstrate their abilities to define and analyze a problem, construct a research project, employ multiple research methods, and effectively communicate project results. 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. 3 credits.
SOCIAL WORK (SOWK)

SOWK 300 Social Work Foundations
This course introduces prospective 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.

SOWK 302 Interview and Assessment Skills in Social Work
Prerequisite or Corequisite SOWK 300.
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.

SOWK 303 Diversity and Justice in a Global Society
Prerequisite or Corequisite SOWK 300.
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.

SOWK 304 Social Welfare
Prerequisite or Corequisite SOWK 300.
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.

SOWK 306 Human Behavior and the Social Environment I: Infancy, Childhood, and Adolescence
Prerequisite or Corequisite SOWK 300.
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.

SOWK 307 Human Behavior and the Social Environment II: Adulthood & Aging
Prerequisite or Corequisite SOWK 300.
Prerequisite: SOWK 306.
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.

SOWK 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.

SOWK 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.

SOWK 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.

SOWK 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.
SOWK 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.

SOWK 418 Social Policy
Prerequisite: SOWK 304.
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.

SOWK 421 Social Work Practice: Individuals and Families
Prerequisite: SOWK 302.
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.

SOWK 422 Social Work Practice: Groups
Prerequisite: SOWK 302.
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.

SOWK 423 Social Work Practice: Organizations and Communities
Prerequisite: SOWK 302.
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.

SOWK 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.

SOWK 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.

SOWK 493 Social Work Practicum Seminar I
Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; completion of readiness review with the Social Work Field Director, and permission of Field Director.
Students may take SOWK 493 only during the following sessions: Fall-I, Fall-II, Summer-I, Summer-II. This is a required course in the BA in Social Work program and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. 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 credits.

SOWK 494 Social Work Practicum Seminar II
Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; successful completion of SOWK 493.
This is a required course in the BA in Social Work program and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. 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 credits.
SOWK 495 Social Work Practicum Seminar III
Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; successful completion of SOWK 494.

This is a required course in the BA in Social Work program, and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. 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 on a pass/no-pass. 3 credits.

SOWK 497 Social Work Undergraduate Practicum Continuation
Prerequisites: Enrollment in SOWK 493, SOWK 494, and SOWK 495.

This course allows students to complete the required 400 practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 495. Please see Tuition and Fees section of the catalog for the corresponding Social Work Undergraduate Practicum Continuation fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 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.

SOWK 501 Human Behavior and the Social Environment
In this course students will explore the multiple dimensions (Person, Environment, Time) of individuals, groups, families, organizations and communities and the systems in which they exist. The multi-dimensional approach and theories of human behavior will be presented from a global perspective. The purpose of this course is to provide students with the tools needed to understand patterns in person-environment interactions (client social functioning, environment, mental health, and physical health) to assess clients from a holistic perspective. 3 credits.

SOWK 502 Social Work Practice with Individuals and Families
This course will assist students in acquiring a broad repertoire of skills and knowledge for beginning, generalist, social work practice. Students will learn about the specific steps in the problem-solving process: engagement, assessment, planning, intervention, evaluation, and termination and follow-up. The course will present a multi-dimensional (Person, Environment, Time), holistic perspective with which to view client issues, building upon the strengths of individuals and families. Course content will include exercises to assist students with understanding themselves and with identifying interpersonal skills in the context of a helping relationship. 3 credits.

SOWK 503 Social Work Practice with Groups, Communities, and Organizations
Prerequisite: SOWK 502.

This course assists students in acquiring a broad repertoire of skills and knowledge for beginning generalist social work practice. Students will demonstrate ethical decisions making, describe how to use reflection and self-regulation, demonstrate professional demeanor, describe how to use technology, and identify evidence-based practice while working with groups, communities, and organizations. This course will challenge students to collect and organize data, synthesize knowledge of human behavior and the social environment, assess and evaluate interventions, and select evaluation methods in working with groups, communities, and organizations. 3 credits.

SOWK 504 Diversity and Social Justice
This course is a foundation course designed to help students increase their understanding about diversity and difference in social work practice. This course develops students’ evaluation of how diversity and difference characterize and shape the human experience concerning identity formation. Theoretical frameworks on diversity and social justice are compared for effective assessment of macro and micro social work issues. Students will analyze intersectionality, societal privilege, and its impact on marginalized populations. 3 credits.

SOWK 505 Social Welfare Policy Analysis
In this course students will examine social policies and methods of policy analysis. Human behavior, historical, social, economic, and evaluation models will be considered in evaluating policies. Students will apply strategies and skills used in policy practice to formulate, advocate for, and analyze social policies that advance human rights and social, economic, and environmental justice. 3 credits.

SOWK 506 Policy Practice and Advocacy
This course introduces the role of policy practice and advocacy in social work. Students will apply a theoretical framework at each level of social work practice to assist clients in meeting their needs. Issues of social, economic, and environmental justice are considered as students advocate for policies that meet client needs and advance human rights. Policy issues explored include health care, gerontology, safety-net, child and family, education, immigration/global, mental health, and criminal justice. 3 credits.

SOWK 507 Social Work Research
This course introduces students to research methods for the purpose of inspiring an appreciation and application of the concepts to social work practice. Students learn to conceptualize research problems, review relevant literature, and critique existing research. Students design a theoretical study on a topic of their choosing. The study proposal teaches students about research design, creating hypotheses, conceptualization and operationalizing variables, sampling, data collection and analysis, limitations in research and how to use findings to inform future research and practice. Students gain an understanding of cultural competence, ethical considerations, and social work values relating research. 3 credits.
SOWK 593 Social Work Practicum Seminar I
Prerequisite or Corequisite SOWK 505.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher.

Students may take SOWK 593 only during the following sessions: Fall-I, Summer-I. Social Work Practicum Seminar I is the first part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students apply generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. Analysis of the field experience in seminar class promotes knowledge acquisition and increases students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum Courses are to be taken consecutively. Graded pass/no pass. 3 credits.

SOWK 594 Social Work Practicum Seminar II
Prerequisite or Corequisite SOWK 506.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher; Successful completion of SOWK 593 and SOWK 505.

Social Work Practicum Seminar II is the second part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students continue to apply generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. On-going analysis of the field experience in seminar class deepens knowledge acquisition and increases students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 595 Social Work Practicum Seminar III
Prerequisite or Corequisite SOWK 507.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher; Successful completion of SOWK 593 and 594 and SOWK 505 and 506.

Social Work Practicum Seminar III is the final part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students finalize application of advanced generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. Evaluation of the field experience is summarized in seminar class to distinguish learned knowledge acquisition and conclude students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 597 Social Work Practicum Continuation
Prerequisites: Enrollment in SOWK 593, SOWK 594, and SOWK 595.

This course allows students to complete the required 400 practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 595. Please see Tuition and Fees section of the catalog for the corresponding Graduate-level Practicum Continuation fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 601 Family Violence
Prerequisite: Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 694. This course will focus on the causes, prevalence, treatment, and prevention of violence that individuals may encounter when working with families. It will provide a historical approach to the issue of violence, the various frameworks needed to understand it and the domestic trends that both promote and hinder it. The course will maintain a dual focus on victims and perpetrators of crime and how they interact with social and economic justice issues. The course will assist students to explore the impact of violence on vulnerable groups such as children, women, the elderly, mentally ill, minority groups, and other special populations. Topics will include child maltreatment, domestic violence, courtship violence, and abuse of the elderly and disabled. The course will help students to develop a culturally competent view of the impact of violence upon individuals and families. Students will learn about violence prevention and intervention strategies that may be used in practice, programming, policy, and research. 3 credits.
SOWK 602 Social Work Law and Ethics
**Prerequisite:** Advanced standing or successful completion of all 500-level core Social Work courses.

Prerequisite or co-requisite for SOWK 695. This course will prepare students to navigate through the ethical situations social workers encounter in practice. Students develop the necessary skills to assess and manage potential conflicts of interest, ethical dilemmas, cultural differences, and difficult choices related to personal values. Students will also learn social work professional ethical standards, and laws related to the profession of social work. Students will analyze how human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels. 3 credits.

SOWK 603 Social Work and Human Sexuality
**Prerequisite:** Advanced standing or successful completion of all 500-level core social work courses.

This course will present a multi-dimensional, holistic perspective where students will examine the area of human sexuality. This course will examine the physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. In addition, students will demonstrate insight into personal biases and values. Students will also apply evidence-based, apply knowledge to the areas of sexuality theories, gender and gender identity, sexual orientation, healthy sexual relationships and sexuality across the lifespan, sexual health, and laws, values, and ethics within the area of sexuality. 3 credits.

SOWK 622 Advanced Generalist Practice
**Prerequisite:** Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 693. This course offers an overarching ecological strengths-based systems approach that will prepare students for advanced social work generalist practice. Students will integrate research, values, and ethics, apply diversity and difference, examine theoretical foundations, and evaluate policy practice. In addition, students will be challenged to address the advancement of human rights and social, economic, and environmental justice. Students will also obtain training in substance abuse including how to define alcoholism and chemical dependency, medical and legal aspects of substance abuse, examination of theories, treatment approaches, and exploration of community resources. 3 credits.

SOWK 625 Practice Evaluation
**Prerequisite:** Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 696. Practice evaluation is an essential part of providing evidence-based service delivery to clients. This course introduces students to single-subject and single-case study design. Students learn the relationship between single-subject research and practice and why it is important to evaluate our work. The elements of research design, basic data analysis techniques and the skills needed to complete a thorough literature review are reviewed as well. Students learn how to work with clients as partners to obtain data for research purposes and how to communicate research results to clients. 3 credits.

SOWK 630 Child Welfare
This course prepares social work students for research- and evidence-based, culturally competent, family-focused, strengths-based, and outcome-oriented child welfare practice. The goal is to familiarize students with the scope and practice of services that are available to help children and families. This course will review the evolution of public child welfare policies and services, the major child welfare federal and state laws, and the theories about the causes, prevention, and treatment of child maltreatment. The focus of this course will be on critical issues facing families in our society including ethnic and cultural issues. This course will explore best practices in the field. 3 credits.

SOWK 631 Social Work Practice with Adolescents
This course will prepare students to conduct social work practice with adolescents. Students will demonstrate understanding of adolescent development, examine theories applied to teenagers, and interpret policy, ethical considerations, and cultural competence skills specifically related to teenagers. Students will develop and recommend assessment, intervention, and evaluation skills that directly apply to the adolescent population with a focus on addressing specific adolescent challenges such as substance abuse, sexual identity issues, risky behavior, sexual behavior, delinquency, and mental health issues. 3 credits.

SOWK 632 Prevention and Intervention in Child Abuse and Neglect
In this course, students will examine the causes and effects of child maltreatment and use this information to understand and develop effective prevention, intervention, and evaluation strategies. Information in this course will include assessment, intervention, and prevention strategies that can be used by social workers in a variety of settings to intervene, treat, and prevent child abuse and neglect. Implications for public policy and the development, provision, funding, and implementation of social programs and services will be presented. 3 credits.

SOWK 633 Children and Adolescent Policy
This course will prepare students to define, examine, and evaluate complex children and adolescent policies. Students will closely inspect how policy impacts practice with youth, families, and communities. The focus of this course will engage students in investigating federal policies that surround the areas of diversity, trauma, abuse, health care, mental health, education, welfare, child protection, delinquency, and homelessness. This course will also challenge students to support advocacy for social policies; recommend ethical decision making; assess oppression, discrimination, and historical trauma; determine evidence-based practices; and evaluate effectiveness of current policy impacting children and adolescents. 3 credits.

SOWK 634 Family Policy
This course will prepare students to define, examine, and evaluate complex family policy. Students will discover historical context, ethical constructs, issues of diversity and difference, effects of oppression, discrimination and trauma within family policy. This course will engage students to examine evidence-based practice, how policies address the areas of social programs, marriage, reproduction, parenting, childcare, employment, multi-generational families, health care, family poverty, violence, and intergenerational incarceration. Students will also be challenged to evaluate the effectiveness of current family policy. 3 credits.
SOWK 650 Crisis Intervention and Trauma Response
This course will provide crucial information for assessing and reacting to various crises involving suicide, homicide, intimate partner violence, sexual violence, sexual abuse, bereavement/grief, substance use, natural disasters, wars, emergency response in the community and in schools, and terrorism. Practical applications and policy implications for various crisis situations will be presented. The crisis task model will be used to process crisis situations, understand crucial information about a crisis, clinical considerations, and practical experiences on every crisis topic. Safety issues, self-care, and wellness will also be examined. 3 credits.

SOWK 651 Social Work Response to Disasters
Vulnerable populations such as children, older adults, and people with disabilities are disproportionately affected by large-scale disasters. This course will address the specific psychosocial needs of vulnerable populations after a disaster and related policy implications. Best practices for crisis intervention with specific populations including children, older adults, people with disabilities, people with mental health issues, and people with substance abuse issues will be discussed. A theoretical foundation for understanding disasters, response systems, common guidelines for preparedness, and basic crisis theory will be presented. 3 credits.

SOWK 652 Military/Veteran (SMVF) Social Work
This course is intended to establish a social work construct regarding military culture, policy, history, tradition, structure, customs, and ethical dilemmas for social workers. Students will learn to contrast cultural nuances between the military community at large and each military branch. Students will differentiate the therapeutic needs of SMVF (Service Members, Veterans, and their Families) populations compared to civilian populations. This course will allow students to develop the necessary knowledge to demonstrate military-specific cultural differences into their assessments, professional practice, and evaluations. 3 credits.

SOWK 653 Social Work Practice with SMVF Populations
This course will examine issues surrounding parenting and relationships in service members, veterans, and their families (SMVF). Military lifecycle issues are examined using a lifespan development model and includes issues such as family stress and resilience and domestic violence. The changing needs of older and aging veterans are explored. Related ethics and ethical issues are enumerated. 3 credits.

SOWK 654 Death, Loss and Grief
In this course students will identify the different types of loss experienced by individuals throughout the life cycle and evaluate evidence-based interventions that social workers can implement to address grief related needs. Issues of cultural diversity and norms, gender, social variation in the grief experience, and developmental life stages are considered. Resilience, growth, and the capacities of individuals and families confronted with loss are also examined. Through readings, discussion, and application of the course material to social work practice situations, students will explore theoretical and practice approaches to understanding and addressing issues related to death, loss, and grief. Policy implications are addressed. 3 credits.

SOWK 655 Substance Abuse
This course prepares social work students to employ techniques for substance abuse prevention, screening, assessment, and treatment, and evaluation of persons with alcohol and other drug-related problems. The impact of substance abuse upon the behavioral, psychosocial, physical, spiritual and social aspects of the individual, family, and community is interpreted. Students will be prepared for the implementation of effective substance abuse interventions, treatment planning, and policy recommendations. 3 credits.

SOWK 656 Sexual Abuse
This course will provide a comprehensive exploration of definitions, scope, and influence of sexual abuse on individuals through a micro, mezzo, and macro lens. This trauma-informed course is designed to prepare students for the assessment, treatment and evaluation of all ranges of sexual abuse in society. Effective practice includes the ability to employ a strength-based perspective in a professional context to address sexual abuse. Current trends in treatment of sexual abuse are investigated along with applicable policy issues. 3 credits.

SOWK 657 Mental Health and Mental Illness
This course is designed to prepare students for working with adults diagnosed with mental illness in institutional and community settings. Using the social work perspective, students gain an understanding of mental well-being and illness in relation to the person-in-environment and other relevant classification systems as well as pertinent social policy issues. The course emphasizes the critical influence of culture, class, race and ethnicity, religion, and social values of the individual, family, group, and social institutions in the assessment of client strengths and vulnerabilities. Students learn to conduct mental status evaluations, perform differential diagnosis using the DSM-5, formulate a collaborative goals and intervention plan, and evaluate outcomes. 3 credits.

SOWK 658 Healthcare Social Work I: Integrated Health Care Policy and Services
In this course, students explore the specific implications of critical policy issues on evidence-based social work practice in health care settings. Topics include public funding for health care, the development of behavioral health services in the community, and the passage of mental health parity legislation. Students also examine the foundation for social work practice in integrated health including ethical social work practice, models and frameworks for medical social work practice, health care financing and workforce development. This course is part one of a two-course elective sequence in Integrated Health Care. 3 credits.

Prerequisite: SOWK 658.

In this course, students explore the central contribution of social work to comprehensive health care. They evaluate social work interventions to assess and ameliorate the psychological effects of illness and disability. Students also examine roles for social workers in prevention and health maintenance including case management skills. This course provides information about person-centered health care and evidence-based practices that are essential to integrated health care, such as screening, motivational interviewing, and wellness self-management. This course is part two of a two-course elective sequence in Integrated Health Care. 3 credits.
SOWK 693 Advanced Social Work Practicum Seminar I
Prerequisite or Corequisite SOWK 622.

Prerequisites: Advanced Standing status or successful completion of all 500-level MSW required courses; successful completion of all advanced fieldwork application requirements listed in the catalog; and permission of Director of Field or MSW Assistant Director of Field Education. Students may take SOWK 693 only during the following sessions: Fall-I, Spring-I, Summer-I.

MSW students complete their field placement practicum at social service agencies within their geographic area. Advanced Social Work Practicum Seminar I is the first part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. MSW students gather direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 694 Advanced Social Work Practicum Seminar II
Prerequisite or Corequisite SOWK 601.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Social Work Practicum Seminar II is the second part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students continue to work at their field placement site, and continue to demonstrate advanced practice related skills. MSW students demonstrate enhanced direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 695 Advanced Social Work Practicum Seminar III
Prerequisite or Corequisite SOWK 602.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693 and SOWK 694; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Social Work Practicum Seminar III is the third part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students continue work at their fieldwork site, and demonstrate competency of practice related skills learned during prior fieldwork courses. MSW students continue to synthesize direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 696 Advanced Social Work Practicum Seminar IV
Prerequisite or Corequisite SOWK 625.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693, SOWK 694 and SOWK 695; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Field Practicum Seminar IV is the final part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students finalize work at their fieldwork site, and demonstrate mastery of advanced practice skills learned throughout the fieldwork experience. MSW students demonstrate competency in direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 697 Social Work Advanced Practicum Continuation
Prerequisites: Enrollment in SOWK 693, SOWK 694, SOWK 695, and SOWK 696.

This course allows students to complete the required 600 advanced practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 696. Please see Tuition and Fees section of the catalog for the corresponding Graduate-level Practicum Continuation fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 699 Independent Study
Prerequisites: Instructor’s approval and approval of petition.

Advanced supervised independent study or research on a special problem or in a selected area. Online only. 1-3 credits.
SOCIOLOGY (SOCU)

SOCU 101 Introduction to Sociology
Students examine 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. Students also analyze how social patterns are created, how they become organized and established, and how they change. 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 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 significance of race, class, gender, and sexuality in personal identity formation as well as in the formation of U.S. social institutions, systems, and structures. Students will consider how race, class, gender, and sexuality intersect in their own lives and which social institutions can best address the systems and structures of inequality they and others have encountered as a result. Students will also discuss the role of social institutions in social change. 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 401 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 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. healthcare system from a sociological perspective, recognizing the social inequalities and stratification involved in all aspects of the system. These aspects include: societal definitions of health, illness, and health care; the social distribution of illness; access to health care; current health care crises; and proposed health care policies. Students will also compare the U.S. health care system to health care systems in other nations. 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 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 448 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 484 Social Theory
How is society possible? How does society change? How are social, political, and economic power distributed? This course addresses these questions through the critical study of theories written by classical and contemporary social theorists, including Karl Marx, Emile Durkheim, and Max Weber, as well as more recent structural-functionalist theorists, post-structural theorists, black theorists, feminist theorists and intersectional feminist theorists. Students will apply social theories to current events and practical workplace issues. 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.
SPANISH (SPNU)

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. (Not offered in 2019-2020.) 3 credits.

SPNU 120 Spanish for 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.
SPECIAL EDUCATION STUDENT TEACHING (EDTU)

EDTU 560-A Supported Teaching I: Early Childhood Special Education
Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-B Supported Teaching I: Early Childhood Special Education
Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-C Supported Teaching I: Early Childhood Special Education
Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-D Supported Teaching I: Early Childhood Special Education
Co-requisite: EDUU 558.

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-E Supported Teaching I: Early Childhood Special Education
Prerequisite: Candidates must be in the appropriate 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-F Supported Teaching I: Early Childhood Special Education
Co-requisite: EDUU 559.

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 561-A Supported Teaching II: Early Childhood Special Education
Prerequisite: EDTU 560-A, EDTU-560-B, and/or EDTU 590-C.

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 561-B Supported Teaching II: Early Childhood Special Education
Prerequisite: EDTU 560-D, EDTU-560-E, and/or EDTU 590-E.

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-A Supported Teaching I: Mild/Moderate
Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.
EDTU 570-B Support Teaching I: Mild/Moderate  
Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-C Support Teaching I: Mild/Moderate  
Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-D Supported Teaching I: Mild/Moderate  
Co-requisite: EDUU 558.

This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-E Supported Teaching I: Mild/Moderate  
This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-F Supported Teaching I: Mild/Moderate  
Co-requisite: EDUU 559.

This course provides opportunities for interns to apply advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-B Supported Teaching I: Moderate/Severe  
Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-C Supported Teaching I: Moderate/Severe  
Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-D Supported Teaching I: Moderate/Severe  
Co-requisite: EDUU 558.

This course provides advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-E Supported Teaching I: Moderate/Severe  
This course provides advanced 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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-F Supported Teaching I: Moderate/Severe  
Co-requisite: EDUU 559.

This course provides advanced 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. Graded on a Pass/No Pass basis. 2 credits.
EDTU 572 Directed Teaching I: Mild/Moderate  
**Prerequisites:** Candidates must be in the appropriate mild/moderate special education credential or MAT program and 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 Expectations (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 573 Directed Teaching I: Moderate/Severe  
**Prerequisite:** Candidates must be in the appropriate moderate/severe special education credential or MAT program and 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 Expectations (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 590-A Supported Teaching II, Mild Moderate  
**Prerequisite:** EDTU 570-A, EDTU 570-B, and/or EDTU 570-C.

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 590-B Supported Teaching II, Mild Moderate  
**Co-requisite:** EDUU 558.

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-A Supported Teaching II, Moderate/Severe  
**Prerequisite:** EDTU 571-A, EDTU 571-B, and/or EDTU 571-C.

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. Graded on a Pass/No Pass basis. 2 credits.

EDTU 591-B Supported Teaching II, Moderate/Severe  
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. Graded on a Pass/No Pass basis. 2 credits.

**Co-requisite:** EDTU 572, EDUU 544.

In Directed Teaching II candidates are placed with a master teacher 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. 3-6 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 be in the appropriate early childhood special education credential or MAT program and 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 be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 545.

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.
STATE AUTHORIZATION

The United States Department of Education requires that institutions comply with various authorization requirements in each state in which distance education instruction is delivered to its residents. In addition, 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 their home state. Some states also require Brandman University to include specific language in the catalog and/or website.

To satisfy these requirements, contact and other information for each state’s Higher Education Department (or equivalent) are listed below by state. Regarding complaints, we encourage all students to review and utilize our University Complaint Policy which can be found in the General Information section.

Further, Brandman University regularly monitors developments in each state’s laws and works with Higher Education authorities to maintain compliance. However, due to the complex and ever changing landscape of State Authorization, our approach and status in each state is subject to change. As a caution, admissions may be restricted or limited until required approvals have been granted. We will continue to monitor changes in each state’s laws and our out-of-state activities. If authorization becomes necessary, we will take the appropriate next steps.

If you have concerns or questions about State Authorization, distance education requirements, or the availability of certain programs in your state, please contact the office of the Director of State Authorization and Legal Affairs at stateauthorization@brandman.edu.

Alabama
Alabama Commission on Higher Education
Elizabeth C. French
Director, Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
334-242-2179
elizabeth.french@ache.alabama.gov

Alabama Community College System
Tivoli Nash
Director of Private School Licensure
Alabama Department of Postsecondary Education
Office of Private School Licensing Division
334-293-4653
tivoli.nash@acccs.edu

Alaska
Alaska Commission on Postsecondary Education
Kierke A. Kussart
Program Coordinator for Institutional Authorization
Alaska Commission on Postsecondary Education
907-465-6741
Kierke.kussart@alaska.gov
eed.acpe-ia@alaska.gov

Arizona
Arizona State Board for Private Postsecondary Education
Teri Stanfill
Executive Director
Arizona State Board for Private Postsecondary Education
602-542-2399
teri.stanfill@azppse.gov

Keith Blanchard
Deputy Director
Arizona State Board for Private Postsecondary Education
602-542-5769
keith.blanchard@azppse.gov

Arkansas
Arkansas Department of Higher Education
Alana Boles
Coordinator, Academic Affairs
Arkansas Department of Higher Education
501-371-2060
Alana.Boles@adh.edu

California
California Bureau for Private Postsecondary Education
Leeza Rifredi
Deputy Bureau Chief
Bureau for Private Postsecondary Education
916-431-6959
bppe.licensing@dca.ca.gov

Colorado
Colorado Department of Higher Education
Heather DeLange
Academic Policy Officer
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
303-862-3001
heather.delange@dhe.state.co.us

Connecticut
The Connecticut Office of Higher Education
Noah Dion
Director, Academic Affairs
Office of Higher Education
860-947-1822
NDion@ctdhe.org

Delaware
Delaware Department of Education
Teacher & Administrator Quality Development
Delaware Department of Education
302-857-3388
IHE@doe.k12.de.us
District of Columbia
District of Columbia Higher Education Licensure Commission
1050 First Street NE, 5th Floor
Washington, DC 20002
osse.elcmail@dc.gov

Florida
Commission for Independent Education
Florida Department of Education
Susan Hood
Operations and Management Consultant Manager
Florida Department of Education
850-245-3200
susan.hood@fldoe.org

Sam Ferguson
Executive Director
Commission for Independent Education
850-245-3200
sam.ferguson@fldoe.org

Karl Washington
Educational Policy Analyst
Commission for Independent Education
850-245-3200
karl.washington@fldoe.org

Georgia
Georgia Nonpublic Postsecondary Education Commission
Laura S. Vieth
Deputy Director
770-414-3206
https://gnpec.georgia.gov/

For state specific complaint procedures, please see:
https://gnpec.georgia.gov/student-complaints

Hawaii
Hawaii Post-Secondary Education Authorization Program
Bobbi Lum-Mew
Hawaii Post-Secondary Education Authorization Program
808-586-7327
hpeap@dcca.hawaii.gov

Idaho
Idaho State Board of Education
Val Fenske
Private Postsecondary & Proprietary School Coordinator
Idaho State Board of Education
650 West State Street, (PO Box 83720), Boise, ID 83720-0037
208-332-1587
valerie.fenske@osbe.idaho.gov

Illinois
Illinois Board of Higher Education
Dr. Dan Cullen
Deputy Director, Academic Affairs
Illinois Board of Higher Education
1 N.Old, State Capitol Plaza, Suite 333
Springfield, IL 62701
217-557-7382
Cullen@ibhe.org

Indiana
Indiana Commission for Higher Education
Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs,
Indiana Commission for Higher Education (CHE)/Executive Director
Indiana Board for Proprietary Education
101 W. Ohio Street, Suite 550 Indianapolis, Indiana 46204-1984
317-464-4400 Ext. 121
ksauer@che.in.gov

Ross Miller
Director of Accreditation and Regulatory Compliance
Indiana Board for Proprietary Education/
Indiana Commission for Higher Education
101 W. Ohio Street, Suite 670
Indianapolis, IN 46204-1984
Phone: (317) 464-4400 Ext. 138
Fax: (317) 233-4219
rmiller@bpe.che.in.gov

Iowa
Iowa College Student Aid Commission
Carolyn Small
Postsecondary Registration Administrator
Iowa College Student Aid Commission
515-725-3413
carolyn.small@iowa.gov

Kansas
Kansas Board of Regents
Crystal Puderbaugh
Senior Associate Director, Academic Affairs
Kansas Board of Regents
785-430-4287
cpuderbaugh@ksbor.org
Jennifer Armour
Associate Director, Academic Affairs
Kansas Board of Regents
785-430-4288
jarmour@ksbor.org
Danielle Garretson
Office Operations Associate
Kansas Board of Regents
785-430-4290
dgarretson@ksbor.org

Kentucky
Kentucky Council on Postsecondary Education
Sarah Levy, J.D.
Director of Postsecondary Licensing
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Tel: 502.573.1555 Fax: 502.573.1535
sarah.levy@ky.gov

Louisiana
Louisiana Board of Regents
LeAnn Detillier,
Assistant Commissioner for Program Administration,
Louisiana Board of Regents
225-342-4253
leann.detillier@la.gov

Maine
Maine Department of Higher Education
Angel Martinez Loredo
Higher Education Specialist
Maine Department of Education
Augusta, Maine 04333
207-624-6846
angel.loredo@maine.gov

Maryland
Maryland Higher Education Commission
Monica Wheatley, Associate Director of Collegiate Affairs, Office of Academic Affairs
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201
410-767-3301
monica.wheatley@maryland.gov

Massachusetts
Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
approvalquery@bhe.mass.edu

Michigan
Michigan Department of Licensing and Regulatory Affairs
Michael Beamish
Manager
Michigan Department of Licensing and Regulatory Affairs Corporations, Securities, and Commercial Licensing Bureau, Licensing Division

Minnesota
Brandman University is registered 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
1450 Energy Park Dr., Suite 350
St. Paul, MN 55108
651-642-0533
www.ohe.state.mn.us (https://www.ohe.state.mn.us)

Betsy Talbot
Manager Institutional Licensure and Registration
Minnesota Office of Higher Education
1450 Energy Park Dr., Suite 350
St.Paul, MN 55108
651-259-3965
Betsy.talbot@state.mn.us

Mississippi
Mississippi Commission on College Accreditation
Menia Dykes
Director of Accreditation
Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211
601-432-6372
mdykes@mississippi.edu

Missouri
Missouri Department of Higher Education
Leroy Wade
Deputy Commissioner
Missouri Department of Higher Education
573-751-1176
leroy.wade@dhe.mo.gov

Montana
Montana University System Office of the Commissioner of Higher Education
State Authorization Compliance Agent
Montana University System
Office of the Commissioner of Higher Education
2500 Broadway, BOX 203201
Helena, MT 59620-3201
406-444-6570
stateauthorization@montana.edu

Nebraska
Nebraska Coordinating Commission for Postsecondary Education
Kathleen Fimple
Academic Programs Officer
Nebraska's Coordinating Commission for Postsecondary Education
402-471-0030
kathleen.fimple@nebraska.gov

Nevada
Nevada Commission on Postsecondary Education
Kelly D. Wuest
Administrator
Nevada Commission on Postsecondary Education
702-486-7330 ext. 229
kdwuest@cpe.state.nv.us (dperlman@cpe.state.nv.us)

New Hampshire
New Hampshire Department of Education Division of Higher Education - Higher Education Commission
Patricia Edes
Assistant to Director
New Hampshire Department of Education
Division of Higher Education, Higher Education Commission
603-271-0257
patricia.edes@doe.nh.gov

New Jersey
New Jersey Secretary of Higher Education
Rochelle Hendricks
Secretary of Higher Education
State of New Jersey Higher Education
P.O. Box 542
Trenton, NJ 08625-0542
609-292-4310
Executive Assistant: Lauren Banks
lauren.banks@oshe.nj.gov (Carol.Johnson@oshe.nj.gov)
http://www.state.nj.us/highereducation

New Mexico
New Mexico Higher Education Department
Michelle Casias, Director, Private Postsecondary Schools Division,
New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
(505) 476-8409
Private.Schools@state.nm.us

Brandman University is seeking Licensure for programs with clinical or internship components.

New York
New York Office of College and University Evaluation
Leslie Templeman
Director
Office of College and University Evaluation
New York State Education Department
leslie.templeman@nysed.gov

North Carolina
The University of North Carolina Board of Governors
Terrence Scarborough

Director of Licensure
The University of North Carolina General Administration
919-962-4558
trscarborough@northcarolina.edu

North Dakota
North Dakota University System
Tanya Spilovoy
Director, Distance Education and State Authorization
North Dakota University System
1815 Schafer Street, Ste. 202 Bismarck, ND 58505-0230
tanya.spilovoy@ndus.edu

Ohio
The Ohio Board of Regents
Matt Exline
Assistant Director, Program Development and Approval
614-728-3095
mxline@regents.state.oh.us

Oklahoma
Oklahoma State Regents for Higher Education
Daniel Archer
Assistant Vice Chancellor for Academic Affairs
darcher@osrhe.edu

The Oklahoma Board of Private Schools
Nora Ann House, MBA, CPA Director
The Oklahoma Board of Private Schools
405-528-3370
nhouse@obpvs.ok.gov

Oregon
Oregon Office of Degree Authorization
Sean Pollack
Program Administrator, Private Postsecondary Education
Oregon Higher Education Coordinating Commission
503-947-5925
sean.pollack@state.or.us
https://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx

Pennsylvania
Pennsylvania Department of Education
Patricia Landis
Division Chief, Higher and Career Education
Pennsylvania Department of Education
717-783-8228
RA-COLLUNIVSEMINFO@state.pa.us

Rhode Island
Rhode Island Office of the Postsecondary Commissioner
Michael Walker-Jones
Assistant Commissioner
Rhode Island Office of the Postsecondary Commissioner
401-736-1122
South Carolina

South Carolina Commission on Higher Education
Clay Barton
Program Coordinator, Postsecondary Institution Licensing
South Carolina Commission on Higher Education
1122 Lady Street
Suite 300
Columbia, SC 29201
803-737-7781
carton@che.sc.gov (lgoodwin@che.sc.gov)

South Dakota

South Dakota Secretary of State
Krista Rounds
Postsecondary Education
Office of Secretary of State-State Capitol
500 East Capitol Avenue
Pierre SD 57501-5070
605-773-3537
sos.edu@state.sd.us

Tennessee

Tennessee Higher Education Commission Division of Postsecondary State Authorization
Information regarding THEC's authority and policies:
Julie M. Woodruff
Assistant Executive Director for DPSA and Lead Attorney
Tennessee Higher Education Commission
615-253-8857
julie.woodruff@tn.gov (lindsey.vaughan@tn.gov)

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/studentcomplaints

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
Cathie Maeyaert
Special Projects Director
Texas Higher Education Coordinating Board
512-427-6527
Cathie.Maeyaert@THECB.state.tx.us

Utah

Utah Division of Consumer Protection
Marla Winegar
Administrator
Utah Division of Consumer Protection
801-530-6601
mwinegar@utah.gov

Vermont

Vermont State Board of Education Through the Vermont Agency of Education
Cassandra Ryan
Postsecondary Approval Coordinator
802-479-8545
cassandra.ryan@vermont.gov

Virginia

State Council for Higher Education in Virginia
Sylvia Rosa-Casanova
Director, Private and Out of State Postsecondary Education
State Council of Higher Education for Virginia (SCHEV)
101 N.14th street Richmond VA 23219
804-225-3399
SylviaRosaCasanova@schev.edu

Washington

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.

For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy (http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Washington Student Achievement Council
Tivoli Sharp
Program Administrator/Degree Authorization
Washington Student Achievement Council
360-753-7869
tivilis@wsac.wa.gov

West Virginia

West Virginia Higher Education Policy Commission
Keri Ferro
Director of Statewide Academic Initiatives
West Virginia Higher Education Policy Commission
304-558-0261
keri.ferro@wvhepc.edu

Wisconsin

Wisconsin Educational Approval Board
David C. Dies
Executive Secretary
Wisconsin Educational Approval Board
Wyoming
 Wyoming Department of Education
 Elaine Marces
 Private School Program Manager
 Wyoming Department of Education
 307-777-6210
 elaine.marces@wyo.gov
BOARD OF REGENTS – BRANDMAN UNIVERSITY

The Board of Regents, appointed by the Board of Trustees, is composed of eighteen 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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Lawrence Higby, Secretary

MEMBERS OF THE BOARD

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John Evans
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Rosemary Booth, M.B.A.
Executive Assistant to the Chancellor, 2003

Gary Brahm, M.B.A.
Chancellor, 1994

OFFICE OF PUBLIC AFFAIRS

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Vice Chancellor of Public Affairs

Victoria Lim, B.A.
Interim Director of Public Relations

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Vice Chancellor of Operations

ACADEMIC AFFAIRS

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Executive Vice Chancellor of Academic Affairs and Provost, 2008

Laurie G. Dodge, Ph.D.
Vice Chancellor of Institutional Assessment and Planning and Vice Provost, 1994

Eva Hedger, M.A.
Assistant Vice Chancellor, Virtual Learning, 2011

Hadassah Yang, M.S.Ed.
Associate Vice Chancellor of Institutional Research and Planning, 2011

Jennifer Murphy, Ed.D.
Associate Vice Chancellor of Center of Instructional Innovation, 2011

Tyke Hanisch, DNP, APRN, FNP-c
Dean of Marybelle and S. Paul Musco School of Nursing and Health Professions, 2009

Jeremy Korr, Ph.D.
Dean of Arts and Sciences, 2005

Ricardo Lorenzana, M.B.A
Dean of Extended Education, 2018

Glenn Worthington, Ed.D.
Dean of Business and Professional Studies, 1995

Tod Burnett, Ed.D.
Interim Dean of Education, 2018

Becky Ballestero, M.S.
Director of Academic Support and Curriculum, 1998

Rebecca Falkner, Esq.
Director of State Authorization and Legal Affairs, 2012

Twyla Tanaka, M.A.
Director of Accreditation and Assessment, 2009

Heather Violett, B.S.
Events Manager, 2014

Kerri Melnikoff, B.A.
Senior Executive Assistant, 2010

FINANCE AND ADMINISTRATION

Phillip Doolittle, M.B.A.
Executive Vice Chancellor of Finance and Administration and Chief Financial Officer (CFO), 2013

Hamid Etesamnia, M.S.
Vice Chancellor of Information Technology and Chief Information Officer (CIO), 2014

Roberta Dellhime, M.P.A.
Associate Vice Chancellor, Human Resources, Learning and Development, 2017

Dina Guthrie, M.A.
Operations Manager, Office of the Executive Vice Chancellor, Finance and Administration and Chief Financial Officer, 2013

Cristi Kim, B.A.
Assistant Vice Chancellor and Chief Budget Officer, 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

Annette Ceccotti
Assistant Vice Chancellor of Admission, 1993

Katy Curameng, M.A.
Director, Career Planning and Development, 2015

Adam Evans, M.P.A.
University Registrar, 2009

Steve Farnsworth, M.B.A.
Assistant Vice Chancellor, Enrollment Analytics and Systems, 2014

Dana Gelfand, M.B.A.
Associate Vice Chancellor, Enrollment Operations, 2014

Patricia Graham, M.B.A.
Assistant Vice Chancellor, Northern Region, 1994

Thomas Horstmann, M.Ed.
Assistant Vice Chancellor, Southern Region, 2010

Justyn Arias-Lynn Howard, Esq.
Director, Student Conduct and Compliance, 2018

Saskia Knight, M.P.A.
Executive Vice Chancellor of Enrollment and Student Affairs, 1988

Sean Nemeth, Ed.D
Associate Vice Chancellor of Enrollment Services, Retention, and Advising, 2008

Loren O’Connor, Ph.D.
Assistant Vice Chancellor of Accessible Education and Counseling Services, 2012

Patricia Popovich, B.A., M.A.
Administrator, Advising Development and Retention Services, 1998

Kelly Rico, B.A.
Senior Executive Assistant, 2014

Scott Saltman, M.B.A., M.P.A.
Director, One Stop Student Services, 2017

Donald B. Scott, Ed.D.
Director, Advising & Retention Services, 2007

Nirmala Sharma, B.A.
Associate Vice Chancellor, Military and Student Services, 2013

Shanna Vaughn, M.A.
Director of Financial Aid, 2001

Campus Directors

Miguel Aranda, M.B.A.
Menifee, 2014

Phil Arnold, M.A.
San Diego, 2008

Bradley Bourdon, M.A.
Brandman MyPath, 2013

Lorine Hill, MSAH, M.A.
Joint Base Lewis - McChord, 2016

Mary Ellen Schief, MAOL, M.S.
Whidbey Island, 2016

George Roberts, M.B.A.
Online, 2013

Judi Sveen, MM
Online, 2014

Richard Carnes, M.A.
Modesto, 2010

Norma Contreras, M.P.A.
Antelope Valley and Santa Clarita, 2002

Margo Deegan, Ph.D.
Lacey, 2005

Susanne Eisenhart, DPA (ABD)
Victorville, 2011

Thomas Horstmann, M.Ed.
Palm Desert, 2010

Sonia Gutierrez-Mendoza, M.A.
Visalia and Lemoore, 2009

Seblewongel Ayalew, MAOL
Monterey, 2014

Linda Montenegro, M.B.A.
Fairfield and Travis, 2004

Kimberly Pellow, M.A.
Sacramento Valley, 2012

Jennifer Perryman, M.S.
Bangor and Bremerton, 2009
Directories

Patrick Pierson, M.A.
Ontario, 2014

Kristin Plapis, B.B.A.
Riverside, 2010

Melissa Reyes, M.B.A.
Irvine, 2017

Niki Santo, M.A.
Walnut Creek, 2007

Patrizia Zary, M.B.A.
Santa Maria, 2019

Site Directors

Meghan Thompson, M.A.
Travis AFB, 2016

Dennis Zmija, M.B.A.
Lemoore, 2016

Marketing and Communications

Tammy Chi, B.S.
Product Marketing Analyst, 2019

Shannon Cimino, B.S.
Go-to-Market Analyst, 2014

Jennifer Cota-Robles, B.A.
Marketing Copywriter, 2014

David Cruz, B.A.
SEO Marketing Specialist, 2017

Taylor Golub, B.A.
Social Media Specialist, 2018

Michael Hain, B.F.A.
Sr. Graphic Designer, 2018

Jacob Hatcher, B.B.A.
Marketing Specialist Analytics, 2018

Roger Lee, M.F.A.
Executive Vice Chancellor of Marketing and CMO, 2016

Julie Morales, B.A.
Director of Product Marketing, 2017

Carla Morano, B.A.
Director of Marketing, Creative Services, 2016

Shelly Neal, Ph.D.
Vice Chancellor of Strategic Initiatives, 2006

Cynthia O’Dell, B.A.
Communications Manager, 2014

Lee Porteneuve, M.B.A.
Digital Marketing Manager, 2012

Joe Pulido, M.B.A
Associate Vice Chancellor, Marketing Operations, 2016

Lindsay Racen, M.B.A.
Senior Content Marketing Strategist, 2010

Diana Santos, M.B.A.
Assistant Vice Chancellor, Marketing Media, 2012

Rae Siebels, B.A.
Marketing Project Manager, 2017

Scott Steinman, M.A.S.
Assistant Director, Sales Analytics, 2018

Jason Sullivan, B.A.
Media Marketing Specialist, 2019

Heather Switaj, B.A.
Jr. Production Artists, 2017

Michelle Uchino, M.B.A.
Marketing Operations Specialist, 2015

Kim Williams
Senior Executive Assistant, Marketing 2018

Public Relations

Victoria Lim, B.A.
Interim Public Relations Director, 2017

Strategic Business Development

Barbara Bartels, Ed.D.
Assistant Vice Chancellor of Community and Corporate Relations, Walnut Creek, Northern Region, 2009

Matt Venegas, M.B.A.
Assistant Vice Chancellor of Community and Corporate Relations, Irvine, Southern Region, 2011

James Dreiling, B.A.
Director of Account Management, Irvine, 2018

Donna Estill-Fearnside, Ed.D.
Assistant Director, Special Projects, Monterey, 1997

Mai Dang, M.A.
Administrative Assistant, Irvine, 2012

Account Executives

Renee DuVerger, Psy.D.
San Diego, 2016

Kimberley Hundley, M.F.A.
Walnut Creek, 2016

Reo Long, B.S.
Victorville, 2017

Jeff McNurlan, M.M.
Menifee, 2018

Jody Morgan, B.A.,
Walnut Creek, 2014

Sophie Moussa, M.A.
Fairfield, 2017

Massiel Perez-Calhoon, Ed.D.
Irvine, 2012

Rocio Romero, M.A.
Santa Clarita, 2018

Chris White, B.A.
Ontario, 2008

Christi White, B.A.
Riverside, 2017

Senior Account Managers

Amy Crown, B.A.
Roseville, 2016

Elizabeth Facanha, B.A.O.L.
Modesto, 2013

Emory Lunsford, MSHR
Lacey, 2015

Leslie Miller, M.A.
Santa Maria, 2010

Business Development Associates

Gina Albertini-Bennett, Ed.D.
San Diego, 2018

Kitty Calhoun, M.B.A.
Antelope Valley, 2008

Annica Meza-Dawe, Ed.D.
Palm Desert, 2010

Business Development Executives

Michelle Goyette, M.B.A.
Irvine, 2017

Military and Veterans Services

Nirmala Sharma, B.A.
Associate Vice Chancellor for Student and Military Services, Irvine 2013

Jennifer Dean, M.A.
Pathways & Compliance Manager, Irvine, 2007

Cynthia Cervantes, B.A.
Military Service Specialist, Irvine, 2017

Victoria Marsh, B.A.
Military Service Specialist, Irvine 2016

Amy Gormley, M.A.
Military Service Specialist II, Irvine 2013

Sandy Banos, B.A.
Military Service Supervisor, Irvine 2016

Faculty

Patrick Ainsworth, Professor of Education, Online; 2018. B.A. and M.A., California State University, San Bernardino; Ed.D., University of LaVerne.

Brittany Aleshire, Assistant Professor of Psychology, Online and Santa Maria; 2015. B.S., California Polytechnic State University; M.A., Ph.D., Alliant International University.

Satara Armstrong, Professor of Social Work, Online; 2018, B.A., Baker University; M.S.W., University of Kansas; Ph.D., Capella University.

Evelina Atanasova, Assistant Professor of Business Administration, Human Resources and Leadership, Irvine; 2018, B.A., Sofia University; M.A., Chapman University; Ph.D., HEC Paris.

Dania Baba, Assistant Professor of Healthcare and Business Administration, Online; 2019. B.S., M.P.H, American University of Beirut; Ph.D., Walden University.

Sibyl Beauflieu, Associate Professor of Social Work and Field Director, Online; 2014. B.S., Oakwood University; M.S.W., Loma Linda University.

Ellen Belluomini, Assistant Professor of Social Work, Online; 2017. B.S.W., University of Wisconsin; M.S.W., University of Illinois; Ph.D., Walden University.

Jessica Bogunovich, Assistant Professor of Education, Online; 2018. B.S., Montana State University; M.S., University of Phoenix; M.A., Chapman University; Ed.D., University of Phoenix.

Melanie Borrego, Associate Dean, School of Arts and Sciences, Professor of English, Online; 2011. B.A., University of California, Riverside; M.A., University of California, Irvine; M.S. Ed., Western Oregon University; Ph.D., The Pennsylvania State University.

Sam Bresler, Associate Dean, Professor of Human Resources and Business Administration, Irvine; 1998. B.A., M.B.A., Ph.D., University of Pennsylvania.

Kimberly Bundy-Fazioli, Associate Professor of Social Work, Online; 2018. B.S.W., State University of New York at Brockport; M.S.W., Ph.D University at Albany, State University of New York.

James Bylund, Sr Lecturer for Education, Walnut Creek; 2015. B.A., San Francisco State University; M.A., San Diego University; Psy.D., Alliant International University.

Ned Camuso, Associate Dean, School of Arts & Sciences, Assistant Professor of Humanities, Online; 2010. B.A., University of Miami; M.A., Mannes College; Ph.D., European Graduate School.

Tamerin A. Capellino, Associate Professor of Education, Online; 2010. B.S., M.S., California State University Fullerton; Ed.D., University of LaVerne.

Nakisha Castillo, Assistant Professor of Psychology, Ontario, Victorville and Riverside; 2015. B.S., Atlantic Union College; M.S., D.M.F.T., Loma Linda University.

Rachel Choudhury, Associate Dean, the Marybelle and Paul S. Musco School of Nursing and Health Professions, Assistant Professor of Nursing; B.A., Rollins College; B.S.N., University of Nevada; M.S., University of Hawaii; M.S.N., Otterbein College.

Ellen Baker Derwin, Associate Dean, School of Arts and Sciences, Associate Professor of Communications, Online; 2005. B.S., Denison University; M.A., University of California, Irvine; M.A., Ph.D., The Fielding Graduate University.
Sonia Luckey, Associate Dean, the Marybelle and Paul S. Musco School of Nursing and Health Professions, Assistant Professor of Nursing; 2016. B.S.N., M.S.N., California State University, Long Beach; M.A., University of Santa Monica; DNP, Brandman University.

Debaleena Majumdar, Assistant Professor of Geographic Information Systems, Online; 2019. Presidency College, M.A., Jawaharlal Nehru University; M.P., School of Planning and Architecture, New Delhi; M.R.P., University at Albany, State University of New York; Ph.D., Arizona State University.

Jessica McCallister, Assistant Professor of Social Work, Online; 2018. B.S., University of Phoenix; M.S.W., Walla Walla University; College Place, Washington.

Michael J. McGuire, Professor of Psychology, Lacey; 1986. B.A., St. Martin's College; M.A., Chapman College; M.S.W., University of Washington; M.A., American Public University System; Ph.D., Saybrook Graduate School and Research Center.

Melissa Meyer, Associate Dean, School of Arts and Sciences, Associate Professor of Legal Studies, Online; 2013. B.A., Old Dominion University; J.D., State University of New York at Buffalo.

Jeannine Meza, Assistant Professor of Social Work, Online; 2018. B.A., University of California, Los Angeles; M.S.W., University of Southern California.

Ruth Milstein, Assistant Professor of Nursing, the Marybelle and Paul S. Musco School of Nursing and Health Professions; 2012. B.S.N., Wagner College; M.H.C., Florida Atlantic University; M.S.N., DNP, University of South Alabama.

Margaret Moodian, Competency Based Education Tutorial Assistant Professor of Humanities and Social Sciences, Online; 2012. B.F.A., Chapman University; M.A., Ed.D., Pepperdine University.

Michael Moodian, Associate Professor of Communications, Social Science and Sociology, Irvine; 2007. B.A., M.A., California State University, Fullerton; Ed.D., Pepperdine University.

James Morgan, Assistant Professor of Nursing, The Marybelle and Paul S. Musco School of Nursing and Health Professions, 2016; B.S.N., National University; DNP, Brandman University.

Albert Munoz-Flores, Sr. Lecturer of Psychology, Monterey; 2014. B.A., University of Redlands; M.A., Psy.D, Phillips Graduate Institute;

Lata Murti, Associate Professor of Sociology, Online; 2011. B.A., University of Kansas; M.A., Ph.D., University of Southern California.

Hawani Negussie, Assistant Professor of Education, Irvine; 2017. B.A., California State, Northridge; M.A., Ed.D. California State University.

Nicole Nicholson, Assistant Professor of Education, Santa Maria; 2011. B.S., M.A., California Polytechnic San Luis Obispo; Ed.D., University of Southern California, Los Angeles.

Loren O’Conner, Assistant Professor of Education; 2014. B.A, University of Southern California; M.A., Loyola Marymount; Ph.D., Alliant International University.

Catherine Pearlman, Associate Professor of Social Work, Irvine, 2014. B.A., Bucknell University; M.S.W., New York University, School of Social Work; Ph.D., Yeshiva University, Wurzweiler School of Social Work.

Benjamin Perez, Competency Based Education Tutorial Assistant Professor of Information Systems Management, Online; 2013. B.A., M.S., National University.

Timothy J. Perez, Associate Professor of Information Systems Management, Online; 2012. B.S., Chapman University, M.S., National University; D.Sc., Dakota State University.

Amber Ramirez, Associate Professor of Social Work, Online; 2018. B.S.W., M.S.W., University of Nevada, Reno.

Justine Rangel, Assistant Professor of Social Work, Online; 2013. M.S.W., California State University, San Bernardino; M.P.A., California Baptist University.

Isa Ribadu, Associate Dean, School of Arts and Sciences, Associate Professor of Psychology, Irvine; 2008. B.A., California State University, San Bernardino; M.P.H., San Diego State University.

Leticia Rojas, Assistant Professor of Education, Ontario; 2015. B.S., University of California, Berkeley; M.E., University of California, Los Angeles; Ed.D, California State University, Long Beach.

Marilou Ryder, Professor of Education, Irvine; 2011. B.S., Adelphi University; M.S., Syracuse University; Ed.D., University of La Verne.

Patric Schine, Associate Professor of Nursing, the Marybelle and Paul S. Musco School of Nursing and Health Professions; 2011. B.A., Arizona State University; M.S.N.- F.N.P, University of Phoenix; DNP, Arizona State University.

Aaron Schmerbeck, Assistant Professor of Economics and Finance, Online; 2018. B.S., St. John Fisher College; M.S., Ph. D, Florida State University.

Nicole Schneider, Assistant Professor of Education, Riverside; 2014. B.S., State University of New York; M.S., California State University Fullerton; Ed.D, Appalachian State University.

Maureen Schroeder, Assistant Professor of Education, Modesto; 2018. B.S., Humboldt State University; M.S., Humboldt State University.

Monica Shukla-Belmontes, Associate Dean, School of Business and Professional Studies, Associate Professor of Business Administration, Irvine; 2013. B.S., B.A., M.S., Ph.D. Chapman University.

Diane Singer, Assistant Professor of Marketing, Online; 2013. B.A, Whittier College, M.B.A., University of La Verne; M.A., Pepperdine University; Ph.D, Claremont Graduate University.

Cheryl Sjostrom, Associate Professor of Education, Antelope Valley and Palm Desert; 2006. B.A., United States International University; M.A., California State University, Los Angeles; Ed.D., University of LaVerne.

David L. Sloan, Professor of Education, Roseville, Yuba City and Antelope Valley; 2002. B.A., University of California, Santa Barbara; M.A., California State University, Long Beach; Ed.D., University of Southern California.

Guadalupe Solis, Associate Professor of Education, Visalia; 2015. B.A., M.A., Fresno Pacific University; Ed.D., University of San Francisco.
Anne Spillane, Associate Professor of Education, Fairfield, Roseville, Yuba City, Walnut Creek; 2012. B.A., Simmons College; M.A., University of California, Santa Barbara; Ph.D., Columbia University.

Sheila L. Steinberg, Professor of Social and Environmental Sciences, Irvine and Online; 2013. B.A., University of California, Santa Barbara; M.S., University of California, Berkeley; Ph.D., The Pennsylvania State University.

Karin Storm, Associate Professor of Criminal Justice, Irvine and Online; 2014. B.S., M.S., California State University, Long Beach; Ed.D., University of Phoenix.

Kathryn A. Theuer, Associate Dean, School of Education, Professor of Education, Modesto; 2000. B.S., Miami University; M.A., Michigan State University; Ed.D., University of the Pacific.

Angie Tos, Sr. Lecturer of Education, Modesto; 2016. B.A., M.A., Fresno Pacific University; Ed.D., Brandman University.

Jennifer Turner, Sr. Lecturer of Mathematics, Online; 2012. B.S., University of California, Los Angeles; M.S., California State University, Northridge.

Bryan Webb, Assistant Professor of Nursing, the Marybelle and Paul S. Musco School of Nursing and Health Professions, 2016; B.S.N., University of Phoenix; DNP, Brandman University.

Frank Weber, Associate Professor of Psychology, Roseville and Yuba City; 1999. B.S., M.S., Brigham Young University; Ph.D., University of Oregon.

Patricia Clark White, Associate Dean, School of Education, Professor of Education, Irvine; 2010. B.S., State University of New York at Brockport; M.S., California State University at Long Beach; Ed.D., University of Southern California.

Patricia Wick, Associate Dean, School of Education, Associate Professor of Education, Online; 2016. B.A., University of California, Los Angeles; M.A., Chapman University.

Christine Williamitis, Assistant Professor of Nursing, the Marybelle and Paul S. Musco School of Nursing and Health Professions; 2014.B.S., Columbia Union College; M.S., University of Cincinnati; DNP, University of Tennessee Health Science Center.

Leigh Ann Wilson, Associate Professor of History and Communications, Online; 2012. B.A., University of North Alabama; M.S., Kansas State University; Ph.D., University of Memphis.

Karen Woodcock, Associate Dean, Associate Professor of Social Work, Online; 2011. B.S., M.S.W., Ph.D., University of Pittsburgh.

Sue Yockelson, Associate Professor of Education, Monterey, Santa Maria and San Diego; 2011. B.A., M.A., California State University, Northridge; Ph.D., University of Oregon.

Deborah Zipnick, Competency Based Education Tutorial Assistant Professor of Humanities and Social Sciences, Online; 2015. B.A, M.M.C, Arizona State University; J.D, Loyola Law School.

Julianne Zvalo-Martyn, Assistant Professor of Education, Modesto; 2014. B.A., University of California, Santa Cruz; M.S., California State University, East Bay; Ed.D, Brandman University.

Carlos Alamo, NAS Whidbey Island; 2016. B.A., Excelsior University, M.A., Brandman University.

Mike Albonetti, Modesto; 1998. B.A., California State University, Hayward; M.A., California State University, Hayward.

Bonnie Atilano, Travis AFB; 2018. B.A., Arizona State University.


Courtney Brown, Roseville; 2018. B.S., DeVry University.

Cem Burnham, Walnut Creek; 2015. B.A., Arizona State University; M.A., Brandman University.


Adrian Conson, Victorville; 2018. B.A., University of California, Riverside; M.Ed., University of Hawaii at Manoa.

Alan Cranis, Online; 2009. B.A., University of Missouri, Columbia; M.A., University of Southern California.

Courtney Crosta, Roseville; 2017. B.A., University of California, Davis; M.A., Brandman University.


Ben Dean, Online; 2016. B.A., University of Missouri.

Kip Dean, Online; 2015. B.A., University of San Diego; M.A., Chapman University.


Alan Dumke, Ontario; 1992. B.A., Chapman University; M.A., Ball State University.

Adam Ek, Palm Desert; 2017. B.A., Excelsior University; M.S. National University.


Mitali Gadhia, Online; 2014. B.A., University of Massachusetts; M.A., University of Minnesota; M.A., California State University, Stanislaus; Ed.D., Brandman University.

Rubinder Gill, Yuba City; 2017. B.A., California State University, Sacramento; M.A., San Jose State University.

Carmen Gonzalez, Online; 2014. B.A., University of Southern California; B.A., California State University, Long Beach; M.A., California State University, Dominguez Hills.

Nick Green, Online; 2016. B.A., Azusa Pacific University.

Ann Griffin, Walnut Creek; 2007. B.A., California State University, Hayward; M.A., University of San Francisco.

Roger Griffin, Palm Desert; 2017. B.A., Albion College.

Donna Hiltner, Santa Maria; 2010. A.A., Allan Hancock Junior College; B.A., University of California at Santa Barbara.

Taylor Kaestner, Modesto; 2017. B.S., California State University, Turlock; M.A., University of Phoenix.

Deveron Long, Modesto; 2017. B.A., California State University, Stanislaus; M.A., Institute of Transpersonal Psychology.


Rebecca Lyons, Online; 2017. B.A., Chapman University.

Candy Macias, Santa Clarita; 2018. B.A. California State University, Northridge.


Erika Orozco, Online; 2019. B.A., M.A., California State University, Fullerton.


Jennifer Pierce, Fairfield; 2017. B.A., University of Maryland, M.A., Brandman University.


Carmen Quinonez, Irvine; 2012. B.A., Mount St. Mary's College.

George Roberts, Online; 2013. B.B.A., Stephen F. Austin State University; B.S., University of Phoenix; M.B.A., University of Phoenix.

Mary Rockwell, Antelope Valley; 2014. B.A., M.A., California State University, Northridge.

Bryce Sinclair, Online; 2018. B.S., M.S., University of Idaho.

Christopher Smith, Roseville; 2015. B.A., M.A., Brandman University.

Will Stevens, Walnut Creek; 2018. B.A., University of California, Berkeley.

Carmen Thomas, San Diego; 2006. A.S., Florida Community College; B.A. Chapman University College at San Diego.

Meghan Thompson, Travis; 2016. B.A., Chapman University; M.A., Bowie State University.

Jane Uhazy, Antelope Valley; 2005. B.A., Keuka College; M.S., University of La Verne.


Dennis Zmija, Visalia; 2016. B.S., Southern Illinois University; M.B.A., Trident University.
ACADEMIC CAMPUSES

Antelope Valley
Santa Clarita

Fairfield
Travis AFB

Irvine

Modesto

Monterey

Ontario

Online

Palm Desert

Riverside
Menifee

Sacramento Valley
Roseville
Yuba City

San Diego

Santa Maria

Victorville

Visalia
Lemoore NAS

Walnut Creek

Washington State
Bangor NSB
Bremerton
JBLM – Ft. Lewis
Lacey
JBLM – McChord Field
Whidbey Island NAS
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