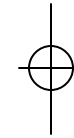
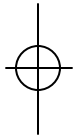




CHAPMAN
UNIVERSITY COLLEGE
2003-2004 Catalog



For more information please call:

866-CHAPMAN

or visit our website at
www.chapman.edu/univcoll

Message From The President:

Commitment to Access

Since 1861, Chapman has offered students a value-centered education that leads to inquiring, ethical and productive lives. Realizing the difficulty that traditional class schedules and semesters presented to employed adults seeking higher education, Chapman became a pioneer nearly half a century ago in offering traditional undergraduate and graduate degrees in non-traditional ways to meet the needs of adult learners through a network of academic campuses throughout California and in Washington State.



In 2001, University College was created to strengthen the academic leadership of the academic campuses. In the two years since its founding, University College has revised many of its programs to better serve adult students, expanded its full-time faculty, upgraded the campuses in terms of the quality of classroom space and computer support, and developed web-based, distance courses in many fields. During this time, enrollments at University College have grown to over 7,000 students. I am very proud of University College and the educational services it provides to thousands of adult students thereby expanding their intellectual and professional horizons and empowering them to succeed in an increasingly complex world.

James L. Doti
President

Table of Contents

Conditions of Accuracy	5
Calendar	6
Academic Programs.....	12
General Information	15
Financial Aid and Expenses	24
Undergraduate	27
Admission	27
Academic Policies and Procedures	28
Degree Requirements	40
General Education Requirements.....	42
Degree Programs.....	44
Graduate	73
Admission.....	73
Academic Policies and Procedures	75
Degree Programs.....	90
Course Descriptions.....	157
Extended Education	266
Programs and Course Descriptions.....	266
Directories.....	289
Academic Campuses	303
Campus Maps.....	304
Index	314

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. Chapman reserves the right to make changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, student conduct, academic standing, candidacy, and graduation.

Chapman 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. Chapman 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 course work. Chapman 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 2003-2004

University College students attend concentrated nine or ten week terms in which classes meet once a week, typically on weeknights. Terms are offered on a year-round, five-term schedule.

9 Week Campuses

Bangor/McChord/Ft. Lewis/Whidbey Island, WA	
Irvine	Monterey
Los Angeles	Santa Maria/Vanderberg
Modesto	Visalia/Lemoore/Hanford

Term D – 2003

9-week campuses – August 4, 2003 to October 5, 2003

Registration July 7 – August 3
 Deadline to apply for September Comprehensive Examinations July 11
 First day of instruction August 4
 Tuition and other charges due August 4
 Deadline to file Intent to Graduate for Term D August 4
 Last day to add classes or withdraw without record of enrollment August 17
 Labor Day (Administrative Offices closed) September 1
 Graduate Comprehensive Examinations September 13
 Last day to withdraw from classes without receiving an "FW" September 21
 Last day of instruction September 28
 Final Examinations September 29 - October 5
 All Grades due October 10

Term E - 2003

9-week campuses – October 13, 2003 to December 14, 2003

Registration September 15 – October 12
 First day of instruction October 13
 Tuition and other charges due October 13
 Deadline to file Intent to Graduate for Term E October 13
 Last day to add classes or withdraw without record of enrollment October 26
 Thanksgiving (Administrative Offices closed) November 27 – November 28
 Last day to withdraw from classes without receiving an "FW" November 30
 Last day of instruction December 7
 Final Examinations December 8 – December 14
 Deadline to apply for February Comprehensive Examinations December 19
 All Grades due December 19

Term A – 2004

9-week campuses – January 5, 2004 to March 8, 2004

Registration December 8 – January 4
 First day of instruction January 5
 Tuition and other charges due January 5
 Deadline to file Intent to Graduate for Term A or Term B January 5
 Last day to add classes or withdraw without record of enrollment January 18
 Graduate Comprehensive Examinations February 7
 Last day to withdraw from classes without receiving an "FW" February 22
 Last day of instruction February 29
 Final Examinations March 1 – March 7
 All Grades due March 12

Term B - 2004

9-week campuses – March 15, 2004 to May 16, 2004

Registration February 16 – March 14
 First day of instruction March 15
 Tuition and other charges due March 15
 Deadline to file Intent to Graduate for Term B March 15
 Last day to add classes or withdraw without record of enrollment March 28
 Good Friday (Administrative Offices closed) April 9
 Last day to withdraw from classes without receiving an "FW" May 2
 Deadline to apply for June comprehensive examinations (Psychology and Education only) May 7
 Last day of instruction May 9
 Final Examinations May 10 – May 16
 All Grades due May 21

Term C - 2004

9 week campuses May 24, 2004 to July 25, 2004

Registration April 26 – May 23
 First day of instruction May 24
 Tuition and other charges due May 24
 Deadline to file Intent to Graduate for Term C *May 24
 Memorial Day (Administrative Offices closed) May 31
 Last day to add classes or withdraw without record of enrollment June 6
 Graduate Comprehensive Examination (Psychology and Education only) June 26
 Last day to withdraw from classes without receiving an "FW" July 11
 Last day of instruction July 18
 Final Examinations July 19 – July 25
 All Grades due July 30

10 Week Campuses

Antelope Valley/Edwards	Moreno Valley
Coachella/29 Palms	Ontario/Victor Valley
Concord/Fairfield/Travis	Sacramento/Yuba City
Diamond Springs	San Diego

Term D – 2003

10 week campuses – August 25, 2003 to November 2, 2003

Registration	July 28 – August 24
First day of instruction	August 25
Tuition and other charges due	August 25
Deadline to file Intent to Graduate for Term D	August 25
Labor Day (Administrative Offices closed)	September 1
Last day to add classes or withdraw without record of enrollment	September 7
Graduate Comprehensive Examinations	September 13
Last day to withdraw from classes without receiving an "FW"	October 10
Last day of instruction	October 26
Final Examinations	October 27 - November 2
All Grades due	November 7

Term E - 2003

10 week campuses – November 3, 2003 to January 25, 2004

Registration	October 6 – November 2
First day of instruction	November 3
Tuition and other charges due	November 3
Deadline to file Intent to Graduate for Term E	November 3
Last day to add classes or withdraw without record of enrollment	November 16
Deadline to apply for February Comprehensive Examinations	December 19
Last day to withdraw from classes without receiving an "FW"	December 21
Christmas Eve (Administrative Offices closed)	December 24
Christmas Day (Administrative Offices closed)	December 25
Christmas Break (Administrative Offices closed)	December 26 – December 30
New Year's Eve (Administrative Offices closed)	December 31
New Year's Day ((Administrative Offices closed)	January 1
Last day of instruction	January 18
Final Examinations	January 19 – January 25
All Grades due	January 30

Term A - 2004

10 week campuses – January 26, 2004 to April 4, 2004

Registration	December 29 – January 25
First day of instruction	January 26
Tuition and other charges due	January 26
Deadline to file Intent to Graduate for Term A	January 26
Graduate Comprehensive Examinations	February 7
Last day to add classes or withdraw without record of enrollment	February 8
Last day to withdraw from classes without receiving an "FW"	March 14
Last day of instruction	March 28
Final Examinations	March 29 – April 4
All Grades due	April 9

Term B - 2004

10 week campuses – April 5, 2004 to June 13, 2004

Registration	March 8 – April 4
First day of instruction	April 5
Tuition and other charges due	April 5
Deadline to file Intent to Graduate for Term B	April 5
Good Friday (Administrative Offices closed)	April 9
Last day to add classes or withdraw without record of enrollment	April 18
Deadline to apply for June Comprehensive Examinations (Psychology and Education only)	May 7
Memorial Day (Administrative Offices closed)	May 26
Last day to withdraw from classes without receiving an "FW"	May 31
Last day of instruction	June 6
Final Examinations	June 7 – June 13
All Grades due	June 18

Term C - 2004

10 week campuses – June 14, 2004 to August 22, 2004

Registration	May 17 – June 13
First day of instruction	June 14
Tuition and other charges due	June 14
Deadline to file Intent to Graduate for Term C	*June 14
Graduate Comprehensive Examinations (Psychology and Education only)	June 26
Last day to add classes or withdraw without record of enrollment	June 27
Last day to withdraw from classes without receiving an "FW"	August 1
Last day of instruction	August 15
Final Examinations	August 16 – August 22
All Grades due	August 27

**Graduation Ceremony Participation - Students graduating at the end of Term B or Term C who wish to participate in this year's CUC commencement ceremony must submit both their Intent to Graduate and Request to Participate in Commencement Short Requirements forms to the Registrar's Office by March 1.*

University College **Graduate Comprehensive Examination** application deadlines and examination dates are as follows:

Deadline to apply for September Comprehensive Examinations . . . July 11, 2003
 Comprehensive Examinations September 13, 2003

Deadline to apply for February Comprehensive Examinations December 19, 2003
 Comprehensive Examinations February 7, 2004

Deadline to apply for June Comprehensive Examinations (Psychology and Education only) May 7, 2004
 Comprehensive Examinations (Psychology and Education only) June 26, 2004

University College **Intent to Graduate** application deadlines are as follows:

9-week Campuses

Term	Term Date	Conferral Dates	Application Due
Term D 2003	08/04/03 - 10/05/03	10/05/03	08/04/03
Term E 2003	10/13/03 - 12/14/03	12/14/03	10/13/03
Term A 2004	01/05/04 - 03/08/04	03/08/04	01/05/04
Term B 2004	03/15/04 - 05/16/04	05/16/04	03/15/04
Term C 2004	05/24/04 - 07/25/04	07/25/04	05/24/04 *

10-week Campuses

Term	Term Dates	Conferral Date	Application Due
Term D 2003	08/25/03 - 11/02/03	11/02/03	08/25/03
Term E 2003	11/03/03 - 01/25/04	01/25/04	11/03/03
Term A 2004	01/26/04 - 04/04/04	04/04/04	01/26/04
Term B 2004	04/05/04 - 06/13/04	06/13/04	04/05/04
Term C 2004	06/14/04 - 08/22/04	08/22/04	06/14/04 *

**Graduation Ceremony Participation - Students graduating at the end of Term B or Term C who wish to participate in this year's CUC commencement ceremony must submit both their Intent to Graduate and Request to Participate in Commencement Short Requirements forms to the Registrar's Office by March 1.*

Academic Programs

The following programs, certificates and certifications are offered through Chapman University College. All programs may not be offered at all locations. Please inquire with your local campus for further information.

Associate of Arts Degree

A.A. General Education

Bachelor Degrees

B.A. Criminal Justice
 B.A. Liberal Studies
 B.A. Organizational Leadership
 B.A. Psychology
 B.A. Social Science
 B.A. Sociology
 B.S. Computer Information Systems
 B.S. Computer Science
 B.S. Health Systems
 B.S. Mathematics

Master Degrees

M.A. in Career Counseling
 M.A. in Criminal Justice
 M.A. in Counseling with School Counseling Emphasis
 M.A. in Education with Curriculum and Instruction Emphasis
 M.A. in Education with Educational Leadership
 and Administration Emphasis
 M.A. in Education with Instructional Technology Emphasis
 M.A. in Education with Professional Teaching Standards Emphasis
 M.A. in Educational Psychology
 Ed.S. in School Psychology
 M.A. in Education with Reading Emphasis
 M.A. in Special Education
 M.A. in Organizational Leadership
 M.A. in Psychology with Counseling Emphasis
 M.A. in Psychology with Marriage and Family Therapy Emphasis
 M.A. in Teaching with Elementary Education Emphasis
 M.A. in Teaching with Secondary Education Emphasis
 M.H.A. of Health Administration
 M.S. in Human Resources

Certificates for Academic Credit
 Certificate in Career Counseling
 Certificate in Gerontology
 Certificate in Human Resources
 Certificate in Health Systems Management
 Certificate in Organization Development
 Certificate in Organizational Leadership
 Executive Certificate in Volunteer Leadership

Credentials and Certifications

Education Specialist (Level I and II) Mild/Moderate; Moderate/Severe Multiple
 Subject/BCLAD
 Multiple Subjects CLAD
 Preliminary Administrative Services, Tier I
 Preliminary Mild/Moderate
 Preliminary Mild/Moderate, Moderate/Severe
 Preliminary Mild/Moderate, Moderate/Severe, Multiple Subjects CLAD
 Preliminary Mild/Moderate, Moderate/Severe, Single Subject CLAD
 Preliminary Mild/Moderate, Multiple Subjects CLAD
 Preliminary Mild/Moderate, Single Subject CLAD
 Preliminary Moderate/Severe
 Preliminary Moderate/Severe, Multiple Subjects CLAD
 Preliminary Moderate/Severe, Single Subject CLAD
 Professional Administrative Services, Tier II
 Professional Clear
 Pupil Personnel Services
 Single Subject CLAD
 CLAD Certification
 National Board Teacher Certification

Certifications – Extended Education

A+ Certification
 CISCO Certified Network Associate Certification
 CISCO Certified Network Professional Certification
 JAVA Certification
 Microsoft Certified Database Administrator (MCDBA)
 Microsoft Certified Systems Administrator (MCSA)
 Microsoft Certified Systems Engineer (MCSE)
 Network + Certification
 ORACLE DBA Certification

Certified Employee Benefits Specialist (CEBS)
 Certified Payroll Professional (CPP)
 Human Performance Improvement (ASTD)
 Human Resources Certification (PHR/SPHR)
 Non-Profit Management Certificate
 Paralegal Certificate
 Strategic Instruction Model (SIM) Teacher Qualification Certificate

General Information

Institution Profile

Chapman University is a 142-year-old independent institution of liberal arts and professional training dedicated to providing a solid foundation of knowledge that enables its graduates to become fully educated persons. Chapman is recognized for its liberal arts core, distinguished faculty, innovative programs and personalized attention to students. The university strives to develop in students the ability to think clearly, communicate effectively, explore issues from contrasting points of view, value human and cultural diversity and make informed ethical judgments in an increasingly complex world.

The university is comprised of the Wilkinson College of Letters and Sciences, the Argyros School of Business and Economics, the School of Communication Arts, the School of Education, the School of Film and Television, the School of Music, the School of Law, and University College.

University College

For more than 40 years, Chapman University College campuses have served thousands of adult learners who are interested in integrating higher education into their already busy lives. The central goal of University College is to help students develop their talents and to encourage them to extend their learning beyond the boundaries of the classroom as they pursue a lifetime of learning.

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

University College of Chapman University was established to provide traditional quality education for adult learners. The administration of University College (CUC) is under the direction of the Provost of Chapman University, the Dean of University College, an Associate Dean in the CUC central office, three regional Associate Deans and individual campus directors. This decentralized structure is designed to best meet the needs of the local communities served by University College.

University College offers accelerated schedules with new terms that start every 9 or 10 weeks on a year-round basis. Classes are offered in the evenings or late afternoons. Qualified full-time, core and adjunct faculty serve student needs in a variety of undergraduate, graduate and credential programs. Each center maintains a full-time professional staff that provides the personal attention to each student that is the hallmark of Chapman's University College program.



Legacy and Vision

Most of the students served by University College are adult learners who are either returning to higher education after a number of years away from it or are beginning college study for the first time after some years since completing high school. Working professionals or persons seeking a more professional career who are returning to college for an undergraduate or graduate degree represent a growing segment of America's college student population and reflect the preponderance of University College students as well. Most of these students need to balance a number of responsibilities, including career demands, family obligations and the complexities of busy, active lives.

University College students tend to be people of strong motivation who have learned that to be successful in one's career and fulfilled in life, a person must continue to grow. University College students also realize the value a quality education plays in continued growth and success and are looking for an education that will help them achieve personal career and life goals. Chapman's University College serves the unique needs of working adult students by providing a traditional, quality education in non-traditional, innovative ways.

University College serves the higher educational needs of working adults and other students who require alternatives to traditional campus-based programs by creating and delivering innovative academic programming that meets the needs of this growing population. University College strives to develop within adult learners the ability to think clearly, communicate effectively, appreciate divergent points of view, value human and cultural diversity, and make informed ethical judgments in an increasingly complex, interdependent world.

Research shows that today's working adult will change careers three times. Typically, two of these career changes will require the additional knowledge and competencies that are embedded in a undergraduate or graduate degree. The educational opportunities offered by University College help working professionals to prepare for these transitions as well as to lead more productive, enriching lives. In recognition of the population it serves, University College has affiliated with the Council on Adult and Experiential Learning (CAEL), a national organization with which most of the prestigious higher education institutions serving adult students are affiliated, and is applying CAEL standards to all CUC programs, processes and services.

University Vision Statement

Chapman University will be a preeminent university engaged in distinguished liberal arts and professional programs that are interconnected, reach beyond the boundaries of the classroom and work toward developing the whole person: the intellectual, physical, social and spiritual dimension of life.

Chapman University provides educational leadership as a preeminent university committed to excellence, innovation and accountability in all endeavors. Our dynamic, stimulating community is committed to value-centered personalized learning, with a curriculum distinguished by liberal arts and professional programs that reach beyond the boundaries of the classroom.

University Mission

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Founded in 1861, 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 culture diversity and make informed ethical judgments in an increasingly complex world.

University College Mission

The goal of University College is to extend the mission and resources of Chapman University to undergraduate and graduate students whose lives include professional and personal commitments that significantly affect the times they can attend classes and the pace at which they may achieve their educational goals. Consistent with Chapman's dedication to excellence, University College makes distinguished teaching available to part-time and full-time students by offering university course work and a variety of degrees and professional training.

The faculty of University College:

- 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

Enrollment

Approximately 7,000 students are enrolled in 14 academic campuses throughout California and Washington.

Faculty

With 52 full-time faculty, 40 core faculty, and part-time instructors and guest lecturers currently employed as professionals in the discipline, University College averages class sizes of 12-14. More than 80 percent of the faculty members hold terminal degrees.

Accreditation

Chapman University is accredited by the Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda California, 94501; (510) 748-9001. Chapman University is also very proud to have several of its programs nationally accredited. The business programs are accredited by the International Association for Management Education. The music programs are accredited by the National Association of Schools of Music. The graduate program in physical therapy is accredited by the American Physical Therapy Association. The juris

doctorate has been granted full accreditation by the American Bar Association. The food science and nutrition programs are accredited by the Institute of Food Technologies. The university's teacher training and credential programs are approved by the California State Department of Education.

Membership

Chapman is a member of the Western Association of Schools and Colleges. It is also a member of the Independent Colleges of Southern California, the College Entrance Examination Board, the Western College Association, the Association of Independent California Colleges and Universities, the American Council on Education, the American Association of Colleges for Teacher Education, and the Division of Higher Education of the Christian Church (Disciples of Christ). University College is affiliated with the Council for Adult and Experiential Learning (CAEL) and a member of the National Association of Institutions for Military Education Services (NAIMES).

History

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

Church Relationship

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

Non-discrimination Policy

Chapman University does not discriminate on the basis of race, gender, sexual orientation, color, age, disability, national origin, or ethnicity in any of its policies or practices, including, but not limited to admissions, academic requirements, financial aid or any other school-administered program or service.

Freedom of Speech and Expression

Freedom of speech, protected by the United States Constitution, is an especially important value within an academic community. Thus, all topics are appropriate for

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

Harassment

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

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

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

Local, State, and Federal Laws

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

Financial Responsibility

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

Confidentiality of Student Records

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

1. The right to inspect and review the student's education records within 45 days of the day Chapman University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate. Students may ask Chapman University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If Chapman University decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Chapman University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Chapman University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, Chapman University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Chapman University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW.,

Washington, DC, 20202-4605. At its discretion Chapman University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at Chapman University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses titles/topics, photograph, full-time/part-time status, most recent previous school attended, date and place of birth. Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should consider all aspects of a Directory Hold prior to filing such a request. Although the initial request must be filed during the first two weeks of the enrollment period, requests for non-disclosure will be honored by the university for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Registrar's Office within the first two weeks of the fall semester.

Distance Learning Courses

To provide increased access to high quality education, Chapman offers an online option for a selection of courses in existing programs. Students should consult their academic advisor for guidance and restrictions.

Extended Education

The mission of University College's Extended Education program is to provide high-quality personalized education for those seeking education and training beyond a degree program. The program provides opportunities for upgrading professional skills which help meet the changing needs of the professional, educational, and technical world. The Extended Education program features a constantly changing mixture of specially designed courses for credit, unique non-credit classes, and special symposiums, workshops, lectures and online interaction. These opportunities are available on the Orange campus and at many University College Campus locations. Course styles vary and can include traditional classes, independent study, and online and videotape courses.

Course offerings focus on three major areas: Professional Development for Teachers, Business/Corporate Development, and Information Technology. For more information see the Extended Education section.

Library Resources and Services

The library's web page - www.chapman.edu/library - is the starting point for accessing the book holdings, periodical indexes (including full text) and an extensive listing of on-line reference sources. The Thurmond Clarke Memorial Library contains approximately 150,000 print/electronic volumes, more than 10,000 print/electronic periodical titles as well as videos, CDs and other media

software. Additionally, an efficient interlibrary loan program, document delivery to your home, and a partial reimbursement for local library cards supplement the library services for the research needs of students and faculty alike. Library instruction is available throughout the academic year, ensuring that students are connected to the information resources they need to succeed in their courses.

Bookstore

Chapman University College has an agreement with MBS Direct to provide textbooks for our students through www.direct.mbsbooks.com. Contact your local campus at 1-866-CHAPMAN for questions on textbook ordering for your campus.

Services for Students with Disabilities Program

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

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

The Director of the Center for Academic Success administers these policies. Information concerning these policies is maintained in the Center for Academic Success. Summaries and references to these policies are provided in the university's application and admissions materials. Individuals can also obtain information about these policies, services, documentation requirements, etc. from the Director of the Center for Academic Success at (714) 997-6828.

The Center for Academic Success serves as the clearing house for all requested accommodations. It is the responsibility of the student requesting accommodations to make these needs known in a timely fashion and to provide recent documentation and medical evaluations as required. It is recommended that the student provide these materials prior to the beginning of the academic year or semester so that the university may better serve the student's needs and the student may avoid any irreversible academic consequences. Once notification has been made, University College, in collaboration with the Center for Academic Success and the local campus will engage in an interactive process in order to identify and provide reasonable accommodations. Services provided will be based on the individual needs of the student, and may include extended test time, notetakers, readers, etc.

Veterans and Service Personnel

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

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

Financial Aid and Expenses

The Financial Aid Office, located on the Orange campus, is responsible for awarding financial aid to all Chapman University students. Information and application materials are available from Financial Aid Specialists at each University College campus. The Specialists have been expressly trained and work closely with the Financial Aid Office to assure that all Chapman 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 mail it to the federal processor. Californians who are undergraduates or who are pursuing a teaching credential should also complete the appropriate Cal Grant GPA Verification Form by the published deadline.

When completing the FAFSA, please indicate "Chapman University, Orange, California" in step six of the form. The title IV school code for Chapman is 001164.

The preferential filing date for mailing financial aid applications is March 2 of each year preceding the academic year. For the 2003-2004 academic year, the preferential filing date is March 2, 2003, for the 2004-2005 academic year, the date is March 2, 2004. Every effort will be made to assist those who apply after the preferential filing date; however, disbursement of assistance may be delayed, and funds may be exhausted in some grant programs.

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

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

Federal Student Aid

Federal financial aid programs consist of Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Stafford Loans, and Federal Parental Loans for Undergraduate Students (PLUS).

State of California Student Aid

The State of California provides Cal Grants to financially and academically eligible undergraduates and teacher credential students.

Tuition and Fees

Tuition rates vary by academic campus. Please consult local campus for specific information.

Fees

Advance to Candidacy (Psychology only)	\$25
Application	\$40
Re-application	\$40
Auditing (per credit)	\$60
Comprehensive exam fee	\$55
Enrollment fee (per class)	\$5
Graduation fee	\$40
Lab and material fees	\$25
Late registration fee	\$25
Transcript	\$.5 - \$15
Transcript (special handling)	\$25

Add/Drop or Withdrawal - Tuition Credit Policy

- To add or drop a class, students must complete an Add/Drop form and submit to their local campus.
- Dropping below full-time or part-time status will affect any financial aid that has been awarded. Please refer to the Financial Aid Office.
- A petition to withdraw from the university or drop classes after the tuition credit deadlines does not affect students' financial obligation to the university.
- Please note that the dates to withdraw or drop classes for tuition credit differ from those to withdraw or drop classes for academic credit.
- Any tuition credits received will be applied to the current balance, if applicable.

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

Interest Charge

Interest will be calculated at 10.75 percent per annum based on the outstanding account balance and is calculated on an average daily balance.

Tuition Credit Granted

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

There are no exceptions to this policy.

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 Chapman campus they wish to attend for specific information regarding enrollment forms and formal application procedures.

Degree Seeking Student Applicants

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

Students must have completed 12 or more transferable semester credits or the equivalent for admission to University College. In addition to transfer course work credits can be awarded for any combination of dual credit, Advanced Placement, international baccalaureate work, approved PLA (Prior Learning Assessment) and CLEP (College Level Examination Program) scores.

Prospective students must submit the following to the selected campus for formal admission:

1. Completed application package with \$40 application fee.
2. Official transcripts from ALL colleges and universities attended. (Transcripts should be sent directly from the college or university to the campus you plan to attend. Only credits from regionally accredited institutions will be accepted in transfer.)

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

Non-Degree Seeking Student Enrollees

Students wishing to take credit courses for personal enrichment, job improvement or reasons other than to complete a degree program at Chapman may enroll as "non-degree seeking students." "Non-degree seeking students" are required to fill out a brief enrollment information form each term that they are enrolled and must meet all the prerequisites published in the catalog for enrollment in the individual courses.

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. 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.

Undergraduate Academic Policies and Procedures

Catalog

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 Office of the Registrar and the appropriate academic departments.

Transfer Students

Chapman welcomes students who transfer from other regionally accredited colleges and universities. Students are generally given full credit for baccalaureate-level courses with the exception of work experience, co-op, internship, and preparatory courses which may be listed as baccalaureate-level by the external institution. No credit is given for professional, technical or vocational coursework.

Chapman University College accepts CSU or IGETC certification in lieu of its general education requirements (with the exception of the Writing Proficiency Exam) if completed prior to matriculation.

Credit for Prior Learning by Portfolio Assessment

In addition to the credit through CLEP and DAN TES examinations and through military service described elsewhere, University College is developing a program designed to award up to 30 undergraduate credits through an assessment of prior learning (PLA) based on the evaluation of a portfolio prepared by a student to document his or her learning from life or professional experience. It is anticipated that PLA will be available commencing with Term A 2004. Students should consult with academic advisors for additional details.

Credit by Examination

Chapman recognizes the need for educational flexibility and opportunity. The

university acknowledges the validity of non-classroom acquired learning and accepts the use of national standardized and recognized testing instruments to measure that knowledge. Credit will be given only for courses that meet Chapman standards. This policy may be impacted or subsumed by PLA in the future.

Advanced Placement Examination

Credit is awarded for scores of 3, 4, or 5 on the Advanced Placement Examination.

College-Level Examination Program DSST (CLEP/DSST[DANTES])

Chapman grants credit to students who submit appropriate scores on approved CLEP General and Subject Examinations. Contact your campus advisor for a current listing of acceptable CLEP and DAN TES exams and the credit awarded for each. Students may request CLEP transcripts from: Chauncey Group Intl.

Attn: Dantes

P.O. Box 6604

Princeton, NJ 08541-6604

Regulations Governing Credit by Examination

1. When credit through examination is awarded, a grade of pass "P" is recorded. It is not included when computing the grade point average.
2. After matriculation students may take each exam only once. If they do not receive a passing score, they will be required to complete the necessary course work.
3. Students must be currently enrolled and matriculated at Chapman to take institutional challenge examinations.
4. Students are encouraged to consult with an academic advisor concerning the degree applicability of the test prior to registering for it.
5. Credit by examination will not be awarded when equivalent course work has been attempted.
6. A maximum of 32 credits may be earned in passing courses by examination.
7. Credit by examination cannot be awarded for lower-division introductory courses after students have completed more advanced courses in the same area.

Limitation of Credit

The number of credits allowed toward any baccalaureate degree may be limited by the following:

1. A maximum of 32 credits may be earned in passing courses by examination.
2. A maximum of 45 credits from PLA or via examination.
3. A maximum of four credits in physical activity courses and 12 credits in applied dramatic art and music ensembles will be counted toward the baccalaureate degree.

4. A maximum of 12 credits of Chapman University internship may count toward the baccalaureate degree. Internship and Cooperative Education credits are not accepted in transfer.
5. Credit is not accepted in transfer from institutions which are not regionally accredited.
6. No more than 46 credits may be accepted for U.S. military course work. The 46 credits include 6 credits for U.S. military service. No more than 6 of the 46 credits may be accepted at the upper-division level. All military credit accepted applies only as general elective credit. Credit will be determined by the registrar's office upon admission and receipt of appropriate official documentation. Documentation varies by branch of the U.S. military but is generally satisfied by one of the following: DD-214 and DD-295, or official transcripts from AA-Arts, SMART or Community College of the Air Force. Policies regarding military credit are subject to periodic review by Chapman University College and may be limited by or in part subsumed under PLA in the future.

Full- and Half-Time Students

Students enrolled in six or more credits in an academic term are considered "full-time". Students enrolled in 3-5.5 credits in an academic term are considered "half-time."

Undergraduate Class Level

Chapman students are classified according to the number of academic 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 Load

Students must enroll in at least 6 credits per term to be considered full time, and may enroll in up to 12 credits with the approval of the academic advisor. Enrollment in more than 9 credits in a regular term requires at least a 3.0 "B" Chapman grade point average, completion of a minimum of 15 credits of graded course work at Chapman, and the approval of the academic advisor. Students on probation may enroll in no more than 7 credits.

Course Numbering System

001-099	= Non-degree or CEU courses
100-299	= Lower-division coursework
300-499	= Upper-division coursework
500-799	= Graduate-level coursework
800-999	= Professional coursework*
0001-0999	= Professional coursework*
8000-8999	= Professional coursework*
9000-9999	= Graduate Elective Credit*

*May be applied toward a degree at the University with programmatic approval.

Change of Address

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

Inter-campus Transfer

Students wishing to transfer from one University College campus to another must submit a Campus Transfer Request form to the new campus. The new campus will request a copy of the student file. Students wishing to transfer from a University College campus to the Orange campus must contact the Admissions Office at the Orange campus.

Confidentiality of Student Records

(See Confidentiality of Student Records in General Information section.)

Attendance Policy

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

Registering for Classes

Students register for each term via Web Advisor or at their campus location. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. Students who wish to register after the add deadline, must petition and pay a late registration fee if approved. See campus schedule for registration deadlines.

Add/Drop Procedure

To add or drop a class a student must submit an Add/Drop form to the campus administration office before or by the end of the second week of the term. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. Students that wish to withdraw from a course must submit an Add/Drop form between the third and seventh week of the term. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students cannot drop a course beyond the seventh week of the term. It is the student's responsibility to officially withdraw from a course. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without notifying the campus administration office will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.00 in student's grade point average.

Administrative Drop

Students who do not attend a class for which they have registered during the first week of classes may be administratively dropped, unless they make arrangements with the instructor prior to the first day of class. Students should not assume that nonattendance will automatically result in an administrative

drop. To avoid financial obligation to the University it is the responsibility of the student to verify that he/she has been dropped from the course by completing an Add/Drop form.

Complete Withdrawal/Termination Procedures

Students who wish to withdraw from all classes during a term must notify the university. Students may contact the registration office at their local campus or the Office of the Registrar in Orange. Contact may be made in-person, by mail, email, fax, telephone or Web Advisor. A student who stops attending classes without notifying the university will receive a grade of FW" (failure to withdraw). A grade of "FW" is equivalent to a failing ("F") grade and is calculated as such when determining grade point averages.

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

Leave of Absence/Re-enrollment/Readmission

Students who do not maintain continuous enrollment must file an official Leave of Absence with the university in order to protect their eligibility to graduate under entry year catalog requirements for general education and major coursework.

While the Leave of Absence protects the student from changing requirements in their Chapman degree programs, the form DOES NOT protect students from external agency changes in requirements (e.g. California Credential Requirements) while they are absent.

1. Students must maintain continuous enrollment. Continuous enrollment is broken when a student is not enrolled for a period of more than three terms.
2. If students find it necessary to interrupt progress toward their degree, a leave of absence may be granted. A leave allows students to retain the right to elect requirements in effect at the time of the leave or to adopt those in effect at the time of re-entrance.
3. A leave may be granted for up to two years if the student is in good standing at the time of the departure.
4. It is recommended that students submit a Request for Leave of Absence form during the first term of non-enrollment, however, not later than the 3rd term of non-enrollment.
5. Retroactive leaves are not approved.
6. Students taking coursework during their leave must provide transcript of that work to the Registrar's Office prior to re-enrollment. Non-satisfactory performance during the leave may nullify the student's ability to re-enroll.
7. Students who fail to file a Request for Leave of Absence and wish to return to the University must submit an Official Request for Re-Enrollment form. These students will be held to the catalog requirements in effect at the time of their

re-enrollment. Furthermore, departmental approval may be required for students to pursue some majors.

8. Students seeking re-enrollment after a two years absence from the University (whether or not a leave of absence form was submitted) are required to submit a full application for re-admission and must meet all current academic entrance requirements.
9. Approval of leave does not alter the seven year period for completion of all graduate degree requirements

Grading System

All grades are on a 4.0 scale

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

I = Incomplete

P = Pass (not calculated in GPA)

NP = No Pass (not calculated in GPA)

AU = Audit (no credit awarded, not calculated in GPA)

CIP= No Record (no grade reported or course in progress)

W = Official Withdrawal (no penalty)

FW = Failure to Withdraw (calculated in GPA as an "F")

NA = Never Attended (no penalty)

SP = Satisfactory Progress (course not complete)

A code of "R" indicates a repeated course (highest grade calculated in GPA).

Pass/No Pass

Certain courses in art, communications, education, english, mathematics and psychology are graded on a pass/no pass basis only.

Undergraduates may take up to 6 credits per academic year on a pass/no pass basis. Consult with your advisor regarding the choice of pass/no pass grading for courses in the major. Students taking a course for pass/no pass credit must submit a Change of Grading System form by the second week of the term. A grade of "C" (2.0) or higher must be earned to earn a "Pass" grade. Internship courses are offered only on a pass/no pass basis.

Courses Repeated for Higher Grades

Any undergraduate-level course numbered 100 - 499 at Chapman 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 Chapman University College. If the content of a course accepted in transfer is duplicated by coursework taken at Chapman, credit for the transferred course will be removed from the student record.

Incompletes

The grade of Incomplete may be assigned by an instructor if a student, through circumstances beyond his or her control, has not completed a small portion of a course by the conclusion of the term. The student must request in writing the grade of Incomplete and must propose a date acceptable to the faculty member by which the missing work will be completed. Failure to complete all coursework by the agreed-upon deadline will result in the assignment of a grade of "F". A grade of Incomplete may not be assigned in order to give a student a chance to do more work to improve a grade.

The deadline for removal of an Incomplete is one year from the first day of the term in which the Incomplete was recorded, unless a shorter period of time is specified by the instructor. The deadline determined by the faculty member must be specified on the Report of Incomplete form, which may be obtained in the campus administrative office. A copy must also be provided to the student. No extension will be granted for more than a full calendar year from the date of original enrollment.

Reading and Conference Courses

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

Independent Study and Research

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

Standards of Academic Integrity

As a community of scholars, Chapman University College emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith.

Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university. In order to safeguard the conditions under which scholarship is performed, measured, and evaluated, the following will serve to define academic dishonesty, to identify procedures for hearing cases involving academic integrity violations, and to give suggested guidelines for sanctions according to the offense.

A. Academic Integrity Violations

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

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

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

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

Failure to report any previous academic work at another college or university is also considered a violation of academic integrity.

B. Procedures for Hearing and Investigation

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

1. The instructor must contact the student(s) to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor should deal with the situation at that time. Otherwise, the student(s) will meet with the instructor for the purpose of settling the issue of guilt or innocence. If the student(s) admits guilt, or if the instructor and student(s) involved agree a violation took place, then an appropriate sanction may be set at that time. A report of this action will be filed with the appropriate campus and Assistant Dean of University College.
2. If the student(s) does not admit guilt, if an agreement upon sanction cannot be reached, or if any party does not agree with the resolution of the specific issue of academic integrity, then the matter will be taken up with department chair and Regional Associate Dean. In this case, the chair and/or Regional Associate Dean will meet with the involved faculty member and the student(s)

in an effort to resolve the matter, and initiate whatever action is deemed appropriate.

3. If there is dissatisfaction with the results of a meeting with the department chair and/or Regional Associate Dean, any of the parties may request a hearing through the University College Academic Standards Subcommittee. In this instance, the committee will take whatever action is deemed necessary to answer questions and determine the truth of each particular case.
4. Finally, if any party still feels extenuating circumstances or new information was not adequately considered by the Academic Standards Subcommittee, or that the sanctions imposed are unfair, the matter may be brought on appeal to the Dean of University College for final disposition. At this juncture, the Dean will then take whatever action is deemed appropriate. The Dean's decision is final and binding.

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

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

Faculty Rights and Procedures Concerning Student Classroom Behavior

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

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

The faculty member should immediately report the matter to his/her Regional Associate Dean, Campus Director, and Program Chair, if in a unit with a chair.

If the student wishes to appeal the decision of the faculty member, he/she must submit the appeal in writing to the Regional Associate Dean within five working days of the decision. The Regional Associate Dean will then conduct an investigation and report to the Dean. If the Associate Dean determines that the faculty member is possibly at fault, the Dean may address the situation directly with the faculty member or may return the matter to the Regional Associate Dean for disposition. If the student is dissatisfied with this outcome, he/she may submit a written appeal to the Provost, whose decision in these matters is final and binding. During this period of appeal, the student may not return to class.

Even if the student's appeal is successful, the student may not return to the class, unless the faculty member has specifically agreed to this. If the Provost upholds the faculty member's original decision, the student may still be subject to the student conduct system for further conduct review at the discretion of the Regional Associate Dean.

Grade Review Policy

Faculty 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. All requests for review of grade must be filed within 30 days from the date that the grade was assigned.

Faculty members may change final grades after submission to the Registrar's Office only for clerical error. Once a grade is submitted, additional work may not be assigned 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 may appeal personally to the instructor for an explanation of the grade and for possible reconsideration.

If, after meeting with the faculty member, the grade dispute is not resolved, the student may submit a written request for review to the department or program chair for further consideration. If there is judged to be merit in the student's request, the chair may request that the instructor reconsider his/her grade assignment. If the matter is resolved, the chair will request that the Regional Associate Dean notify the Office of the Registrar of the change in grade. If the matter is not resolved the student may submit a request for review to the Academic Standards Subcommittee. The written request must state the reasons for the request and provide evidence that the student has attempted to find remedy by discussing the matter with the instructor and the department or program chair. Specific and credible evidence that a grade in the course may have been assigned capriciously or outside the professional standards of a field or discipline must be provided.

The Academic Standards Subcommittee will carefully review the student's documentation as well as the documentation provided by the instructor and also may request an opinion from the department or program chair. If the committee determines that there is compelling evidence that the grading was capricious or outside of the expected disciplinary or field standards, it will request that the Regional Associate Dean submit a grade change to the Registrar and notify the instructor and department and program chair of its decision. Decisions rendered by the Academic Standards Subcommittee are final.

Probation and Dismissal

A student whose cumulative GPA falls below 2.0 will be placed on probation. Once on probation, a student must obtain a term GPA of 2.0 or higher for each of the next three terms and must have a cumulative GPA of 2.0 or higher by the end of the third term. Failure to do so may result in dismissal.

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

Academic Appeal

(See Grade Review Policy and Probation and Dismissal policy for specific requirements.)

Each student has the right of academic appeal. Petition forms are available at University College campuses.

For academic matters, the process begins with the faculty member involved. Appeals are submitted to the department chair, Regional Associate Dean and then to the Academic Standards Subcommittee. Appeals to the decisions of the Academic Standards Subcommittee and the Regional Associate Deans are made to the Dean of University College.

For matters concerning disabled student services, students should contact the director of the Center for Academic Success at (714) 997-6828.

Appeal Deadlines

A student wishing to submit an appeal must present a petition and all relevant documentation within 45 days of notification of the action the student is appealing.

Requests for additional information must be provided by the student to the university within 30 days of receipt of request; failure to provide such documentation will result in a denial of the appeal.

Students who are dissatisfied with the action taken on their appeal have a maximum of 30 days after receipt of notification to request a reconsideration. Additional documentation or new information will be required.

Appeal petitions will receive a response as quickly as possible and no later than 30 days of receipt of the petition by the Academic Standards Subcommittee.

Graduation with Honors

A student with high academic achievement throughout his or her university career may be awarded university honors. To be eligible to graduate with Latin honors, a student's cumulative Chapman GPA and cumulative overall GPA (including transfer work) must be at least 3.5. In addition, at least 54 credits of baccalaureate coursework (excluding courses taken on a pass/no pass basis) must have been completed at Chapman.

Categories of honors are cum laude (3.5 GPA); magna cum laude (3.7 GPA); and summa cum laude (3.9 GPA).

Diplomas and Transcripts

Diplomas are mailed out approximately 4-6 weeks after the date of conferral of the degree. This allows time for confirmation from the Registrar's Office that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date. Official transcripts are requested from the

Office of the Registrar and issued only with the written permission of the student. A fee is charged for each transcript request.

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

Diplomas or copies of transcripts will not be released to any student with an unpaid balance to Chapman or a Chapman-sponsored agency. Unofficial transcripts may be requested via Web Advisor, from the Office of the Registrar or at the local campus.

Graduation and Commencement

University College confers degrees five times during the academic year. See academic calendar for dates. All degree requirements, including incompletes, internships, counseling hours, etc., must be completed by the last day of the month in which the degree is to be conferred.

Although a student may have completed all requirements, graduation is not automatic. Students who intend to graduate must file an Intent to Graduate form with their campus and pay the graduation fee.

Degrees are conferred at the end of each academic term however formal commencement ceremonies are held only in the Spring. Students may participate in the regional Spring graduation ceremony if they are scheduled to complete all program requirements by the end of Term C of the year in which they graduate. Students receiving degrees at mid-year or other terms are entitled to participate in the following Spring commencement ceremonies.

Undergraduate Degree Requirements

I. Graduation Requirements—Associate of Arts

- A minimum of 62 credits is required.
- Completion of basic skills (ENGU 103, ENGU 104 and MATU 104 or higher) and breadth requirements in General Education.
- 15 credits in residence with a 2.0 minimum grade point average is required.
- The Junior Writing Proficiency Exam (JWP) is not required.
- Degree requirements cannot be waived by the CSU or IGETC certification.

II. Graduation Requirements—Bachelor of Arts, Bachelor of Science

- A minimum of 124 credits.
- 36 credits earned in upper-division course work.
- Minimum of 32 credits completed in residence at Chapman; 18 of which must be upper-division credits, 12 of which must be completed in student's major.
- After admission to Chapman, courses taken at other institutions must be approved in advance.
- A 2.0 grade point average on a 4.0 scale at Chapman and transfer work.
- A 2.0 grade point average in all major course work.
- Successful completion of the Junior Writing Proficiency Exam (JWP).
- Resolution of all "NR" and "I" grades.

III. Academic Major Credits and specific courses

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

Other requirements

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

Split major (bachelor of arts or bachelor of science degrees)

- 15 upper-division credits in one department and 21 upper-division credits in another: consult departments before planning a split major.

Double major

- A minimum of 18 credits may not be duplicated by the second major.
- Majors must be appropriate to the degree.
- Completion of all requirements for both majors.
- Second major may be completed before or after awarding of the degree.

- Only one diploma will be issued showing the major(s) completed at the time of graduation.

Bachelor of Science

- A minimum of 34 credits (upper and lower division) in addition to required courses in related fields available for majors in computer science, computer information systems, mathematics, and health systems.

IV. Minors

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

V. Electives

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

VI. Second Bachelor's degree

- Once a degree is conferred, a student must apply for re-admission to seek a second bachelor degree, major or minor.
- 32 semester credits in residence beyond the minimum requirements for the first bachelor's degree for a minimum of 64 credits in residence and a minimum total of 156 semester credits.
- Request degree evaluation before beginning program.
- Degrees may be pursued concurrently; diplomas may be awarded concurrently.
- The Junior Writing Proficiency Exam (JWP) is waived for all bachelor degree holders from another regionally accredited institution.
- Chapman waives basic subjects and general education breadth requirements for students with bachelor's degrees that include at least 28 semester credits of Chapman acceptable work distributed in the social sciences, humanities, and natural sciences from regionally accredited institutions.

General Education Requirements

The General Education Program is based on a set of first principles that define the characteristics of a Chapman graduate. A Chapman graduate is expected to be competent in the following basic skills:

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

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

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

I. Basic Skills (9 credits)

Writing Skills: (6 credits)

ENGU 103
ENGU 104

Quantitative Skills: (3 credits)

MATU 104 or higher or MATU 203

Using Technology:

(Embedded throughout the curriculum)

II. Breadth Requirements (30 credits)

Humanities (12 credits from a minimum of three areas)

Communications
English, Foreign Languages
Fine Arts
Humanities/other related areas
Philosophy
Religious Studies

Natural Sciences (6 credits)

Social Sciences (12 credits from a minimum of three areas)

Economics, Business, Organizational Leadership
History
Political Science/Peace Studies/International Studies
Psychology
Social Science/other related areas
Sociology/Criminal Justice

III. University College Foundations: (3 credits)

LBSU 300

IV. Writing Proficiency Requirement:

Successful passing of the Junior Writing Proficiency Examination (JWP) after completion of a minimum of 60 credits and ENGU 104 or passing of a transcribed mid-point Writing Proficiency Exam from another accredited college or university is also a degree requirement.

Students who receive a score of "failing" on the JWP Exam must enroll in ENGU 300 and pass it with a grade of C "2.0" or higher.

Students who receive a score of "deficient" on the JWP Exam may either retake the test and receive a "passing" score or enroll in ENGU 300 and pass it with a grade of C "2.0" or higher. The test may be taken more than once and the requirement should be completed by the time the student achieves senior standing.

Undergraduate Degree Programs

Computer Science, Computer Information Systems & Mathematics

Mark Niedelman, Ph.D., Chair
James Aksel, M.S.
James Brownlow, Ph.D.
Walter L. Bunch, M.S.
Edward Chen, Ph.D.
Danny L. Lamb, M.S.
Royal Norton, M.A.
Edward Perry, M.S.
Samuel Stokes, M.S.
Raymond Welch, M.S.

Bachelor of Science

From financial analysis to space exploration, from civil engineering to development of the World Wide Web, applications of mathematics and computing are crucial to nearly every modern human endeavor. Furthermore, these fields continue to develop and to be vital to the world's culture and economy. The department strives to present the greatest and most useful ideas of mathematics and computing in the context of preparing students for careers as varied as mathematical research, software engineering and information management. The common theme of all being an interest in great ideas (old and new) put to contemporary uses.

The mathematics and computer science programs at Chapman University College offer the bachelor of science degree in mathematics, computer science and computer information systems.

Students in the mathematics major prepare for a variety of careers, including actuary, financial analysis, science, mathematics education, pure mathematics research, engineering and data security. The majors of computer science and computer information systems are designed to prepare the student for a career involved in inventing and implementing the next generations of technological change. The computer science degree emphasizes technological development, whereas the computer information systems degree emphasizes the use of technology in the context of organizations.

Students pursuing any degree in the department must maintain a 2.0 (C) grade point average in all the requirements. All courses in the majors must be taken for a letter grade and students must achieve at least a "C" for credit in the major.

Computer Science

Bachelor of Science in Computer Science

lower-division core requirements (24 credits)		
MATU 110	Single Variable Calculus I	3
MATU 111	Single Variable Calculus II	3
MATU 250	Discrete Mathematics I	3
MATU 210	Multivariable Calculus	3
MATU 211	Linear Algebra	3
CSCU 230	Computer Programming I	3
CSCU 231	Computer Programming II	3
CSCU 250	Assembly Language Programming	3
Emphasis in Software Design		
upper-division requirements (27 credits)		
CSCU 350	Data Structures	3
CSCU 352	Computer Architecture II	3
CSCU 353	Data Communications and Computer Networks	3
CSCU 354	Programming Languages	3
CSCU 355	Graphical User Interface Design	3
CSCU 360	Computer Graphics	3
CSCU 380	Operating Systems	3
CSCU 402	Compiler Construction	3
CSCU 408	Database Management	3
two of the following (6 credits)		
CSCU 352	Computer Architecture II	3
CSCU 370	Topics in Computer Science	3
CSCU 390	Artificial Intelligence	3
CSCU 406	Algorithm Analysis	3
CSCU 453	Network Implementation	3
CSCU 455	Operating System Administration	3
CSCU 458	Advanced Web-Based Database Systems	3
	any upper-division mathematics course from the mathematics major	3
total credits		57

Minor in Computer Science

lower-division requirements (12 credits)		
CSCU 230	Computer Programming I	3
CSCU 231	Computer Programming II	3
CSCU 250	Assembly Language Programming	3
MATU 250	Discrete Mathematics	3

upper-division requirements (15 credits)	
CSCU 350 Data Structures	3
CSCU 352 Computer Architecture II	3
Select three additional courses from the required upper-division courses in computer science.	9

total credits 27

Computer Information Systems

Bachelor of Science in Computer Information Systems

lower-division core requirements (27 credits)	
MATU 104 Pre Calculus Mathematics I	3
MATU 108 Fundamentals of Calculus	3
MATU 203 Introduction to Statistics	3
MATU 250 Discrete Mathematics I	3
ORGU 202 Accounting in Organizations	3
CSCU 210 Intro to Programming - Visual Basic	3
CSCU 230 Computer Programming I	3
CSCU 231 Computer Programming II	3
CSCU 252 Computer Architecture	3

upper-division requirements (21 credits)	
ORGU 308 Economics and Organizations	3
CSCU 353 Data Communications and Computer Networks	3
CSCU 380 Operating Systems	3
CSCU 408 Database Management	3
CSCU 410 Structured Systems Analysis and Design	3
CSCU 411 Software Engineering	3
PHLU 316 Business and Professional Ethics	3

electives (9 credits)

obtain one of the following certifications:

Network Administrator Certificate (CCNP, MCSE)

Database Administrator Certificate (Oracle DBA, MCDDBA)

or

select any three upper-division computer science courses

or

two ORGU courses and one computer science course

total credits 57

Note: A student cannot also receive credit for upper division courses CSCU 453, 455, and 458, if he/she chooses to get an industry certification for the upper division electives.

Mathematics

Bachelor of Science in Mathematics

lower-division requirements (21 credits)	
MATU 110/111 Single Variable Calculus I, II	6
MATU 250 Discrete Mathematics I	3
MATU 210 Multivariable Calculus	3
MATU 211 Linear Algebra	3
CSCU 230/231 Computer Programming I, II	6

upper-division requirements (30 credits)	
MATU 350 Differential Equations	3
MATU 351 Applied Mathematics	3
MATU 360/361 Mathematical Statistics I, II	6
MATU 454 Numerical Analysis I	3
upper-division courses in mathematics or computer science	15

science requirements (8 credits)	
PHYU 101/102 General Physics I, II	8

total credits 59

Minor in Mathematics

lower-division requirements (21 credits)	
MATU 104/105 Pre-Calculus Mathematics I, II	6
MATU 110/111 Single Variable Calculus I, II	6
MATU 250 Discrete Mathematics I	3
MATU 210 Multivariable Calculus	3
MATU 211 Linear Algebra	3

upper-division requirements (12 credits)
any four upper-division math courses

total credits 33

Students majoring in mathematics, computer science, or computer information systems who want to pursue a minor in another area in the department may count the lower-division credit toward both the major and minor emphasis, but must have distinct upper-division credits for each area.

Criminal Justice

Stephanie Amedeo Marquez, Ph.D., Chair

Michael Agopian, Ph.D.

William R. Drukker, J.D.

Reginald Estes, Ed.D.

Neil Lingle, M.S.

Myron Orleans, Ph.D.

Bachelor of Arts

The Criminal Justice Program at Chapman University College will deliver a high quality education in criminal justice through its sequence of course offerings. Our goal is to promote a learning community within each classroom that enhances the personal development of both students and faculty who are involved in the intellectual, physical, social and spiritual exchange that is the adult learning environment of our college.

The Criminal Justice bachelor's program offers a curriculum modeled upon the premiere criminal justice college in the U.S. It focuses on the student's learning outcomes in terms of learning basic knowledge, and emphasizes the successful acquisition of writing and math skills and principles of ethical conduct. The student is guided into career concentrations that may lead to jobs or higher educational attainment in the fields of law, policing, corrections, and human services.

Our course offerings are highly inter-disciplinary, and can provide incoming students with a broad perspective and an intensive liberal arts educational background; including such components as courses in organizational leadership, American history, and sociology courses as well as the more traditional criminal justice courses. Our program is structured to appeal both to students wishing to enter criminal justice careers, and to adult learners with extensive law enforcement experience. Our program will allow individuals who are advanced in their careers to prepare for retirement, future teaching careers, higher education, or career changes.

Students pursuing the criminal justice degree must receive at least a "C-" in each of the core courses. Criminal justice majors cannot take a pass/no pass grade in any core major course.

Admission

Admission to the major requires completion of all the other admission requirements listed in this catalogue, and an autobiographical essay describing the student's background, personal and career goals, and addressing the reasons underlying the decision to pursue a degree in criminal justice. This essay should be turned in to the campus office where the student expects to be taking coursework. This essay is an admission requirement, but it will not be evaluated for purposes of determining admission.

core classes (9 credits, 3 upper division)		
POSU 240	Introduction to Law	3
CJCU 250	Introduction to the Administration of Criminal Justice	3
SOCU 305	Social and Political Theory	3

Basic Skills (12 credits, 6 upper division)		
SOCU 201	Social Research Design	3
MATU 203	Introduction to Statistics	3
ENGU 303	Technical Writing	3

one of following ethics courses		
PHLU 304, PHLU 316, RELU 375, OLCU 350		3

Criminal Justice Institutions (9 credits, 9 upper division)		
POSU 344	Constitutional Rights	3
CJCU 403	Police and Society	3
SOCU 415	Sociology of Organizations	3

Career Concentrations (9 credits, 3 upper division)
Select one concentration and complete 3 courses-the first course in each concentration is required and at least one course must be 400 level.

The Legal Process (9 credits, 3 upper division)
Required for this concentration: SOCU 453 The Sociology of Conflict Analysis and Dispute Resolution

SOCU 211	Social Problems	3
POSU 340	The Legal Process	3
POSU 342/HISU 323	The Western Legal Tradition	3
SOCU 345/PSYU 336	Social Psychology	3
CJCU 382	Women in Criminal Justice	3
SOCU 383	Sociology of Deviant Behavior	3
SOCU/CJCU 410	Topics	3
POSU 445	Moot Court	3
SOCU 440	Drugs and Society	3
SOCU 460	White Collar Crime	3

6 lower division credits may be accepted in transfer from an accredited associate degree program or an approved military service training program.

The Police Function (9 credits, 3 upper division)		
<i>Required for this concentration: CJCU 403 Police and Society</i>		
SOCU 211	Social Problems	3
OLCU 300	Intro to Organizational Behavior	3
SOCU 345/PSYU 336	Social Psychology	3
CJCU 382	Women in Criminal Justice	3
SOCU 383	Sociology of Deviant Behavior	3
SOCU/CJCU 410	Topics	3

SOCU 426	Crime and Delinquency	3
SOCU 440	Drugs and Society	3
SOCU 460	White Collar Crime	3

6 lower division credits may be accepted in transfer from an accredited associate degree program or an approved military service training program.

Corrections (9 credits, 3 upper division)

Required for this concentration: CJCU 380 Correctional Systems

SOCU 328	Social Inequality/Stratification	3
SOCU 345/PSYU 336	Social Psychology	3
CJCU 382	Women in Criminal Justice	3
SOCU 383	Sociology of Deviant Behavior	3
SOCU/CJCU 410	Topics	3
SOCU 426	Crime and Delinquency	3
SOCU 440	Drugs and Society	3
SOCU 460	White Collar Crime	3

6 lower division credits may be accepted in transfer from an accredited associate degree program or an approved military service program.

Prevention And Treatment (9 credits, 3 upper division)

Required for this concentration: SOCU 383 Deviant Behavior

SOCU 293	Introduction to Social Work	3
SOCU 345	Social Psychology or	
PSYU 336	Social Psychology	3
SOCU 382	Women and Criminal Justice	3
SOCU 383	Sociology of Deviant Behavior	3
SOCU 390	Socialization Through the Life Span	3
SOCU 395	Child Abuse	3
SOCU/CJCU 410	Topics	3
SOCU 425	Social Change	3
SOCU 426	Crime and Delinquency	3
SOCU 440	Drugs and Society	3
SOCU 482	Gerontology	3
SOCU 492	Social Work Practicum	3

6 lower division credits may be accepted in transfer from an accredited associate degree program or an approved military service program.

Senior Seminar (6 credits, 6 upper division)

CJCU 497/498	two course sequence of senior seminar – research project in area of concentration	6
--------------	--	---

total credits (27 upper division credits) 45

Minor in Criminal Justice

A minor in criminal justice requires a total of 18 credits chosen from the criminal justice major and distributed as outlined below. Students who wish to design a minor in criminal justice should speak with an advisor in the criminal justice department.

minor requirements (9 credits)

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

6 lower division credits may be accepted in transfer from an accredited associate degree program or an approved military service program.

three courses from the criminal justice major (9 credits)
one course must be upper division

6 lower division credits may be accepted in transfer from associate degree or military service program.

total credits 18

Health Systems

Bachelor of Science

Chapman's program in health systems offers a multidisciplinary study of scientific health principles with application to health promotion, disease prevention, and population health management. The program is designed for mid-career health professionals whose responsibilities have expanded into management areas as well as for persons in a career transition and recent junior college graduates. The program provides a curriculum which meets the demands and required flexibility of the changing and dynamic healthcare industry. Our program provides a solid core of health services courses offered in the evening to meet the needs of fully-employed adults. The curriculum is designed to integrate theory and practice, combining both technical and communication skills. An undergraduate certificate is optional in gerontology.

The health systems major consists of 36 credits of course work.

core requirements (27 credits)

HSCU 300	Introduction to Health Services	3
HSCU 304	Marketing for Health Services	3
HSCU 321	Health Services Management	3
HSCU 395	Legal Aspects of Health Services	3
HSCU 408	Program Planning and Evaluation	3
HSCU 452	Epidemiology	3
OLCU 315	Organizational Information Systems	3
COMU 301	Public Speaking II <i>or</i>	
COMU 410	Organizational Communication	3
MATU 203	Introduction to Statistics	3

three of the following (9 credits)

(courses must be upper division)

HSCU 410	Public Health Administration	3
HSCU 429	Special Topics in Health Care	3
HSCU 431	Complementary Medicine	3
HSCU 432	Disease Prevention	3
HSCU 440	Drugs and Society	3
HSCU 441	Special Topics in Chemical Dependency	3
HSCU 470	Health Care and Aging	3
HSCU 471	Issues in Aging	3
HSCU 472	Geriatric Health Care and Public Policies	3
HSCU 473	Gerontology Internship	3
HSCU 491	Cooperative Education	3

total credits 36

Transfer Credits for Registered Nurses

Registered nurses can receive a maximum of 64 semester credits for course work and training leading to their associate degree in nursing.

Certificate Program in Gerontology

The certificate program is designed for health systems majors with an interest in managing and delivering health services to older populations. Courses in the certificate program provide a comprehensive overview of the range of services that promote health and independent living. Crafting a seamless continuum of care for older persons is becoming a national priority as the population continues to age. The accessibility and appropriateness of home health services, skilled nursing care, assisted living facilities, continuing care retirement communities, and adult day care centers are considered, as well as are the social, demographic, physiological, and psychological changes of older persons; the personal implications of aging for families and caregivers, and the policy challenges for society. To earn the certificate, students must complete the five required courses.

requirements (6 credits)

HSCU 300	Introduction to Health Services	3
HSCU 321	Health Services Management	3

three of the following (9 credits)

HSCU 470	Health Care and Aging	3
HSCU 471	Issues in Aging	3
HSCU 472	Geriatric Health Care and Public Policy	3
HSCU 473	Gerontology Internship	3

total credits 15

Liberal Studies

John Freed, Ph.D., Chair
Teresa B. Hull, Ed.D.

Bachelor of Arts

The Liberal Studies program at Chapman's University College primarily serves two significantly different types of students and therefore has two options.

Liberal Studies is the undergraduate major of choice for the individual wanting to teach in an elementary classroom. Option I, the MSMPP Teaching Option, has been approved by the California Commission on Teacher Credentialing to meet the stringent requirements of the Multiple Subject Matter Preparation Program. This option, formerly known as the MSAT Exam Waiver Program, encompasses college instruction in the subjects that are commonly taught in California elementary schools (K-8) and is designed to prepare the student for direct entry into a teacher credentialing program either at Chapman or at another university.

Other students may want the more flexible degree completion pathway of Option II, the Humanities Option. Designed to encourage interdisciplinary exploration, this option offers students from varied educational, work and life experiences the opportunity to pursue intellectually challenging courses in language and media arts, other fine arts, and cultural and historical studies. (NOTE: *Students interested more specifically in the social sciences should consider the B.A. in Social Science program described later in this catalog.*)

The Humanities Option provides students with a broader understanding of the ways knowledge is constructed and demonstrated that can be applied creatively to any professional field or endeavor as they transform their lives and the world around them. This option also provides an excellent foundation for entry into graduate studies in the humanities, single or multiple subject teacher credentialing programs, international relations or law school.

The courses listed below may fulfill both major and general education requirements. All courses taken in each emphasis must be passed with a grade of "C" or better.

Option I: Liberal Studies (MSMPP Teaching Option)

(NOTE: Courses may be used to meet General Education as well as Major requirements.)

Language Arts (24 credits)		
ENGU 103	Rhetoric	3
ENGU 104	Writing about Literature	3
ENGU/INTU 449	Cross-cultural Studies	3
ENGU 450	Literature of Children and Young Adults	3
ENGU 471	Introduction to Linguistics	3

Foreign Language (6 credits of the same language)		6
PHLU 104	Introduction to Ethics	3
History and Social Science (18 credits)		
HISU 101	United States History Survey I	3
HISU 103	United States History Survey II	3
HISU 105	Rise of World Civilizations I	3
HISU 106	Rise of World Civilizations II	3
HISU 372	California History	3
POSU 110	Introduction to American Politics	3
Mathematics and Use of Technology (9-12 credits)		
EDUU 451	Educational Applications of Computers	0-3
MATU 104	Pre-Calculus Math I	3
MATU 203	Introduction to Statistics	3
MATU 206	Math for Elementary School Teachers	3
or passing score on the Preliminary Educational Technology SSAT Exam		
Sciences (12 credits)		
BIOU 103	Introduction to Life Science	4
ESCU 103	Introduction to Geosciences	4
ESCU 104	Introduction to Physical Sciences	4
Visual and Performing Arts: (6 credits)		
ARTU 450	Teaching the Visual Arts	3
LBSU 310	Music, Movement and Drama	3
Physical Education and Health (6 credits)		
ATPU 307	Physical Education for the Elementary School	3
EDUU 413	Student Health, Safety and Physical Education	3
Human Development (12 credits)		
HMDU 300	Human Diversity	3
PSYU 101	Introduction to Psychology	3
PSYU 323	Child Development	3
SOCU 101	Introduction to Sociology	3
Liberal Studies and Education Field Experiences (9 credits)		
EDUU 395	Education Field Experience	3
EDUU 410	Introduction to Teaching	3
LBSU 401	The Tapestry of a Liberal Studies Education	3
Depth of Study: (9-12 credits) (3 credits may come from the common courses)		
NOTE: See your Liberal Studies Program adviser for a list of approved areas and courses.		
total credits		105

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

Option II: Liberal Studies (Humanities Option)

NOTE: Courses may be used to meet General Education as well as Major requirements.

Liberal Studies (Option II: Humanities)
core courses (33 credits)

Language and Media Arts (15 semester credits)
COMU 211 Intercultural Communication 3
Literature (English or other language) 200 level or higher 3
Advanced writing 200 level or higher (excluding ENG 300) 3

one of the following
ARTU 195 Visual Literacy 3
ENGU 360 Literature into Film 3
FTVU 132 Introduction to Visual Storytelling 3
FTVU 250 Introduction to Multi-Media Production 3

one of the following
HUMU 365 Culture, Theatre and the Visual Arts 3
LBSU 310 Music, Movement and Drama 3

Cultural and Historical Studies (18 semester credits)
POSU 110 Introduction to American Politics 3
SOCU 311 Society and Mass Communication 3

one of the following
HISU 101 United States History Survey I 3
HISU 103 United States History Survey II 3
HISU 105 Rise of World Civilizations I 3
HISU 106 Rise of World Civilizations II 3

one of the following
PHLU/RELU 120 Global Ethics and Religion 3
PHLU 304 Multicultural Ethics 3

one of the following
ENGU/HUMU/SOCU 347 Society, Culture and Literature 3
ENGU 449 Cross Cultural Studies in Literature 3
HMDU 300 Human Diversity 3
INTU 449 Multi-cultural Perspectives 3

choose one additional
upper division course in History or Humanities 3

Emphasis Concentration: (18 upper division credits)
take an additional 18 upper division credits from one of the following
emphasis areas

Language and Media Arts emphasis area
includes English, Communication, Liberal Studies, Visual and
Performing Arts [Art, Dance, Music, F/TV and Theatre]

or

Cultural and Historical Studies emphasis area
includes History, Humanities, Human Development, Liberal Studies,
Philosophy and Religious Studies

Capstone course: (3 credits)
LBSU 402 Ways and Rhetoric of Knowing 3

total semester credits 54

Organizational Leadership

James Liberty, D.P.A., Chair
Ashour Badal, Ph.D.
Christine Cecil, Ed.D.
Janet Cooper Jackson, Ph.D.
Charles Markline, Ph.D.
Lynne Valek, Ph.D.
Glenn Worthington, Ed.D.

Bachelor of Arts

The Bachelor of Arts in Organizational Leadership focuses on understanding and transcending barriers to individual and organizational effectiveness. The program provides a curriculum which links theory and practice to promote seven principal learning outcomes:

Communication: The ability to write, speak, and listen effectively.

Critical Inquiry and Reflective Practice: The ability to read, reflect, and think logically and engage in critical analysis leading to thoughtful action.

Social and Interdisciplinary Perspective: The ability to understand the historical antecedents and current forces that shape our lives and influence our beliefs and actions.

Multicultural and International Perspective: The ability to view and appreciate the world from cultural perspectives other than our own.

Ethical and Social Responsibility: The development of ethical values that enhance human dignity and justice.

Self-Directed and Lifelong Learning: The development of an enhanced sense of personal autonomy and initiative that flows from the process of learning and a corresponding ability to define and pursue learning needs throughout one's life.

Values-based Leadership: The development of an attitude and aptitude for leadership that stresses inclusion, empowerment, and service to others.

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

Students wishing to major in organizational leadership are encouraged to complete the prerequisite requirements before the start of their junior year. Transfer credits may be applied toward major requirements, subject to all university guidelines or the approval of the program chair or designee. Students

must attain at least a "C+" (2.30) grade point average in all required work with no course below a "C-" (1.70). All required courses must be taken for a letter grade where the option exists.

The organizational leadership major consists of 54 credits of course work, including 18 credits in electives or a pre-selected emphasis area, and 6 credits in a senior research project. This project should be completed toward the end of the student's program, but no earlier than within 12 credits of the completion of major requirements.

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. Contact the organizational leadership program coordinator at your campus for more information.

Bachelor of Arts in Organizational Leadership

prerequisite requirements (6 credits)

COMU 110	Interpersonal Communication	3
OLCU 200	Methods of Critical Inquiry	3

foundation courses (12 credits)

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

plus one of the following

OLCU 425	Leadership in Diverse and Multicultural Organizations	3
INTU 449	Multicultural Perspectives	3
COMU 211	Introduction to Intercultural Communication	3

competencies (12 credits)

OLCU 201	Supervision and Leadership	3
----------	----------------------------	---

plus one of the following

OLCU 320	Selected Topics in Organizational Leadership	1-3
OLCU 325	Leadership Skills Development Lab	3
OLCU 450	Organization Theory and Design	3

plus one of the following

OLCU 414	Team-Building	3
COMU 312	Group Dynamics and Leadership	3
SOCU 453	Sociology of Social Conflict, Analysis, and Resolution	3

plus one of the following			
ENGU 302	Writing About Diverse Cultures		3
ENGU 303	Technical Writing		3
ENGU 305	Business Writing		3
COMU 371	Writing for Public Relations		3

electives/emphasis area (18 credits in electives)
(See below) 18

senior research project (6 credits)			
OLCU 497	Senior Research Project I		3
OLCU 498	Senior Research Project II		3

total credits 54

Electives/Emphasis Area (18 credits in electives)

Upon admission, each student develops a plan for electives in the degree program. Electives may lead towards a formal emphasis area (organizational administration or organizational communications, see below) that are designated on the student's transcripts; or they may be in any area in which sufficient course work is demonstrated (e.g., criminal justice, public administration, public relations, computer information systems), which are not designated on the student's transcript. The emphasis area consists of 18 elective credits designed to meet the student's educational and professional goals, and may be selected to build either functional career skills and/or career context awareness. 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 general electives. The following courses are approved as electives within the BA/OL degree program:

COMU 210	Theories of Persuasion		3
COMU 301	Public Speaking II		3
COMU 410	Organizational Communication		3
COMU 215	Communicating About Business		3
COMU 270	Internet Communication		3
COMU 305	Desktop Publishing		3
COMU 370	Principles of Public Relations		3
COMU 371	Writing for Public Relations		3
CSCU 200	Introduction to Computers and Data Processing		3
CSCU 230	Computer Programming I		3
CSCU 231	Computer Programming II		3
FTVU 351	Business Presentations		3
HRCU 406	Legal Issues in Human Resources		3
HRCU 425	Social and Technological Change		3
HRCU 430	Conflict Resolution		3
HRCU 445	Human Resource Studies		3

MATU 203	Introduction to Statistics		3
ORGU 202	Accounting in Organizations		3
ORGU 308	Economics and Organizations		3
ORGU 403	Administration of Finance		3
ORGU 404	Administration of Marketing		3
ORGU 405	Policy Formulation and Implementation in Organization		3
ORGU 150	Introduction to Organizational Communication		3
ORGU 250	Introduction to Leadership		3
ORGU 315	Organizational Information Systems		3
ORGU 490	Leadership Internship		1-3
ORGU 499	Individual Study in Organizational Leadership (up to 6 credits)		1-3
SOCU 395	Women at Work		3
SOCU 401	Field Research Methods		3
SOCU 415	Sociology of Organizations and Institutions		3
SOCU 460	White Collar Crime		3

Emphasis in Organization Administration

Most appropriate for students contemplating administrative careers. This emphasis addresses the fundamentals of supervision and administration. This emphasis will be designated on the student's transcript. Students select six courses (18 credits from the following):

required (3 credits):

OLCU 315	Organizational Information Systems		3
----------	------------------------------------	--	---

plus any five of the following (15 credits)

ORGU 202	Accounting in Organizations		3
ORGU 308	Economics and Organizations		3
ORGU 403	Administration of Finance		3
ORGU 404	Administration of Marketing		3
ORGU 405	Policy Formulation		3
HRCU 406	Legal Issues in Human Resources		3
HRCU 425	Social and Technological Change		3
HRCU 430	Conflict Resolution		3
HRCU 445	Human Resource Studies		3

Emphasis in Organizational Communication

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

required (9 credits):

COMU 210	Theories of Persuasion	3
COMU 301	Public Speaking II	3
COMU 410	Organizational Communication	3

plus three of the following (9 credits)

COMU 215	Communicating About Business	3
COMU 270	Internet Communication	3
COMU 305	Desktop Publishing	3
COMU 370	Principles of Public Relations	3
COMU 371	Writing for Public Relations	3
FTVU 351	Business Presentations	3

Minor in Organizational Leadership

Consistent with the department'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 traditional academic program with leadership studies. Students desiring or contemplating a minor in organizational leadership should file their Intent to Minor with the offering department no later than their junior year or as soon as possible. Filing does not obligate the student. Internship and independent study credits do not count toward the minor.

Minor requirements (18 credits)

foundation courses (9 credits)

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

plus one of the following (3 credits)

OLCU 425	Leadership in Diverse and Multicultural Organizations	3
INTU 449	Multicultural Perspectives	3
COMU 211	Introduction to Intercultural Communication	3

electives (6 credits)

two of the following

OLCU 150	Introduction to Organizational Communication	3
OLCU 200	Methods of Critical Inquiry	3
OLCU 250	Introduction to Leadership	3
OLCU 315	Organizational Information Systems	3
OLCU 320	Selected Topics in Organizational Leadership	1-3
OLCU 325	Leadership Skills Development Lab	3
OLCU 414	Team-Building	3
OLCU 450	Organization Theory and Design	3

Psychology

Laurie G. Dodge, Ph.D., Chair

Alan S. Dumke, M.A.

Marnie Elam, Ph.D.

G. Evelyn LeSure-Lester, Ph.D.

Janis L. Lewis, Ph.D.

Mary E. Mallory, Ph.D.

Judy Matthews, Ph.D.

Michael J. McGuire, Ph.D.

Suzanna Morgenstern, Ph.D.

Katherine O'Connell, Ph.D.

Kathleen Ringenbach, Ph.D.

Lynda Shirar, M.S.

The mission of the department of psychology is to help students acquire a broad-based knowledge in the field of psychology as an empirical science of human behavior.

Bachelor of Arts

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

The core foundation curriculum in psychology provides the student with the essentials of psychological science and thought. Culminating with the senior thesis, the core curriculum produces an integration of the student's goals and objectives with psychology's present and future. In addition to the core foundation curriculum, students pursue a curriculum of electives in psychology chosen in consultation with their psychology academic advisor. Students pursuing the psychology degree must receive at least a "C" grade in all courses used to satisfy the degree requirement. Moreover, psychology major courses taken while attending Chapman cannot be satisfied with a "Pass" grade under a

pass/no pass grading system. Courses in the major will not be accepted for credit by examination with the exception of PSYU 101, provided it was completed prior to taking any other psychology course.

Departmental Honors

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

1. Chapman University GPA of 3.70 or higher
2. Psychology Major GPA of 3.80 or higher
3. Receive an A in PSYU 499 (3 credits)

Degree Requirements (48 credits)

core foundation in psychological science (24 credits)

PSYU 101	Introduction to Psychology (Prerequisite to all other courses)	3
PSYU 201	Critical Thinking in Psychology	3
PSYU 202	History & Systems of Psychology	3
PSYU 203	Statistics for the Behavioral Sciences	3
PSYU 304	Research Methods for the Behavioral Sciences	3
PSYU 333	Physiological Psychology	3
PSYU 478	Senior Project/Thesis I	3
PSYU 479	Senior Project/Thesis II	3

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

Students who are transferring credits from an accredited college or university may transfer in a total of 6 lower-division elective credits in psychology excluding personal development or personal adjustment courses.

PSYU 302	General Psychology Seminar	3
PSYU 305	Research Methods Laboratory	1
PSYU 310	Psychology of Learning	3
PSYU 315	Sensation and Perception	3
PSYU 317	Cognitive Psychology	3
PSYU 319	Motivation and Emotion	3
PSYU 322	Theories of Personality	3
PSYU 323	Child Development	3
PSYU 324	Adolescence	3
PSYU 325	Child Development Laboratory	1
PSYU 328	Abnormal Psychology	3
PSYU 336	Social Psychology	3
PSYU 348	Psychological Approaches to Literature	3
PSYU 395	Topic: Courses in Psychological Process	3
PSYU 415	Sports Psychology	3
PSYU 416	Human Communications Workshop	3
PSYU 418	Community Mental Health	3
PSYU 421	Cross-Cultural Psychology	3
PSYU 428	Introduction to Clinical Psychology	3

PSYU 432	Introduction to Psychological Measurement	3
PSYU 436	Health Psychology	3
PSYU 440	Human Sexuality	3
PSYU 444	Psychology of the Lesbian and Gay Experience	3
PSYU 448	Psychology in Literature and Film	3
PSYU 450	Introduction to Counseling	3
PSYU 455	Family Systems and Dynamics	3
PSYU 481	Organizational Psychology	3
PSYU 492	Intern Program:	
	Fieldwork Practicum in Psychology	1-3
PSYU 495	Topic: Courses in Psychological Application	3
PSYU 499	Independent Study	1-3

total credits in major 48

Minor in Psychology requirements

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

Requirements for Psychology Minor:

general track (18 credits)	
PSYU 101, 203, 304 core foundation courses	9
Three upper-division elective courses in psychology	9
applied track (18 credits)	
PSYU 101 core foundation course	3
Five upper-division elective courses in psychology	15

Social Science

Bonnie Ross, Ph.D., Chair
Lester Clements, Ph.D.
Dennis DeLong, Ph.D.
Thomas Kinnersley, Ph.D.
Mark S. Langevin, Ph.D.

Bachelor of Arts

The world is constantly changing. New technologies seem to appear constantly while ethnic and international conflicts continue to impact our lives. No single discipline can keep up with all these events and changes or even begin to explain them. The Social Science program seeks to encompass the diverse areas of social, political, cultural, economic and technological processes and their interactions. The major is designed for that student who desires a broader background or overview of particular fields of study. The major offers opportunities for emphasis in specific subject areas while maintaining an inclusive perspective. This integrated focus will help develop critical reasoning and analytical skills, comparative perspectives, and a broad knowledge base about the world. This major is ideal for students who are seeking careers in teaching, government service, journalism, advertising, library science, law and politics. Additionally, students are prepared for work in research, consulting and for graduate study.

Students pursuing the Social Science degree must receive a grade of at least "C" in the core courses. Courses taken to fulfill upper-division requirements may not be taken pass/no pass.

Core requirements (18 credits)

Students must take a core course from each of their three areas of emphasis plus research methods and the senior seminar sequence.

Emphasis Areas (9 credits)

Choose 3 areas from history, organizational leadership, political science, psychology and sociology.

History emphasis area

one of the following (3 credits)

HISU 101	United States History Survey I	3
HISU 103	United States History Survey II	3
HISU 105	Rise of World Civilizations I	3
HISU 106	Rise of World Civilizations II	3
HISU 110	Western Civilization I	3
HISU 112	Western Civilization II	3

Organizational Leadership emphasis area (3 credits)

OLCU 201	Supervision and Leadership	3
----------	----------------------------	---

Political Science emphasis area (3 credits)

one of the following

POSU 100	Introduction to Politics	3
POSU 110	Introduction to American Politics	3
POSU 120	Introduction to International Relations	3
POSU 240	Introduction to Law	3

Psychology emphasis area (3 credits)

PSYU 101	Introduction to Psychology	3
----------	----------------------------	---

Sociology emphasis areas (3 credits)

one of the following

SOCU 101	Introduction to Sociology	3
SOCU 211	Social Problems	3

All emphasis areas (3 credits)

one of the following

SOCU 201	Social Research Design <i>or</i>	3
PSYU 304	Research Methods	3

Senior seminar sequences (6 credits)

one of the following

SOCU 497/498		6
PSYU 478/479		6
OLCU 497/498		6
SSCU 497/498		6

Upper Division Requirements (36 credits)

primary emphasis area	15
second emphasis area	12
third emphasis area.	9

total credits	54
---------------	----

Sociology

Stephanie Amedeo Marquez, Ph.D., Chair

Myron Orleans, Ph.D.

Bonnie Ross, Ph.D.

Bachelor of Arts

We are all social beings: we must live in society and find ways to interact with others and make sense of the world that we create. Sociology is the study of our diverse ways of interacting and of the kinds of institutions and social systems we build. We both shape and are shaped by society.

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

Sociology is a valuable liberal arts major for students planning careers in educational, governmental, and corporate settings. The undergraduate major provides the foundation for careers in social work, urban planning, public health, gerontology, medicine, law, criminal justice, social service agencies, and other fields where an understanding of and knowledge of social institutions, social interaction, and a range of research techniques are needed. The sociology major also prepares students to enter graduate study programs.

Students pursuing the sociology degree must receive at least a "C-" in all core courses. Sociology majors may not take a pass/no pass grade in major courses.

Exception

Students may CLEP sociology 101 if no upper division courses have been taken.

Admission

Complete all other admission requirements and the application packet, and an autobiographical essay describing the student's background, personal and career goals, and the reasons he/she made the decision to major in sociology. This essay should represent the student's best writing ability, and should be turned in to the office of the Chapman University College campus where the student expects to take coursework. A completed essay is a requirement for admission, but will not be evaluated for purposes of making an admission determination.

Sociology core requirements (21 credits)

SOCU 101	Introduction to Sociology	3
SOCU 201	Social Research Design	3
SOCU 305	Social and Political Theory	3

SOCU 345	Social Psychology	3
SOCU 497	Integrative Seminar I	3
SOCU 498	Integrative Seminar II	3

one of the following (3 credits)

MATU 203	Statistics	3
SOCU 401	Field Research Methods	3
SOCU 402	Quantitative Data Analysis	3

Sociology electives (18 credits)

fifteen credits must be upper-division

total credits 39

Emphasis in Social Work

Social work teaches students how to analyze social problems and human needs, and to design and implement programs to remedy these problems.

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

Sociology core requirements (21 credits)

Emphasis in Social Work Requirements (9 credits)

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

four courses must be upper division

five of the following (15 credits)

SOCU 204	Marriage and the Family	3
SOCU 211	Social Problems	3
SOCU 320	Sociology of Death	3
SOCU 328	Social Inequality	3
SOCU 383	Sociology of Deviant Behavior	3
SOCU 395	Child Abuse	3
SOCU 395	Sociology of the Family	3
SOCU 395	Population and Demography	3
SOCU 440	Drugs and Society	3
SOCU 480	Topics in Sociology of Health	3
SOCU 482	Gerontology	3
PSYU 323	Child Development	3

total credits 45

Minor in Sociology

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

the following (3 credits)

SOCU 101	Introduction to Sociology	3
----------	---------------------------	---

one of the following (3 credits)

SOCU 305	Social and Political Theory	3
----------	-----------------------------	---

SOCU 345	Social Psychology	3
----------	-------------------	---

one of the following (3 credits)

SOCU 201	Social Research Design	3
----------	------------------------	---

SOCU 401	Field Research Methods	3
----------	------------------------	---

three upper-division sociology courses (9 credits)

total credits		18
---------------	--	----

Graduate Admission

While requirements vary in each of Chapman University College'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 the following to the selected University College campus:

1. Completed application package listing all institutions attended with an application fee of \$40.
2. Official transcripts from all institutions attended. These transcripts should be sent directly from the institution to the University College campus. No credits will be accepted from non-regionally accredited institutions.
3. Any additional evidence of eligibility required by the graduate program.

Students are not eligible for financial aid until regular admission status is achieved. *Official documents submitted for admission consideration become property of the university and cannot be returned or copied for distribution.*

Requirements for Admission

Chapman University College is a member of The Council for Adult and Experiential Learning 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 Chapman University College 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 with a minimum of 36 upper-division credits 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 60 semester units (90 quarter) credits completed towards a baccalaureate degree; this may include up to 15 graded semester units of graduate-level course work that are applicable to a graduate degree program from an accredited institution other than Chapman.

Option Two

A GPA between 2.5 and 2.99 and 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

A 3.5 GPA calculated on an earned advanced degree from a regionally accredited institution.

Option Four

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

Conditional Admission

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

Specific requirements for Conditional Admission are:

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

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

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

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

Non-degree Seeking Post Baccalaureate Students

Students who have not been granted regular admission status may be permitted to enroll in graduate courses at Chapman University. (See specific program for details.) However, no more than 12 credits of graduate course work taken prior to achieving regular admission status may be applied toward a graduate degree at Chapman University.

Graduate Academic Policies and Procedures

Catalog

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 Office of the Registrar and the appropriate academic departments

Statement of Responsibility

Chapman University College 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

A minimum of 24 credits in the degree program must be completed at Chapman University College for all master's degrees. 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 Chapman.

Grade and Quality Requirements

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.

Admission to the Degree Program

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

Course Requirements

1. Credits completed for a baccalaureate degree cannot be accepted for graduate degree credit.
2. Courses completed at the undergraduate level to fulfill prerequisite requirements cannot be accepted for graduate degree credit.
3. All graduate degree course work cross-listed with undergraduate course work 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 course work 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. Each student is issued a degree program worksheet signed by the department chair. No changes may be made in this program without advance approval of the department chair.

Full- and Half-Time Students

Students enrolled in six or more credits in an academic term are considered "full-time". Students enrolled in 3-5.5 credits in an academic term are considered "half-time."

Course Load

A full course load for master's and credential students is defined as six credits per term. Any load in excess of these numbers of credits is subject to the review and approval of the academic advisor.

Course Numbering System

001-099	= Non-degree or CEU courses
100-299	= Lower-division coursework
300-499	= Upper-division coursework
500-799	= Graduate-level coursework
800-999	= Professional coursework*
0001-0999	= Professional coursework*
8000-8999	= Professional coursework*
9000-9999	= Graduate Elective Credit*

*May be applied toward a degree at the University with programmatic approval.

Graduate Prerequisites

1. Students are expected to complete all prerequisites within the first year of graduate course work at Chapman University College.

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 grade of "C" or higher is required in all course work used to fulfill prerequisites.

Change of Program Policies

1. Students wishing to add or change their 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 3.00 grade point average, no grade below a "C" in Chapman University graduate course work, and approval of the department requested for change or addition.

Students requesting a change of degree program are required to meet all readmission policies/procedures as indicated in the Graduate Catalog, prior to completing course work.

Second Master's Degree

The following regulations govern the earning of a second master's degree from Chapman 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 not already satisfied by the first.
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 Chapman.
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 course work for one emphasis to fulfill the requirements of a second emphasis.

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

Transfer Credits and Concurrent Enrollment

1. Some degree programs permit 6-12 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 course work are required to petition for transfer within two terms after achieving regular admission.
3. The course work must be taken at a regionally accredited institution.
4. The course work must be graduate level and/or accepted in a master's degree program. Correspondence and extension courses are not transferable.
5. Credit is not awarded for experience, including fulfillment of prerequisite requirements.
6. A grade of no less than 3.00 "B" must have been earned in the course presented for transfer for all master's degrees. Credit or Pass course work is not transferable.
7. The course work must be relevant to the degree program.
8. Transfer of course work to fulfill required courses is not advised. Please see specific programmatic sections for additional information.
9. The course work must have been taken within seven years of completion of the degree program for which the course is being requested for transfer credit.
10. Official transcripts must be submitted.
11. If the credits accepted in transfer are not the equivalent of semester units, additional course work must be taken to complete degree credit requirements.
12. After admission to a graduate program, a concurrent enrollment petition must be submitted and approved prior to enrollment in course work at another institution.
13. Requests for transfer of military course work will be considered as fulfilling prerequisites and elective requirements only (no core courses) for those programs which accept military credit. Course work must meet all other transfer requirements.
14. In the event that the content of one or more of the required courses is waived but the course work is not accepted in transfer, the student must select a substitute with the approval of the program director or designee for additional credits.

Change of Address

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

Inter-campus Transfer

Students wishing to transfer from one University College campus to another must submit a Campus Transfer Request form to the new campus. The new campus will request a copy of the student file. Students wishing to transfer from a University College campus to the Orange campus must contact the Admissions Office at the Orange campus.

Confidentiality of Student Records

(See Confidentiality of Student Records in the General Information section.)

Attendance Policy

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

Registering for Classes

Students register for each term via Web Advisor or at their campus location. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. Students who wish to register after the add deadline, must petition and pay a late registration fee if approved. See campus schedule for registration deadlines.

Add/Drop Procedure

To add or drop a class a student must submit an Add/Drop form to the campus administration office before or by the end of the second week of the term. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. Students that wish to withdraw from a course must submit an Add/Drop form between the third and seventh week of the term. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students cannot drop a course beyond the seventh week of the term. It is the student's responsibility to officially withdraw from a course. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without notifying the campus administration office will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.00 in student's grade point average.

Administrative Drop

Students who do not attend a class (in which they are registered) during the first week of classes may be administratively dropped from the class, unless they have made arrangements with the instructor prior to the first day of class. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University, it is the responsibility of the student to verify that they have been dropped from the course by completing an Add/Drop form with their campus.

Complete Withdrawal/Termination Procedures

Students who wish to withdraw from all classes during a term must notify the university. Students may contact the registration office at their local campus or the Office of the Registrar in Orange. Contact may be made in-person, by mail, email, fax, telephone or Web Advisor. A student who stops attending classes without notifying the university will receive a grade of FW" (failure to withdraw). A grade of "FW" is equivalent to a failing ("F") grade and is calculated as such when determining grade point averages.

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

Leave of Absence/Re-enrollment/Readmission

Students who do not maintain continuous enrollment must file an official Leave of Absence with the university in order to protect their eligibility to graduate under entry year catalog requirements for general education and major coursework.

While the Leave of Absence protects the student from changing requirements in their Chapman degree programs, the form DOES NOT protect students from external agency changes in requirements (e.g. California Credential Requirements) while they are absent.

1. Students must maintain continuous enrollment. Continuous enrollment is broken when a student is not enrolled for a period of more than three terms.
2. If students find it necessary to interrupt progress toward their degree, a leave of absence may be granted. A leave allows students to retain the right to elect requirements in effect at the time of the leave or to adopt those in effect at the time of re-entrance.
3. A leave may be granted for up to two years if the student is in good standing at the time of the departure.
4. It is recommended that students submit a Request for Leave of Absence form during the first term of non-enrollment, however, not later than the 3rd term of non-enrollment.
5. Retroactive leaves are not approved.
6. Students taking coursework during their leave must provide transcript of that work to the Office of the Registrar prior to re-enrollment. Non-satisfactory performance during the leave may nullify the student's ability to re-enroll.
7. Students who fail to file a Request for Leave of Absence and wish to return to the University must submit an Official Request for Re-Enrollment form. These students will be held to the catalog requirements in effect at the time of their re-enrollment. Furthermore, departmental approval may be required for students to pursue some majors.
8. Students seeking re-enrollment after a two years absence from the University (whether or not a leave of absence form was submitted) are required to submit a full application for re-admission and must meet all current academic entrance requirements.
9. Approval of leave does not alter the seven year period for completion of all graduate degree requirements.

Continuous Enrollment Fee

Students who have previously registered for a project but who have not completed the requirements are required to submit a continuous enrollment fee

for each term the project remains outstanding.

The fee for continuous enrollment is equal to one credit of tuition charged per program and will allow students to remain in active status as well as enable them to utilize university resources for completion of the project.

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. To request an extension, a student must submit in writing a petition for an extension of the seven-year limit to the Academic Standards Subcommittee. The student's program advisor must submit to the Dean a written statement of support for the petition.

Grading Symbols

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

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

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

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

I is a grade given when the student has been unable to complete the requirements of the course owing to illness or other extenuating circumstances. It is never a final grade. Failure to remove an "I" within the prescribed time results automatically in an "F" for the course involved. Upon satisfaction of course requirements, an "I" may be annotated with any one of the other grade symbols.

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

FW is assigned at the instructor's discretion to students who cease attending part way through the term without submitting a Change of Program form to withdraw. It is computed in the grade point average as an "F".

HP is for High Pass, a grade given to recognize the completion of a thesis or master's project with distinction.

P is for Pass, a grade given for satisfactory completion of a course. Grade points are not assigned and it is not computed in the grade average.

NP is for No Pass, a grade given when the requirements for credit in the course have not been satisfied. Courses taken with this grade are not calculated in the student's grade point average but are considered by the Academic Standards

Subcommittee regarding student continuance.

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 term 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, HP, P, or NP grading symbol. No grade points are assigned for HP, P, or NP grades.

NC is given in those circumstances where a student's progress towards completion of a thesis or project is considered inadequate by the thesis committee. The student is required to repeat the thesis course. This grading symbol is not punitive and grade points are not assigned.

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

A Pass or No Pass grade may be used for any course below the 400 level.

Credits attempted or earned on the Pass "P" or No Pass "NP" basis are not used in computing the grade point average.

Credit by examination cannot be used for degree credit. *Note: By action of the Curriculum and Academic Committee, all post-baccalaureate work must be taken for a letter grade with the exception of the following: CCNU 575, 652, OLCU 681, PSYU 501, 688, 689, 690.*

Grading System

All grades are on a 4.0 scale

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

Courses Repeated for Higher Grades

Except as specified by department or school, any graduate-level course number 400-600 at University College 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 Chapman University College.

Incompletes

The grade of Incomplete may be assigned by an instructor if a student, through circumstances beyond his or her control, has not completed a small portion of a course by the conclusion of the term. The student must request in writing the grade of Incomplete and must propose a date acceptable to the faculty member

by which the missing work will be completed. Failure to complete all coursework by the agreed-upon deadline will result in the assignment of a grade of "F". A grade of Incomplete may not be assigned in order to give a student a chance to do more work to improve a grade.

The deadline for removal of an Incomplete is one year from the first day of the term in which the Incomplete was recorded, unless a shorter period of time is specified by the instructor. The deadline determined by the faculty member must be specified on the Report of Incomplete form, which may be obtained in the campus administrative office. A copy must also be provided to the student. No extension will be granted for more than a full calendar year from the date of original enrollment.

Reading and Conference Courses

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

Independent Study and Research

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

Standards of Academic Integrity

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

A. Academic Integrity Violations

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination, claiming the work of another as your own;

plagiarizing any paper, research project, or assignment; or falsely submitting material to fulfill course requirements.

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

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

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

Failure to report any previous academic work at another college or university is also considered a violation of academic integrity.

B. Procedures for Hearing and Investigation

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

1. The instructor must contact the student(s) to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor should deal with the situation at that time. Otherwise, the student(s) will meet with the instructor for the purpose of settling the issue of guilt or innocence. If the student(s) admits guilt, or if the instructor and student(s) involved agree a violation took place, then an appropriate sanction may be set at that time. A report of this action will be filed with the appropriate campus and Assistant Dean of University College.
2. If the student(s) does not admit guilt, if an agreement upon sanction cannot be reached, or if any party does not agree with the resolution of the specific issue of academic integrity, then the matter will be taken up with department chair and Regional Associate Dean. In this case, the chair and/or Regional Associate Dean will meet with the involved faculty member and the student(s) in an effort to resolve the matter, and initiate whatever action is deemed appropriate.
3. If there is dissatisfaction with the results of a meeting with the department chair and/or Regional Associate Dean any of the parties may request a hearing through the University College Academic Standards Subcommittee. In this instance, the committee will take whatever action is deemed necessary to answer questions and determine the truth of each particular case. The committee may take whatever action is deemed appropriate in each case.
4. Finally, if any party still feels extenuating circumstances or new information was not adequately considered by the Academic Standards Subcommittee, or

that the sanctions imposed are unfair, the matter may be brought on appeal to the Dean of University College for final disposition. At this juncture, the Dean will then take whatever action is deemed appropriate. The Dean's decision is final and binding.

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

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

Faculty Rights and Procedures Concerning Student Classroom Behavior

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

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

The faculty member should immediately report the matter to his/her department Regional Associate Dean, Campus Director, and Program Chair, if in a unit with a chair.

If the student wishes to appeal the decision of the faculty member, he/she must submit the appeal in writing to the Regional Associate Dean within five working days of the decision. The Regional Associate Dean will then conduct an investigation and report to the Dean. If the Associate Dean determines that the faculty member is possibly at fault, the Dean may address the situation directly with the faculty member or may return the matter to the Regional Associate Dean for disposition. If the student is dissatisfied with this outcome, he/she may submit a written appeal to the Provost, whose decision in these matters is final and binding. During this period of appeal, the student may not return to class. Even if the student's appeal is successful, the student may not return to the class, unless the faculty member has specifically agreed to this. If the Provost upholds the faculty member's original decision, the student may still be subject to the student conduct system for further conduct review at the discretion of the Regional Associate Dean.

Grade Review Policy

Faculty 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. All requests for review of grade must be filed within 30 days from the date that the grade was assigned.

Faculty members may change final grades after submission to the Office of the Registrar only for clerical error. Once a grade is submitted, additional work may not be assigned 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 may appeal personally to the instructor for an explanation of the grade and for possible reconsideration.

If, after meeting with the faculty member, the grade dispute is not resolved, the student may submit a written request for review to the department or program chair for further consideration. If there is judged to be merit in the student's request, the chair may request that the instructor reconsider his/her grade assignment. If the matter is resolved, the chair will request that the Associate Dean notify the Registrar of the change in grade. If the matter is not resolved the student may submit a request for review to the Academic Standards Subcommittee. The written request must state the reasons for the request and provide evidence that the student has attempted to find remedy by discussing the matter with the instructor and the department or program chair. Specific and credible evidence that a grade in the course may have been assigned capriciously or outside the professional standards of a field or discipline must be provided.

The Academic Standards Subcommittee will carefully review the student's documentation as well as the documentation provided by the instructor and also may request an opinion from the department or program chair. If the committee determines that there is compelling evidence that the grading was capricious or outside of the expected disciplinary or field standards, it will request that the Associate Dean submit a grade change to the Registrar and notify the instructor and department and program chair of its decision. Decisions rendered by the Academic Standards Subcommittee are final.

Probation and Dismissal

The following are University College guidelines; some programs specify more stringent policies. Please refer to appropriate program section.

1. A cumulative grade point average of 3.00 "B" based on all course work applicable to the graduate degree is required, excluding prerequisite courses.
2. Please see the credential section for more specific information concerning grade and quality requirements for the credential program.

A student whose cumulative GPA falls below 3.0 will be placed on probation. Once on probation, a student must obtain a term GPA of 3.0 or higher for each of the next three terms and must have a cumulative GPA of 3.0 or higher by the end of the third term. Failure to do so may result in dismissal.

The action of dismissal will be placed on the official transcript. A student who

has been dismissed may not continue in coursework and will be administratively withdrawn.

Academic Appeal

(See Grade Review Policy and Probation and Dismissal policy for specific requirements.)

Each student has the right of academic appeal. Petition forms are available at University College campuses.

For academic matters, the process begins with the faculty member involved. Appeals are submitted to the department chair, Regional Associate Dean and then to the Academic Standards Subcommittee. Appeals to the decisions of the Academic Standards Subcommittee and the Regional Associate Deans are made to the Dean of University College.

For matters concerning disabled student services, students should contact the director of the Center for Academic Success at (714) 997-6828.

Appeal Deadlines

A student wishing to submit an appeal must present a petition and all relevant documentation within 45 days of notification of the action the student is appealing.

Requests for additional information must be provided by the student to the university within 30 days of receipt of request; failure to provide such documentation will result in a denial of the appeal.

Students who are dissatisfied with the action taken on their appeal have a maximum of 30 days after receipt of notification to request a reconsideration. Additional documentation or new information will be required.

Appeal petitions will receive a response as quickly as possible and no later than 30 days of receipt of the petition by the Academic Standards Subcommittee.

Comprehensive Examination

1. Master's degree candidates must pass a comprehensive examination as required by the specific degree program.
2. Successful completion of coursework does not alone assure the candidate of passing the comprehensive examination. This examination demonstrates the independent ability of the student to synthesize and present adequate and appropriate knowledge without the focus of a course content outline or an instructor's prompting. The student must show the ability to cogently apply theory to a variety of situations and applications. Program faculty and advisors do not "tutor" students regarding specific questions on the examination either prior to or following the exam.
3. Students must have achieved a cumulative GPA of 3.00 "B" and must have completed all program required courses to meet the eligibility requirements to take the comprehensive examination. Each program has specific eligibility

requirements which must be fulfilled prior to the date of the examination. Please consult the appropriate section of the catalog.

4. An application form must be submitted and a fee paid by the student to take or repeat a comprehensive examination. In addition, if the examination is not taken on the date for which the student applied, a new application must be submitted. Applications must be received by the campus before or on the posted deadline date. The comprehensive examination may be repeated after an interval of not less than three months, subject to additional conditions the degree program may impose.
5. The comprehensive examination is administered in a controlled setting providing equity for all students. If the student has a demonstrated disability which inhibits performance on this controlled exam, the student must make arrangements for the appropriate accommodation when registering for the exam. Specific documentation of the disability will be reviewed by the Director of the Center for Academic Success who will approve appropriate accommodations if warranted.
6. The comprehensive examination is a summative evaluation. Unlike regular coursework and formative assessments taken during completion of the degree, it is designed to be an integrative, independent endpoint assessment of the students' cumulative knowledge. Comprehensive examinations are evaluated in a controlled setting with double-blind anonymity. Students receive a PASS/FAIL grade with generic feedback regarding the adequacy of the responses.
7. Students have multiple opportunities to take the examination within the seven-year period in which all degree requirements must be completed. After the second failure, specific preparation requirements may be specified, such as auditing or repeating course work.
8. Students with comprehensive examination or thesis options may not switch to a different option once begun.

Diplomas and Transcripts

Diplomas are mailed out approximately 4-6 weeks after the date of conferral of the degree. This allows time for confirmation from the Office of the Registrar that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date. Official transcripts are requested from the Office of the Registrar and issued only with the written permission of the student. A fee is charged for each transcript request.

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

Diplomas or copies of transcripts will not be released to any student with an unpaid balance to Chapman or a Chapman-sponsored agency. Unofficial transcripts may be requested via Web Advisor, from the Office of the Registrar or at the local campus.

Graduation and Commencement

Every degree candidate is required to file Intent to Graduate form with the campus office and pay a graduation fee. If the degree is not completed on the date for which the student applied, a new Intent must be submitted. There is no additional fee for filing a new or revised Intent to Graduate. Deadlines are published in the University College calendar.

University College confers degrees five times during the academic year. See academic calendar for dates. All degree requirements, including incompletes, internships, counseling hours, etc., must be completed by the last day of the month in which the degree is to be conferred.

Degrees are conferred at the end of each academic term however formal commencement ceremonies are held only in the Spring. Students may participate in the regional Spring graduation ceremony if they are scheduled to complete all program requirements by the end of Term C of the year in which they graduate. Students receiving degrees at mid-year or other terms are entitled to participate in the following Spring commencement ceremonies.

Graduate Degree Programs

Master of Arts in Career Counseling

Laurie G. Dodge, Ph.D., Chair

University College offers a Master of Arts in Career Counseling. The graduate program in career counseling is designed to provide the student with the academic and professional training necessary to be a career counselor.

The program is designed for individuals seeking academic advising and/or career development positions in a variety of settings - including colleges and universities, business, industrial and organizational settings, employment agencies, and private practice.

Admission to Program and Prerequisites

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

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

Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.

Miller Analogies Test (MAT): achieve a minimum raw score of 52.

3. If prerequisites are not completed at the time of admission, they must be completed within the first year of enrollment.

Specific Requirements

prerequisite course (3 credits)

PSYU 203	Statistics for the Behavior Sciences	or	
MATU 203	Introduction to Statistics	or	
PSYU 304	Research Methods		3

required courses (27 credits)

CCNU 572	Career Counseling Theories and Practices	3
CCNU 574	Career Information and Assessment	3
CCNU 577	Technology, Social Change, and Career Development	3
CCNU 596	Seminar in Career Counseling and Development	3
CCNU 699	Outplacement Counseling	3

HRCU 644	Recruitment and Selection	3
PSYU 508	Life Span Development/Aging and Long Term Care	3
PSYU 613	Clinical Issues in Human Diversity	3
PSYU 652	Theory and Practice of Group Counseling	3

Choose one emphasis area

Higher Education Emphasis (12 credits)

Students who wish to practice career counseling in two- or four-year university settings are required to take the following courses:

CCNU 573	Counseling in Higher Education	3
EDUU 600	Research & Evaluation Methods	3
CCNU 652	Field Practice (or internship) I – II	3-3

Organizational and Private Practice Emphasis (12 credits)

Students who wish to practice career counseling in organizational or private practice settings are required to take the following courses:

CCNU 575	Field Practice (or internship) I – II Career Counseling (Organizational and Private Practice)	3-3
HRCU 680	Organizational Research Methods	3
HRCU 613	Seminar in Organizational Dynamics	3

total credits for the degree (excluding prerequisites) 39

Internship Requirement

Students in the Master of Arts in Career Counseling program are expected to complete a minimum of 600 hours of internship. All students are expected to gain experiences with children, youth, and adults of a variety of ages, ability levels, cultural heritages and socioeconomic backgrounds.

Comprehensive Examination

Successful completion of a comprehensive examination is required for degree conferral. Students must be advanced to candidacy and have a cumulative GPA of 3.00. Students in career counseling must have completed 24 credits including prerequisite courses and all core courses (except HRCU 644) to meet the minimum eligibility requirements to take the comprehensive examination. (See the Academic Policies and Procedures section for additional guidelines.)

Certificate in Career Counseling

The candidate must possess a baccalaureate degree and complete the requirements for regular admission in order to pursue the graduate certificate in career counseling. No transfer credit may be used.

Graduate certificate program in career counseling (15 credits)

required courses

CCNU 572	Career Counseling Theories & Practice	3
CCNU 574	Career Information & Assessment	3

CCNU 596	Seminar in Career Counseling and Development	3
CCNU 652	Field Practice (or internship) I or Career Counseling (Higher Education) OR	
CCNU 575	Field Practice (or internship) I or Career Counseling (Organizational and Private Practice)	3
	One elective course in area of emphasis	3
	total credits for the certificate program	15

This course work is also applicable to the Master of Arts in Career Counseling if the following requirements are met:

1. All certificate course work applied to the master's program must be completed with a grade of "B" or higher, for each course.
2. The prerequisite course must be completed.
3. All master's degree requirements must be completed within a seven-year period.

Master of Arts in Criminal Justice

Stephanie Amedeo Marquez, Ph.D., Chair

Michael Agopian, Ph.D.

William R. Drukker, J.D.

Reginald Estes, Ed.D.

Neil Lingle, M.S.

Myron Orleans, Ph.D.

The master of arts program in criminal justice is committed to the interdisciplinary study of criminal behavior and society's response to it. The program welcomes students who work within a criminal justice profession, as well as those who have had little or no previous exposure to the criminal justice system.

The master of arts degree in criminal justice prepares students for administrative, research, and teaching positions. It is primarily designed to foster a learning community of criminal justice professionals who will use cutting edge knowledge within law enforcement, correctional and legal arenas. Program graduates will also be prepared for admission to doctoral programs in crime and deviance, and for promotions within existing law enforcement, correctional and legal institutions.

Admission to the Program and Prerequisites

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

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

Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)

Millers Analogies Test (MAT): achieve a minimum raw score of 52.

3. Two letters of recommendation from individuals who are familiar with the applicant's academic/professional ability to undertake graduate study.
4. An autobiographical essay including the applicant's background, personal and career goals, and outlining the primary factors underlying his or her decision to pursue a graduate degree in criminal justice. This essay should represent the student's best writing ability and effort. Although no formal prerequisites are required for program admission, students lacking adequate preparation in specific areas may be required to complete additional course

work. Requirements for the degree include completion of a minimum of 36 credits distributed between core and specialization courses in addition to successfully passing a written comprehensive examination.

Course work shall be substantially at the 500 and 600 levels. Only 400 level criminal justice courses crosslisted as 500 level courses may be taken for graduate credit; a maximum of 9 credits of such 400 level courses will be allowed toward the degree. These courses cannot have been completed for a baccalaureate degree; they must have been taken for graduate credit.

At least one of the following core courses must be taken before any elective courses are attempted: CJCU 500, CJCU 501, CUCU 503, CJCU 512, CJCU 514.

required core courses (21 credits)

CJCU 500	Foundations of Criminal Justice	3
CJCU 501	Trends in Criminal Justice	3
CJCU 503	Research in Criminal Justice	3
CJCU 512	Ethics and Criminal Justice	3
CJCU 514	Management Issues in Criminal Justice	3
CJCU 598	Graduate Project in Criminal Justice I	3
CJCU 599	Graduate Project in Criminal Justice II	3

core credit total 21

Specialization Elective Courses (15 credits)

The purpose of specialization course work is to allow students the opportunity to concentrate on issues involving law enforcement, corrections and the law. Specific courses/topical seminars fulfilling the specialization requirement include the following::

five of the following

CJCU 510	Victimless Crimes	3
CJCU 515-518	Topics in Criminal Justice	3
CJCU 520	Sociology of Deviant Behavior	3
CJCU 521-525	Contemporary Issues in Criminal Justice	3
CJCU 528	Diversity, Conflict, and Crime	3
CJCU 560	White Collar Crime	3
CJCU 622	Advanced Study in Criminal Law, Evidence, and Procedure	3
CJCU 639	Comparative Criminal Justice Systems	3
CJCU 669	Contemporary Law Enforcement	3
CJCU 679	Contemporary Issues in Corrections	3

elective credit total 15

total credits for degree 36

Comprehensive Examination

Students must be advanced to candidacy, have a cumulative GPA of 3.00 "B," and have completed all prerequisite courses to meet the minimum eligibility requirements to take the comprehensive examination.

Students must obtain a passing grade on a written comprehensive examination. The examination covers the breadth and depth of knowledge gained from the program. The examination requires the ability to integrate and analyze knowledge and relate it cogently to different situations or applications. Satisfactory completion of required course work does not necessarily guarantee a passing grade on the comprehensive exam. Students are eligible to take the comprehensive exam upon the completion of 30 credits, including all required core courses. A faculty committee administers this examination. (See Academic Policies and Procedures section for additional guidelines.)

Education Department

Michael Stuckhardt, Ed.D., Chair
Virgil Barnes, Ed.D.
James Cole, Ed.D.
Charles Daleo, Ed.D.
G. Keith Dolan, Ed.D.
Julie Frese, Ph.D.
Sandy Gilbert, Ed.D.
Karen Graham, Ph.D.
William Hale, Ph.D.
Eunice Jones, J.D.
Carolyn Kelso, Ph.D.
Anne Koch, Ed.D.
Meredith Larson, Ph.D.
James Liese, Ph.D.
Wilson Marston, Ed.D.
Arthur Mayer, Ed.D.
Aspasia Neophytos-Richardson, Ed.D.
Camille Page, M.A.E.

Carla Piper, Ed.D.
Sally Pollack, Ph.D.
Judy Ann Randazzo, Ed.D.
Charles Robinson, M.A.
Barbara Rodriguez, Ed.D.
Mary Ann Sanders, M.A.
David Sloan, Ed.D.
Gary Smith, Ph.D.
Marquerita Stark, M.A.
William Stires, M.A.
Keith Storey, Ph.D.
Care Terkelson, Ed.D.
Kathryn Theuer, M.A.
Anita Thompson, Ed.D.
Richard Thurman, Ph.D.
John Trotta, M.Ed.
Linda Wendler, Ph.D.
Mary Ann Weyandt, M.A.

Credential Programs in Education

- 2042 Multiple Subject Credential Program
Multiple Subject Internship Credential Program
- 2042 Single Subject Credential Program
Single Subject Internship Credential Program
- Education Specialist Preliminary Credential – Level I
Education Specialist Internship Credential Program – Level I
- Education Specialist Professional Credential – Level II
- Administrative Services Credential, Tier I and Tier II

Professional Certificate Programs in Education

- Cross-cultural, Language and Academic Development (CLAD) Certificate
- Professional Reading Certificate

Graduate Degree Programs in Education

- Master of Arts in Teaching (MAT) with Elementary Education Emphasis with 2042 Multiple Subject Credential
- Master of Arts in Teaching (MAT) with Secondary Education Emphasis with 2042 Single Subject Credential
- Master of Arts in Counseling with the Pupil Personnel Services Credential (PPSC) in School Counseling
- Educational Specialist Degree in School Psychology (Ed.S.)/Master of Arts in Educational Psychology with the Pupil Personnel Services Credential in School Psychology (PPSP)

- Master of Arts in Education (MAE)
Curriculum and Instruction
Reading Education
Educational Leadership and Administration
Professional Teaching Standards
Instructional Technology
- Master of Arts in Special Education

The Education Department offers California Commission on Teacher Credentialing approved Credential Programs in Education, Certificate Programs in Education and Graduate Degree Programs in Education.

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

For those interested in becoming teachers in special education, University College offers both the Mild/Moderate and Moderate/Severe Education Specialist Credentials. The Preliminary Level I and Professional Level II credential programs may also be integrated into the Master of Arts in Special Education degree. In addition, either of the special education credentials may be combined with the 2042 Multiple Subject or 2042 Single Subject Credential. An internship program is available in the Preliminary Level I credential program at some campuses. All of the special education credential programs may be integrated into the Masters of Arts in Special Education degree. The special education programs are not offered at all campuses.

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

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

For experienced teachers and others, University College offers the Master of Arts in Education (MAE) degree. The MAE is offered with concentrations in Curriculum and Instruction, Reading, Educational Leadership and Administration, Instructional Technology and in Professional Teaching Standards. Please note that some concentration areas are not available at all campuses.

Finally, University College offers all Professional Clear Credential courses, the

CLAD Certificate and the California Professional Reading Certificate. These courses are offered at most campuses and some are available on line.

Call 866-CHAPMAN for information regarding the campus nearest you and programs offered, to arrange an orientation, and to obtain an admission packet.

Education Department Procedures and Policies

Please note that the following sections provide general information regarding the policies and procedures of the Education Department. Some credential and graduate programs have additional or varying requirements that are specified in the Education Department Procedures and Policy Manual. Program requirements as stated in the Education Department Procedures and Policy Manual supercede all others.

Credential Programs in Education

A California Multiple Subject, Single Subject, or Education Specialist teaching credential requires both proof of subject matter competence and completion of an approved credential program. Students seeking one or more of these teaching credentials must make formal application to the teacher credential program before beginning any course work.

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

Admission/Program Requirements

1. Applicants must successfully fulfill graduate admission requirements for University College as stated in this catalog. (See the Graduate Admissions section.)
2. All candidates must provide evidence that they hold a waiver or are making continuous progress toward meeting the subject matter requirement from an approved subject matter preparation program or provide evidence that they have registered for, have taken or have passed the appropriate subject matter examination(s) (CSET or SSAT/PRAXIS) prior to admission to the Multiple or Single Subject Credential Program.
3. Applicants must complete the formal application process, with all required documents including official (sealed) transcripts, a "Statement of Intent" and three letters of recommendation. Candidates must be accepted into the credential program before enrolling in any education courses other than EDUU 395, 510, 513, 551, or EDUC 570 (for Education Specialist, only) and before enrolling in a second term of classes.
4. All applicants, including those transferring from another institution, must successfully participate in an intake interview.
5. Prior to admission or within the first term of enrollment, applicants must complete an early field experience in a public school educational setting that

reflects the credential sought (EDUU 395 or waiver).

6. Applicants using CUC Admissions Option Two to enter the credential program must possess a grade point average of 2.75 calculated over the most recent 60 semester (or 90 quarter) credits completed; this may include an average of up to 15 graded semester (22.5 quarter) credits of graduate level course work that are applicable to a graduate degree program at an institution other than Chapman. The graduate level course work must have been completed prior to consideration for admission to Chapman.
7. Applicants using CUC Admissions Option Two to enter the 2042 Single Subject Credential program must also have a cumulative grade point average of 2.75 in their major field to be admitted.
8. Applicants using CUC Admissions Option Two with GPAs between 2.50* and 2.74 can qualify for admission to a credential program by earning a passing score on one of the qualifying examinations listed below. A passing score will fulfill both the admission and the major grade point average requirements. Applicants may not enroll in any 500 level course other than those listed in #3 above until successful completion of an entrance examination:

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

Miller Analogies Test (MAT): achieve a minimum raw score of 45.

Subject Matter Competency Examinations: successfully complete appropriate California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination.

**Candidates with a GPA lower than 2.5 may, under certain conditions, petition for admission consideration under an "exceptional admit" category.*

California Basic Education Skills Test (CBEST)

A passing score on the California Basic Education Skills Test (CBEST) is a prerequisite for full admission to all credential programs. All credential candidates must provide proof that they have passed the CBEST prior to enrolling in any 500 level or above course work other than EDUU 510, 513, 551 or EDUC 570 (Education Specialist Credential, only) and the CBEST must be passed prior to enrollment in a second term of course work. The CBEST is given six times a year. The purpose of the test is to assure that teachers are competent in reading, writing and mathematics. Copies of the CBEST Bulletins are available at each University College campus.

Subject Matter Competency

All candidates must hold a waiver from an approved subject matter preparation program or must pass the appropriate examination(s) (CSET or SSAT/PRAXIS) and any other required examinations. Evidence of the waiver or completion of the appropriate examinations, with a passing score, must be on file at the

campus of residence prior to application for Directed Teaching. Subject Matter Examination results can be no older than five (5) years at the time of application for the credential.

Certificate of Clearance

A Certificate of Clearance application (including fingerprints) or a copy of a valid Emergency Permit must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment.

Tuberculosis Test

A current "negative" tuberculosis test, that is not more than two years old and covers the student teaching/internship period must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment. A person whose tuberculosis test is "positive" can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

U.S. Constitution Requirement:

All candidates must complete, with a grade of "C" or better, an approved course or pass a college level examination covering the U. S. Constitution prior to filing for a credential.

Transfer Credit

Teacher preparation course work is not automatically transferable from another institution. A petition to transfer course work may be granted IF a) the course(s) can be shown to be equivalent to the Chapman course(s); b) a grade of "B" or better was earned and documented with an official transcript; and c) it is an education course with an education number. If credential courses, other than clear credential courses, have been taken within the last seven years at another institution, a letter attesting to the candidate's good standing must be received from that institution prior to admission to the Education Department. Credential courses that are more than seven years old prior to application for the credential cannot be transferred into the program.

Residency

Candidates entering the Multiple Subject or Single Subject Credential program from another institution must take EDUU 510 and EDUU 511 at Chapman University College and will be expected to complete at least 12 semester credits of education course work toward the Preliminary Credential in residence at Chapman University College prior to Directed Teaching.

Candidates entering the Level I Special Education Preliminary Credential program who do not hold a valid preliminary Multiple or Single Subject Credential must take EDUU 510 and EDUU 511 at Chapman University College. All students entering this program are required to complete a minimum of two-thirds of their course work at Chapman University College.

Scholarship

The Education Department has scholarship requirements that supercede the Academic Policies of University College. For University College grading policies please refer to the Academic Policies and Procedures section of this catalog. A grade of "B-" or higher must be earned for EDUU 510. Students in all Education programs are expected to maintain "A" and "B" grades; a grade of "C+" or lower is considered unacceptable and may result in dismissal from a program. A student receiving a grade of "C+" or lower in a course that is required for a preliminary credential will be placed on academic probation. The terms of probation require the student to retake the course when offered and earn a grade of "B-" or higher. The student's academic advisor will monitor the progress of the student during the probationary period.

Class Attendance

Education Department policy stipulates that a student who misses three class sessions in any course must either withdraw from the course or receive a failing grade.

Candidate Dismissal

A student will be dismissed from the program who:

1. Receives a grade of "C+" or below in more than one class.
2. Earns below a "B-" in EDUU 510 or a "No Pass" in Supported or Directed Teaching.
3. Receives a grade of "C-" or below in any class. In compliance with CCTC regulations, Chapman University College has an obligation to dismiss a candidate who is deemed unsuitable to be a teacher. Credential candidates must possess the personal qualities and characteristics that are deemed suitable for working with children, youth and adults in educational settings.

The institution reviews each candidate's competence throughout the program, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation and dismisses candidates who are determined to be unsuitable as professional educators. Candidates have the right to appeal a dismissal.

The university has both the right and obligation therefore, to evaluate continually, and, if necessary, to terminate the student's participation in the graduate programs at any point for ethical violations and/or personal unsuitability for the profession.

Note: Candidates who have been convicted or have pleaded nolo contendere for any violation of the law, other than a minor traffic offense, may not be eligible for a California Teaching Credential.

Plagiarism

Plagiarism is an unacceptable academic practice at Chapman University College and may lead to a student's dismissal from the institution.

Student Appeal Process

Every student has the right of academic appeal. An appeal should first be made to the coordinator of the appropriate credential or degree program. Further appeal may be made to the Education Team at the campus of residence and ultimately to the University College Standards Committee. The decision of the Standards Committee is final and no further appeal is possible.

DIRECTED TEACHING

Multiple Subject, Single Subject or Special Education

Applications for Directed Teaching must be filed with the Education Department during the first week of the term preceding the term in which a student plans to begin student teaching (or by the deadline established at the campus of residence). Subject matter competency by passing the CSET, SSAT/PRAXIS or MSAT (as appropriate) or completion of a subject matter waiver must be met prior to enrolling in Directed Teaching.

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

A student may petition to waive a maximum of 3 of the 9 required credits of Directed Teaching (EDMU 582 or EDSU 592). Documented evidence must be provided, that shows the candidate has completed a minimum of one full year of satisfactory teaching as a regular full-time classroom teacher under contract at an appropriate grade level. Single subject experience must be in the appropriate subject area. Neither substitute teaching, work as a teacher's aide, nor various specialist-type teaching experience qualifies for a waiver. An exception may be made in a situation in which a district hires a full-time permanent substitute assigned to a single classroom for a full school year and the substitute is evaluated by the same procedures as a contract teacher. This permanent substitute assignment must have begun prior to admission to the credential program.

Supported Teaching

A Multiple or Single Subject candidate who is hired as a full-time teacher by a

public school district (or WASC accredited private school) on an Emergency Permit prior to completion of all credential course work must immediately enroll in Supported Teaching (EDMU 580 or EDSU 590). A Chapman University College field supervisor will provide supervision and support on a regular and frequent basis. The credential candidate will continue to take course work while enrolled in Supported Teaching.

Multiple or Single Subject candidates who are teaching on an Emergency Permit or Internship Credential may register for the remaining 6 credits of Directed Teaching (EDMU 583 or EDSU 593) after completing a formal application for Directed Teaching, and providing proof of passage of the CSET, SSAT/PRAXIS or MSAT (as appropriate) or completion of a subject matter waiver.

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

Special Education candidates who are teaching on an Emergency Permit may register for three credits of EDTU 590, Supported Teaching in the beginning of their credential program. Special Education Intern Credential candidates must register for EDTU 590, Supported Teaching (3 credits) during their first Term that they are actively engaged in classroom teaching. In each case, the candidates will be required to complete three credits of Directed Teaching in their credential area (EDTU 592-01, Mild/Moderate or EDTU 593-01, Moderate/Severe) at the conclusion of their coursework.

Exit Interview

After successfully completing Directed Teaching, each candidate is interviewed by the program director/coordinator, designee or committee to determine that the California Commission on Teaching Credentialing competencies have been satisfactorily met. Upon satisfactory completion of the exit interview, the candidate may make application to the CCTC for his/her earned credential through the University's Credentials Office.

INTERNSHIP CREDENTIAL PROGRAMS

Multiple Subject, Single Subject or Education Specialist

Chapman University College offers California Commission on Teacher Credentialing (CCTC) approved Internship Credential Programs in Multiple Subject, Single Subject and Education Specialist. The Internship Credential has the same legal status as the CCTC Preliminary Credential, except that it is only valid in one school district or consortium. For this reason, interns must have a contract before a credential can be issued. Each intern candidate must work under the direct and continuing supervision of a Chapman University Supervisor and District Support Provider (if appropriate) who provides general support at the classroom level of the cooperating school.

The intern assumes full teaching and legal responsibility for his/her classroom from the first day of the teaching assignment as a paid employee of the School District for at least one academic year.

Admission Requirements

The requirements for admission into an Internship Program include:

1. Hold an appropriate degree
2. Have the required grade point average (gpa)
3. Have completed all of the program pre-requisites
 - EDUU 395, Education Fieldwork Experience or an approved waiver
 - EDUU 451/551, Educational Application of Computers I or an approved equivalent
 - EDUU 413/513, Student Health, Safety and Physical Education or an approved equivalent
 - An approved Child Development Course (Multiple Subject) or Adolescent Psychology Course (Single Subject)
4. Have passed the CBEST
5. Have met the Subject Matter Competency with an appropriate waiver or passage of the appropriate CSET or SSAT/Praxis examination
6. Have been hired by a local school district on an Internship Credential

All Internship candidates must meet the requirements for the program as detailed in the Chapman University Internship Credential Program Handbook and develop an Individual Support Plan with their advisor at the beginning of the program. See a faculty advisor for complete details to this credential option.

Early Completion Internship Option

Under the provisions of S.B. 57, Internship candidates may choose to take the Teaching Foundations Examination as an Early Completion Internship Option to their desired credential. All persons wishing to pursue the Early Completion Internship Option through the Education Department at Chapman University College must enroll in and be accepted to the regular Internship Program in Multiple or Single Subject.

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

Candidates who meet the admission requirements for the Internship Program and pass the Teaching Foundations Examination, will be required to register for 3 units of Supported Teaching (EDMU 580, Multiple Subject or EDSU 590, Single Subject). Interns will be observed 7 times by a Chapman University Supervisor

and evaluated on their ability to demonstrate mastery of the Teacher Performance Expectations (TPEs) during the 9-week Supported Teaching experience. Based on the outcome of this evaluative process, an intern may be required to take additional course work needed to develop mastery of the TPEs and/or Student Teaching.

Once the intern has satisfactorily demonstrated mastery of the TPEs, he/she will be required to complete and pass "Task 4" of the Teacher Performance Assessments.

Upon successful completion of "Task 4" the candidate will become eligible for recommendation by University College to the California Commission for Teacher Credentialing for their credential. See a faculty advisor for complete details to this program option.

2042 Multiple Subject Credential Program

The 2042 Multiple Subject Credential authorizes the holder to teach all subjects in a self-contained classroom, K-12; it is the credential typically sought by those who wish to teach in an elementary school (K-6). To obtain a 2042 Multiple Subject Credential, candidates must:

1. Successfully pass the CBEST.
2. Complete an approved liberal studies subject matter preparation program or pass the CSET examination.
3. Complete the 2042 Multiple Subject teacher credential program that includes the course work shown below.
4. Pass the state Reading Instruction Competence Assessment (RICA) examination prior to application for the credential. The RICA examination should be taken after completing EDMU 521.
5. Successfully participate in intake and exit interviews.
6. Successfully meet the U.S. Constitution requirement by completing appropriate course work with a grade of "C" or better or by passing and approved examination .
7. Added Single Subject Authorization: Students who have completed the requirements for the 2042 Multiple Subject Credential can add a Single Subject Authorization to their credential by taking EDSU 530 or 531 and demonstrating subject matter competence by holding a valid waiver or by passing the appropriate CSET or PRAXIS/SSAT.

prerequisites

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health, Safety and Physical Education	1-3
EDUU 451/551*	Educational Application of Computers I	3
PSYU 323	Child Development	3

introductory block		
EDUU 410/510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
content area block		
EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Science and Visual/Performing Arts in K–8 Classrooms	3
capstone course		
EDUU 540**	Wisdom Through Practice	3
directed fieldwork		
EDMU 580	Supported Teaching	3
EDMU 582**	Directed Teaching I	3
EDMU 583**	Directed Teaching II	6
total program credits		46-48

* A waiver of the technology requirement may be granted based on successful completion of the SSAT Preliminary Educational Technology Exam or documentation of completion of acceptable computers in education coursework from an accredited college or university.

** Subject matter competency or passage of CSET or MSAT must be met prior to enrollment in EDUU 540, Wisdom Through Practice and EDMU 582 or EDMU 583.

2042 Single Subject Credential Program

In California, the appropriate credential for teaching a specific subject, such as math or English, in a departmentalized (K-12) classroom is the 2042 Single Subject Teaching Credential. This credential is typically required of those who teach at the middle school or high school level. To obtain a 2042 Single Subject Credential, candidates must:

1. Successfully pass the CBEST.
2. Possess a waiver from an approved subject matter preparation program or pass the appropriate California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination Single Subject Assessment for Teaching (SSAT) and Praxis Subject Assessments examinations.
3. Complete the Single Subject teacher credential program that includes the course work listed below.

4. Successfully participate in intake and exit interviews.		
5. Successfully meet the U.S. Constitution requirement by completing appropriate course work with a grade of "C" or better or by passing and approved examination.		
6. <u>Added Authorization</u> : A student who has completed the requirements for the Single Subject Credential can add a Multiple Subject Authorization to the credential by taking:		
a. EDMU 520 or passing RICA examination;		
b. Taking EDMU 522 or 523;		
c. demonstrating subject matter competence by passing the CSET or holding a liberal studies waiver.		
7. A student who has completed the requirements for the Single Subject Credential can add a second Single Subject Authorization to their credential by passing the appropriate CSET or PRAXIS/SSAT examination.		
prerequisites		
EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health, Safety and Physical Education	1-2
EDUU 451/551*	Educational Application of Computers I	3
PSYU 324	Adolescence Psychology	3
introductory block		
EDUU 410/510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
content area block		
EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
EDSU 532	Effective Literacy Instruction for Single Subject Candidates	3
EDSU 533	Content Specific Strategies for Single Subjects (Series)	1
capstone course		
EDUU 540**	Wisdom Through Practice	3
fieldwork		
EDSU 590	Supported Teaching	3
EDSU 592**	Directed Teaching I	3
EDSU 593**	Directed Teaching II	6
total program credits		44-45

* A waiver of the technology requirement may be granted based on successful completion of the SSAT Preliminary Educational Technology Exam or documentation of completion of computers in education coursework from an accredited college or university.

** Subject matter competency or passage of CSET or SSAT/PRAxis must be met prior to enrollment in EDUU 540, Wisdom Through Practice and EDSU 592 or 593.

Special Education – Education Specialist Preliminary Credential (Level I)

Chapman University College offers special education teaching credentials in two disability areas (Mild/Moderate or Moderate/Severe) and two general education areas (2042 Multiple Subject or 2042 Single Subject). A candidate may enroll in either a special education-only credential program or a combined special education and general education program. The special education-only program authorizes the holder to teach in special education only. The combined credential program authorizes the credential holder to teach in both special education and general education. Based upon the standards of the California Commission for Teacher Credentialing, there are four distinct options for the Education Specialist Preliminary Credential – (Level I).

The combined credential options listed below include a 2042 Multiple Subject or Single Subject Authorization and the choice of an emphasis in Mild/Moderate, or Moderate/Severe, or both.

Candidates seeking to earn only the Education Specialist credential have the option of completing their credential with CLAD certification. Students who choose not to complete the CLAD option must complete an additional term of student teaching (6 credits) plus either EDMU 520 or EDSU 530 to replace the 9 credits of the CLAD coursework. The CLAD certification option is strongly recommended.

Please note: The California Commission on Teacher Credentialing stipulates that all candidates who complete any Level I Special Education Preliminary Credential MUST also meet the Level II Professional Credential requirements within five years of obtaining their first special education teaching position following the completion of the Level I Preliminary Credential. (Complete information on the Level II Professional Credential follows this Level I Preliminary Credential information section).

Residency Requirement

Candidates entering the Level I Preliminary Education Specialist Credential Program are required to take EDUU 510 and EDUU 511 and a minimum of two-thirds of the course work plus Directed Teaching at Chapman University College. Candidates holding a valid California Teaching Credential are exempted from the

EDUU 510 requirement. To obtain the Education Specialist credential, candidates must meet the following requirements:

1. Successfully pass the CBEST.
2. Complete the requirements for EDUU 395 Education Field Experience or a Waiver.
3. Demonstrate subject matter competence by completing the subject matter requirements for either the Multiple Subject or Single Subject program, depending on which combined program the student has chosen. For Special Education only programs the student may choose to meet either the Single Subject or Multiple Subject requirements. If the candidate already holds California teaching credential no additional subject matter requirement is necessary unless stipulated by the CCTC.
4. Pass the RICA Examination prior to applying for the credential. The exam should be taken after completing EDMU 521. Candidates who hold a valid California Multiple or Single Subject Credential are exempted from this requirement.
5. Successfully participate in intake and exit interviews.
6. BCLAD Authorization: The BCLAD is an optional authorization for individuals who are proficient in a foreign language. The BCLAD authorizes teachers for all classroom settings in which there are English learners including alternative bilingual education classrooms. Candidates for this certificate must pass an authorized Language Proficiency Examination.
7. Candidates entering a combined credential program are responsible for ALL program requirements outlined within that specific general education program.

Option #1:

Multiple Subject and Education Specialist Preliminary Credential (Level I) (Mild/Moderate and/or Moderate/Severe)

prerequisites

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health, Safety and Physical Education	1-3
EDUU 451/551	Educational Application of Computers I	3
PSYU 323	Child Development	3

core courses

EDUU 410/510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 603	Communication, Language, and Literacy	3

emphasis course (3 credits)		
EDUU 519	Teaching Students with Mild/ Moderate Disabilities	3
<i>or</i>		
EDUU 560	Teaching Students with Moderate/ Severe Disabilities	3
multiple subject courses		
EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Science and Visual/Performing Arts in K – 8 Classrooms	3
EDUU 540	Wisdom Through Practice	3
special education fieldwork (6 credits)		
Moderate/Severe		
EDTU 590	Supported Teaching	3
<i>and</i>		
EDTU 593	Directed Teaching (Moderate/Severe)	3
<i>or</i>		
EDTU 593	Directed Teaching (Moderate/Severe)	6
Mild/Moderate		
EDTU 590	Supported Teaching	3
<i>and</i>		
EDTU 592	Directed Teaching (Mild/Moderate)	3
<i>or</i>		
EDUC 592	Directed Teaching (Mild/Moderate)	6
multiple subject fieldwork (6 credits)		
EDMU 583	Directed Teaching II	6
total program credits		58-60
Option #2: Single Subject and Education Specialist Preliminary Credential (Level I) (Mild/Moderate and/or Moderate/Severe)		
prerequisites		
EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health, Safety and Physical Education	1-2
EDUU 451/551	Educational Application of Computers I	3
PSYU 324	Adolescent Psychology	3

core courses		
EDUU 410/510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 603	Communication, Language, and Literacy	3
emphasis course (3 credits)		
EDUU 519	Teaching Students with Mild/ Moderate Disabilities	3
<i>or</i>		
EDUU 560	Teaching Students with Moderate/ Severe Disabilities	3
single subject courses		
EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
EDSU 532	Effective Literacy for Single Subject Candidates	3
EDSU 533	Content Specific Strategies for Single Subjects (Series)	1
EDUU 540	Wisdom through Practice	3
special education fieldwork (6 credits)		
Moderate/Severe		
EDTU 590	Supported Teaching	3
<i>and</i>		
EDTU 593	Directed Teaching (Moderate/Severe)	3
<i>or</i>		
EDTU 593	Directed Teaching (Moderate/Severe)	6
Mild/Moderate		
EDTU 590	Supported Teaching	3
<i>and</i>		
EDTU 592	Directed Teaching (Mild/Moderate)	3
<i>or</i>		
EDUC 592	Directed Teaching (Mild/Moderate)	6
single subject fieldwork (6 credits)		
EDSU 593	Directed Teaching II	6
total program credits		56-57

Option #3a:

Education Specialist Preliminary Credential (Level I)
Only with CLAD Certificate
(Mild/Moderate and/or Moderate/Severe)

prerequisites

EDUU 395	Education Field Experience	3
EDUU 551	Educational Application of Computers I	3

core courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 570	Voice, Diversity, Equity & Social Justice	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 603	Communication, Language, and Literacy	3

emphasis course (3 credits)

EDUU 519	Teaching Students with Mild/Moderate Disabilities	3
----------	---	---

or

EDUU 560	Teaching Students with Moderate/Severe Disabilities	3
----------	---	---

general education course (3 credits)

EDMU 520	Literacy and Language in K-8 Classrooms I	3
----------	---	---

or

EDSU 532	Effective Literacy for Single Subject Candidates	3
----------	--	---

CLAD certificate courses

EDUU 526	Theories of Language Development	3
EDUU 527	Language Dev: Teaching & Learning	3
EDUU 528	Content-based Instruction for Linguistic Minority Students: Sheltered Academics	3

Moderate/Severe fieldwork (6 credits)

EDTU 590	Supported Teaching	3
----------	--------------------	---

and

EDTU 593	Directed Teaching (Moderate/Severe)	3
----------	-------------------------------------	---

or

EDTU 593	Directed Teaching (Moderate/Severe)	6
----------	-------------------------------------	---

Mild/Moderate fieldwork (6 credits)

EDTU 590	Supported Teaching	3
----------	--------------------	---

and

EDTU 592	Directed Teaching (Mild/Moderate)	3
----------	-----------------------------------	---

or

EDUC 592	Directed Teaching (Mild/Moderate)	6
----------	-----------------------------------	---

total program credits

45

Option #3b:

Education Specialist Preliminary Credential (Level I)
Only without CLAD Certificate
(Mild/Moderate and/or Moderate/Severe)

prerequisites

EDUU 395	Education Field Experience	3
EDUU 551	Educational Application of Computers I	3

core courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 570	Voice, Diversity, Equity & Social Justice	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 603	Communication, Language, and Literacy	3

emphasis course (3 credits)

EDUU 519	Teaching Students with Mild/Moderate Disabilities	3
----------	---	---

or

EDUU 560	Teaching Students with Moderate/Severe Disabilities	3
----------	---	---

general education course (6 credits)

EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3

or

EDSU 532	Effective Literacy Instruction for Single Subject Candidates	3
----------	--	---

EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
----------	--	---

Moderate/Severe fieldwork (12 credits)

EDTU 590	Supported Teaching	3
----------	--------------------	---

and

EDTU 593	Directed Teaching (Moderate/Severe)	3
----------	-------------------------------------	---

and

EDTU 593	Directed Teaching (Moderate/Severe)	6
----------	-------------------------------------	---

or

EDTU 593	Directed Teaching (Moderate/Severe)	12
----------	-------------------------------------	----

Mild/Moderate fieldwork (12 credits)

EDTU 590	Supported Teaching	3
----------	--------------------	---

and

EDTU 592	Directed Teaching (Mild/Moderate)	3
----------	-----------------------------------	---

and

EDTU 592	Directed Teaching (Mild/Moderate)	6
<i>or</i>		
EDTU 592	Directed Teaching (Mild/Moderate)	12
total program credits		45

Recommended Program Sequence

Candidates may take only EDUU 395 and EDUU 510 and either EDUC 570 or EDUU 511 (if required) prior to passing the CBEST. If the candidate passes these courses with a grade of "B-" or higher, the remaining general education and special education courses may be completed.

Directed Teaching - Special Education

Application for Directed Teaching must be filed with the Education Department at the beginning of the term prior to the term in which a candidate plans to student teach (or by the deadline established by the campus of residence). The subject matter competency requirement must be met prior to enrolling in Directed Teaching.

Directed Teaching for the Education Specialist only consists of one term of full day directed teaching in a special education setting except for Option 3b, which requires two terms of full day Directed Teaching. Candidates in a combined program must complete one term of full day directed teaching in a special education setting and a second term of full day directed teaching in the appropriate subject matter (Multiple or Single Subject) area. These assignments must meet the multicultural criteria established by the Education Department. Directed teaching placements in Special Education classrooms are not acceptable for Multiple or Single Subject only credentials.

Directed Teaching placement should be completed in public schools. The program or Field Services Program Manager at each campus will make the Directed Teaching placements. The student never makes placement, although his/her requests will be considered. University personnel will supervise all student teachers.

Exit Interview

After the successful completion of Directed Teaching requirements, each candidate is interviewed by the program director/coordinator, designee, and/or a committee to determine that the California Commission on Teacher Credentialing (CCTC) competencies have been satisfactorily met. Upon satisfactory completion of the Exit Interview, the candidate may make application to the CCTC for his/her earned credential through the University's Credentials Office.

Special Education – Education Specialist Professional Credentials (Level II)

Induction into the Education Specialist Professional Credential Program (Level II) must occur within 120 days after completion of the Level I Preliminary Credential. The Level II Professional Credential program consists of 15 credits of course work and the completion of the candidate's personal goals and objectives outlined in the Professional Induction Plan and Expertise Plan. Both the Professional Induction Plan and Expertise Plan are developed in EDUU 630. This course must be successfully completed before any other Level II courses in the credential program can be taken. In EDUU 690, the capstone course for the program, students must demonstrate how they have successfully met the goals set out in their Professional Induction Plan and Expertise Plan. EDUU 690 may only be taken when all of the other Level II Professional Credential Program courses have been satisfactorily completed. To complete the Level II Credential Program, candidates must teach full-time for two years in the disability area (Mild/Moderate or Moderate/Severe) for which they are receiving the credential. The Level II Credential Program requires a minimum of two years and a maximum of five years to complete. Candidates have to be employed and teaching during the time they are completing the Level II Professional Credential Program. Previous teaching experiences are not counted toward the Level II Professional Credential. The teaching experience time line for Level II begins when the candidate enrolls and commences the Level II Program. The Level II Credential Program requires the candidate to be employed as a full time teacher for a minimum of two years and allows the candidate a maximum of five years to complete the program. The five-year time limit begins at the time that the Level I Preliminary Credential is issued by CCTC.

course sequence (15 credits)

EDUU 630	Professional Induction Planning (<i>this course must be completed prior to enrolling in any other Level II courses</i>)	1-3
CSPU 639	Advanced Positive Behavioral Supports	3
EDUU 638	Advanced Assessment & Instructional Strategies for Persons with Mild/Moderate Disabilities	3
<i>or</i>		
EDUU 660	Seminar in Instructional Supports for Persons with Moderate/Severe Disabilities	3
EDUU 650	Transitions Across the Life Span	3
EDUU 599	Independent Study (1 credit up to 3 times)	1

Candidates must complete the above courses prior to enrollment in EDUU 690.

EDUU 690	Professional Induction Assessment	1-3
----------	-----------------------------------	-----

total program credits 15

NOTE: Education Specialist Credential Programs are offered at select University College campuses.

Administrative Services Credentials, Tier I and Tier II

Both the Preliminary (Tier I) and Professional (Tier II) Administrative Services Credentials are designed to mentor and prepare candidates to successfully assume the multiple roles of leaders in educational administration. Both programs reflect the Education Department's core values and are aligned with the California Professional Standards for Educational Leaders.

Tier I and Tier II candidates transferring credits from another accredited institution are required to complete a minimum of twelve (12) credits in residency at Chapman University College.

Preliminary Administrative Services Credential - Tier I

General Requirements

1. A masters degree completed or in progress at a regionally accredited institution
2. A valid, basic California credential and a minimum of three years verified full time employment in California schools at time of filing
3. Two letters of recommendation
4. Resume
5. Intake and exit interviews
6. Passing score on CBEST
7. California Professional Clear Credential or EDUC 571 or EDUU 511 or an equivalent course
8. All criteria met for graduate admission

required courses

EDUU 609	Seminar in Curriculum Studies; Assessments	3
EDUU 617	Organizational Leadership and Development	3
EDUU 680	Introduction to School Management; Technology	3
EDUU 683	Supervision of Instruction, Assessment; Change	3
EDUU 684	Educational Governance and Politics	3
EDUU 686	Legal and Financial Aspects of Education	3
EDUU 689	Techniques of Personnel Administration	3
EDUU 691	Directed Fieldwork Administrative Services	3
	Credential: Tier I	3-6

total program credits 24-27

NOTE: An Internship Option is available for Tier I candidates who wish to accept an administrative position while completing the course work.

Professional Administrative Services Credential - Tier II

The Tier II Professional Administrative Services Credential Program is designed for practicing educational leaders and meets the current requirements for CCTC certification. The program is intellectually rigorous, theoretically current and authentically grounded in practice and change.

General Requirements

1. A Preliminary Administrative Services Credential - Tier I
2. Passing score on CBEST
3. Intake and exit interview
4. Current position as an educational administrator in an approved setting
5. Two years administrative experience (in order to file)
6. All criteria met for graduate admission

required courses

EDUU 700	Critical Inquiry	3
EDUU 701	Mentoring and Support of Candidate	2
EDUU 705	Moral and Ethical Leadership	3
EDUU 717	Organization, Culture and Community	3
EDUU 720	Assessment and Performance of Candidate	2

elective course

EDUU 712	Educational Change	3
----------	--------------------	---

also required

Eight additional credits of electives *or* 120 hours of advisor-approved, non-university credits, equivalent to eight credits, from the Association of California School Administrators, the California School Leadership Academy or as part of an advisor approved individualized education plan.

total program credits 24

NOTE: Due to current and pending changes in CCTC regulations and requirements for the Tier II credential, our current program can be modified at sometime during the 2003-2004 school year. See the faculty advisor for current information.

Professional Certificate Programs in Education

Cross-cultural, Language and Academic Development (CLAD) Certificate

This program provides credentialed teachers or credential candidates with a CCTC-designated authorization to serve limited English proficient students.

required courses

EDUU 570	Voice, Diversity, Equity and Social Justice	3
EDUU 526	Theories of Language Development	3
EDUU 527	Language Development: A Teaching & Learning Process	3
EDUU 528	Content-based Instruction for Linguistic Minority Students: Sheltered English	3

Professional Reading Certificate

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

Admission Requirements

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

prerequisites

EDUC 500 *or* EDMU 520 *or* EDMU 521 *or* an approved equivalent

and

EDUC 532 *or* EDSU 532 *or* an approved equivalent

required courses

EDUU 619	Literacy Assessment and Evaluation I	3
EDUU 620	Children's Literature and Family Literacy	3
EDUU 622	Seminar in Program Design	3
EDUU 623	Reader Leader I: Planning Delivery	3
EDUU 621	Action Research in Reading	3

Graduate Degree Programs in Education

Master of Arts in Teaching (MAT) in Elementary Education (2042 Multiple Subject Credential)

Students entering the Master of Arts in Teaching (MAT) in Elementary Education program must meet all of the requirements listed above for the Multiple Subject Credential program.

In addition, students must possess a grade point average (GPA) of 3.0 in the last 60 semester credits of their baccalaureate degree. Students using the CUC Admissions Option Two must possess a GPA between 2.75 and 2.99 to be admitted to the combined credential and graduate MAT degree program and must have a passing score on one of the examinations noted below:

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

Miller Analogies Test (MAT): achieve a minimum raw score of 45.

Subject Matter Competency Examination: earn passing score on the CSET Multiple Subjects Examination.

Transfer of Course Work

A total of six graduate level credits is the maximum allowed to transfer into the MAT Degree Program.

Required Course Work

Please note that the required prerequisites and fieldwork component for the credential are completed outside of the degree program.

prerequisites

EDUU 395	Education Field Experience	3
EDUU 451/551	Educational Application of Computers I	3
EDUU 413/513	Student Health, Safety and Physical Education	1-3
PSYU 323	Child Development	3

introductory block

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3

content block		
EDMU 520	Literacy & Language in K-8 Classrooms I	3
EDMU 521	Literacy & Language in K-8 Classrooms II	3
EDMU 522	Mathematics & Science in K-8 Classrooms	3
EDMU 523	History, Social Science and Visual/Performing Arts in K-8 Classrooms	3
capstone course		
EDUU 540**	Wisdom Through Practice	3
directed fieldwork		
EDMU 580	Supported Teaching	3
EDMU 582**	Directed Teaching I	3
EDMU 583**	Directed Teaching II	6
advanced core courses		
EDUU 604	Teacher as Scholarly Practitioner: Action Research	3
EDUU 606	Seminar in Learning Theory	3
advanced electives: two of the following courses (6 credits)		
EDUU 600	Research and Evaluation	3
EDUU 605	Democracy, Education and Social Change	3
EDUU 607	Seminar in Comparative Education	3
EDUU 608	Seminar in Social Foundations of Education	3
EDUU 609	Seminar in Curriculum Studies	3
total program credits		55-57

Demonstration of Mastery

All Master of Arts in Teaching Degree candidates must demonstrate mastery for the degree by completing an Action Research Project (ARP). The ARP is designed and begun in EDUU 604 but may not be completed in one term. Students must have a cumulative GPA of 3.00 or better for all of the courses completed prior to starting the Action Research Project. Students must complete the Action Research Project, write a paper based on that research and make a presentation to a group of educators. Detailed requirements and guidelines for the ARP are presented in the MAT Handbook that can be obtained from a program academic advisor.

* A waiver of the technology requirement may be granted upon successful completion of the SSAT Preliminary Educational Technology Exam.

** Subject matter competency waiver or passage of the CSET must be met prior to enrollment in the required fieldwork component for the credential.

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

Students entering the Master of Arts in Teaching (MAT) in Secondary Education program must meet all of the requirements listed above for the Single Subject Credential program.

In addition, students must possess a grade point average (GPA) of 3.0 in the last 60 semester credits of their baccalaureate degree. Students using the CUC Admissions Option Two must possess a GPA between 2.75 and 2.99 to be admitted to the combined credential and graduate MAT degree program and must have a passing score on one of the examinations noted below:

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

Miller Analogies Test (MAT): achieve a minimum raw score of 45.

Subject Matter Competency Examination: successfully complete the appropriate California Subject Examination for Teachers (CSET) or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination.

Transfer of Course Work

A total of six graduate level credits is the maximum allowed to be transferred into the MAT Degree Program.

Required Course Work

Please note that the required prerequisites and fieldwork component for the credential are completed outside of the degree program.

prerequisites

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health, Safety and Physical Education	1-2
EDUU 451/551	Educational Application of Computers I	3
PSYU 324	Adolescence Psychology	3

introductory block

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3

content block

EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3

EDSU 532	Effective Literacy for Single Subject Candidates	3
EDSU 533	Content Specific Strategies for Single Subjects (Series)	1
capstone course		
EDUU 540**	Wisdom Through Practice	3
directed fieldwork		
EDSU 590	Supported Teaching	3
EDSU 592**	Directed Teaching I	3
EDSU 593**	Directed Teaching II	6
advanced core courses		
EDUU 604	Teacher as Scholarly Practitioner: Action Research	3
EDUU 606	Seminar in Learning Theory	3
advanced electives: two of the following courses (6 credits)		
EDUU 600	Research and Evaluation	3
EDUU 605	Democracy, Education and Social Change	3
EDUU 607	Seminar in Comparative Education	3
EDUU 608	Seminar in Social Foundations of Education	3
EDUU 609	Seminar in Curriculum Studies	3
total program credits		53-54

Demonstration of Mastery

All Master of Arts in Teaching Degree candidates must demonstrate mastery for the degree by completing an Action Research Project (ARP). The ARP is designed and begun in EDUC 604 but may not be completed in one term. Students must have a cumulative GPA of 3.00 or better for all of the courses completed prior to starting the Action Research Project. Students must complete the Action Research Project, write a paper based on that research and make a presentation to a group of educators. Detailed requirements and guidelines for the ARP are presented in the MAT Handbook that can be obtained from a program academic advisor.

* A waiver of the technology requirement may be granted upon successful completion of the SSAT Preliminary Educational Technology Exam.

** Subject matter competency waiver or passage of the CSET must be met prior to enrollment in the required fieldwork component for the credential.

Master of Arts in School Counseling and Pupil Personnel Services Credential (PPSC) in School Counseling

University College offers a Master of Arts degree in Counseling with an emphasis in school counseling. The program in school counseling prepares students to serve as counselors in 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 Credential in School Counseling without enrolling in the Master of Arts program.

Admission and Program Prerequisites

Acceptance into the graduate program in school counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Satisfactorily fulfill graduate admission requirements for University College as stated in the catalog. (See the Graduate Admissions section.)
2. Applicants using CUC Admissions Option Two with a grade point average between 2.5 and 2.99 are required to submit passing scores from one of the following standard admission tests:

Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative, or Analytical Writing) may be used to meet graduate admissions standards for the MAE in University College. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytical Writing is 4.5.

Miller Analogies Test (MAT): achieve a minimum score of 45.

3. Submit a graduate application with the following:
 - Three letters of recommendation from individuals who have had experience with the candidate in an academic setting and knowledge of the candidate's academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate has worked with children.
 - Official transcripts.
 - A current resume outlining experiences working with children.
 - An autobiographical essay (2-3 pages) describing the life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the program.
4. All applicants are required to arrange for an intake interview. The interview will be conducted by the program coordinator and other designated faculty members.

The School Counseling program requires 48 credits of coursework, excluding one prerequisite. Students entering the School Counseling program are expected to have the following:

Certificate of Clearance: A Certificate of Clearance application (including fingerprints) or a copy of a valid Emergency Permit must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment.

Tuberculosis Test: A current "negative" tuberculosis test, which is not more than two years old and covers the student teaching/internship period, must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment. A person whose tuberculosis test is "positive" can submit results from a chest x-ray examination that verify the candidate does not have "active" tuberculosis.

CBEST: Candidates must take and pass the California Basic Educational Skills Test prior to enrollment in a second term of courses.

EDUU 510 (Introduction to Teaching): Candidates who do not hold a valid California credential must take EDUU 510 at Chapman University College in the first term of enrollment.

Fieldwork: Students in the School Counseling Program must complete three credits of practicum with a minimum of 100 fieldwork hours and six credits of internship or post-practicum fieldwork with a minimum of 600 hours. Most of these hours must be done in a public school setting at two different levels. All hours must be under the supervision of an experienced professional who holds a PPS credential in school counseling.

Program Completion: Credential candidates must complete an oral exit interview, presenting a professional portfolio and capstone project to complete the program. Candidates who wish to earn a Master of Arts in School Counseling must also meet all of the course requirements and earn a score of 550 on the ETS Praxis Examination in Counseling and Guidance.

Transfer Policy: Up to 12 credits may be transferred into the program from other graduate institutions upon approval by petition of the Associate Chair for PPS. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at completion of the program.

prerequisite

student must hold a valid California teaching credential

or

EDUU 510	Foundations of Education	3
----------	--------------------------	---

required courses

CSPU 500	Introduction to Counseling and Intervention	3
CSPU 511	Introduction to Law and Ethical Practice in School Counseling	3
CSPU 512	Advanced Counseling and Intervention	3

CSPU 513	Group Leadership and Intervention	3
CSPU 514	Multicultural and Community Issues in Counseling	3
CSPU 515	Practicum in School Counseling	3
CSPU 516	Children and Youth in Developmental Context	3
CSPU 616	Leadership and Systems Change	3
CSPU 617	Transition to Work and Career	3
CSPU 618	Best Practices in School Counseling	3
CSPU 620	Internship in Counseling I	3
CSPU 621	Internship in Counseling II	3
CSPU 640	Consultation and Indirect Intervention	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 600	Research and Program Evaluation	3
EDUU 602	Positive Behavioral Supports	3

total program credits	48
-----------------------	----

Educational Specialist Degree in School Psychology (Ed.S.) Master of Arts in Educational Psychology with a Pupil Personnel Services Credential in School Psychology (PPSP)

University College offers an Education Specialist degree in School Psychology and a Master of Arts degree in Educational Psychology. The program in school psychology prepares students to serve as school psychologists in public schools for grades K-12 and meets the requirements for a California State Credential authorizing service as a school psychologist. Students in the Educational Specialist in School Psychology program will also earn a Master of Arts in Educational Psychology after the completion of required coursework and passing the PRAXIS exam and completion of required field work.

Admission and Program Prerequisites

Acceptance into the graduate program in school psychology is based on multiple criteria. The successful applicant must:

1. Satisfactorily fulfill graduate admission requirements for University College as stated in the catalog. (See the Graduate Admissions section.)
2. Applicants using CUC Admissions Option Two with a grade point average between 2.5 and 2.99 are required to submit passing scores from one of the following standard admission tests:

Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative, or Analytical Writing) may be used to meet graduate admissions standards for the MAE in University College. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytical Writing is 4.5.

Miller Analogies Test (MAT): achieve a minimum score of 45.

3. Submit a graduate application with the following:

- Three letters of recommendation. Recommendations must be from someone who has experience with the candidate in an academic setting and knowledge of the candidate's academic potential and from someone who know the candidate in a work setting, preferably one where the candidate works with children.
- Official transcripts.
- A current resume outlining experiences working with children.
- An autobiographical essay (2-3 pages) describing the life experiences that have shaped the candidates' approach to working with children and what led to the decision to become a school psychologist and their commitment to the program.

Intake Interview

All applicants are required to arrange for an intake interview. The interview will be conducted by the program coordinator and other designated faculty members.

The school psychology program requires 66 credits of coursework, excluding one prerequisite. Students entering the school psychology program are expected to have the following:

Certificate of Clearance: A Certificate of Clearance application (including fingerprints) or a copy of a valid Emergency Permit must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment.

Tuberculosis Test: A current "negative" tuberculosis test that is not more than two years old and covers the student teaching/internship period must be submitted to the campus Education Department at the time of the intake interview or by the end of the first term of enrollment. A person whose tuberculosis test is "positive" can submit results from a chest x-ray examination that verify the candidate does not have "active" tuberculosis.

CBEST: Candidates must take and pass the California Basic Educational Skills Test prior to enrollment in a second term of courses.

EDUU 510 (Introduction to Teaching): Candidates who do not hold a valid California credential must take EDUU 510 at Chapman University College in the first term of enrollment.

Field Experience: Students in the Educational Specialist program in School Psychology are expected to complete six credits of practicum with a minimum of 450 hours and six credits of internship or post-practicum fieldwork with a minimum of 1200 hours for a total of 1650 hours of field experience. The majority of these hours must be completed in a public school setting. All hours must be under the supervision of an experienced professional with a Pupil Personnel Credential in School Psychology.

Exit Requirements: Candidates must also complete an oral exit interview, presenting a professional portfolio and capstone project to complete the program. Candidates must meet all of the course requirements and pass the ETS Praxis exam in school psychology earning a score of 590 or better.

Transfer Policy: Up to 18 graduate credits may be transferred into the program from other graduate institutions with an earned master's degree upon approval of the Associate Chair for PPS. Students without an earned graduate degree may transfer up to 12 credits of graduate course work upon approval of the program coordinator.

Emphasis in School Psychology Specific Requirements

prerequisites

students must hold a valid California Teaching credential

or

EDUU 510	Foundations of Education	3
----------	--------------------------	---

program courses

CSPU 500	Introduction to Counseling	3
CSPU 510	Introduction to the Ethical Practice of School Psychology	3
CSPU 512	Advanced Counseling and Intervention	3
CSPU 513	Group Leadership and Intervention	3
CSPU 514	Multicultural and Community Issues in Counseling	3
CSPU 516	Children and Youth in Developmental Context	3
CSPU 534	Practicum in School Psychology I	3
CSPU 535	Practicum in School Psychology II	3
CSPU 616	Program Evaluation and Systems Change	3
CSPU 622	Internship in School Psychology I	3
CSPU 623	Internship in School Psychology II	3
CSPU 637	Psycho Educational Assessment I	3
CSPU 638	Psycho Educational Assessment II	3
CSPU 639	Advanced Positive Behavioral Supports	3
CSPU 641	Best Practices in School Psychology	3
EDUU 519	Strategies: Mild and Moderate	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 600	Research and Program Evaluation	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 606	Learning Theory	3

total program credits

66

Master of Arts in Education (MAE)

The goal of the MAE program is the development of knowledgeable, thoughtful and ethical educators committed to the universal values of democracy, care and justice. The program is designed for individuals seeking career or advancement opportunities in education as a teacher or administrator. All students complete six MAE core courses. In addition, candidates complete one concentration area. Four emphasis areas are offered: curriculum and instruction, reading, educational leadership and administration, or instructional technology*. It is possible to complete a degree with more than one concentration. Students completing a second emphasis area within one masters degree program may not use previously completed course work for one emphasis to fulfill the requirements of a second emphasis.

* *Please note that some campuses do not offer all concentration areas.*

Admission to the Program

Admission to the program may be achieved by meeting the following requirements:

1. Satisfactorily fulfill graduate admission requirements for University College as stated in the catalog. (See the Graduate Admissions section.)
2. Students using CUC Admissions Option Two must possess a GPA between 2.75 and 2.99 and are required to submit a passing score on one of the examinations below:

Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative, or Analytical Writing) may be used to meet graduate admissions standards for the MAE in University College. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytical Writing is 4.5.

Miller Analogies Test (MAT): achieve a minimum raw score of 45.

State Teacher Examinations: successfully complete the appropriate California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination.

3. Complete the prerequisites for the program that consist of a minimum of six (6) credits in education, including course work in Foundations of Education and Teaching Methods. These prerequisites will have been met if the applicant holds a valid teaching credential or has previous course work that meets this requirement. Other students will be required to meet the prerequisites in addition to the specified degree program requirements. If these courses are not completed at the time of admission, they must be completed within the first terms of enrollment prior to enrollment in any 600-level course work. There is no time limit on the prerequisite courses.
4. Graduates from Chapman University College's Preliminary Credential programs who have passed the CSET, MSAT, SSAT or PRAXIS examination automatically qualify for admission to MAE program.

Professional Standards

Because the graduate programs in Education involve preparing students to work within the public schools, the Education faculty assumes the responsibility for reasonably assuring that individuals who complete a program are not only academically competent but are aware of and capable of functioning within the established ethical and professional standards of the profession. Students in an Education graduate program must adhere to the standards of the California Commission on Teacher Credentialing (CCTC) and should understand that they are being trained in a program that is not only academic, but also professional in nature.

According to the California Commission on Teaching Credentialing (CCTC) regulations, Chapman University College has an obligation to public schools to dismiss candidates who are unsuited to be teachers. Therefore, the institution reviews each candidate's competence throughout the program in all aspects, including written and oral communication skills and attitude, and informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited as teachers, and considers candidates appeals.

The university has both the right and obligation to evaluate continually, and if necessary to terminate the student's participation in the graduate programs at any point for ethical violations and/or personal unsuitability for the profession.

Scholarship

Masters degree candidates must maintain a cumulative GPA of 3.0 or higher in all degree coursework. A student whose GPA falls below 3.0 for one term may be placed on probation; continued poor performance may result in dismissal from the program. No grade below "C" is acceptable toward a masters degree.

Second Concentration Area

It is possible to complete the MAE Degree with more than one concentration. Students completing a second concentration area within one master's degree program may not use course work from one concentration area to fulfill the requirements of the second. Further, students completing a second concentration 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 it be considered appropriate for them to walk in commencement a second time, but the second emphasis will appear as such on their official Chapman University College transcript.

Transfer of Course Work

A total of six semester or nine quarter credits of credit 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 concentration area; no transfer work is permitted for the six core courses.

Time Limitations

With the exception of prerequisites, all requirements for a Masters degree, including courses accepted for transfer credit, must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.

Demonstration of Mastery

Candidates for the *Master of Arts in Education* degree with an emphasis in *Curriculum and Instruction or Educational Leadership and Administration* must successfully take a written comprehensive examination. The examination will cover both the required core courses and the concentration area(s) selected by the student. Students may sit for the examination upon completion of all prerequisites, the six core courses, six of the elective credits and be currently enrolled in the last two of the elective courses. Students must have a cumulative GPA of 3.00 or better for all of the courses completed. It is necessary to register for the examination prior to the deadlines posted at each campus.

Candidates for the *Master of Arts in Education* degree with an emphasis in *Professional Teaching Standards* must successfully pass the Core Portion of the MAE Comprehensive Examination. The successful preparation of a National Board for Professional Teacher Standards portfolio is required for demonstration of mastery for the emphasis area.

Candidates for the *Master of Arts in Education* degree with an emphasis in *Reading Education* must successfully pass the Core Section of the Comprehensive Examination and complete and present an Action Research Project. Students submit their project upon completion of all prerequisites, the six core courses and the elective courses. A cumulative GPA of 3.00 or better must be maintained for all of the courses completed.

Candidates for the *Master of Arts in Education* degree with an emphasis in *Instructional Technology* must successfully pass complete and present an Action Research Project. Students submit their project upon completion of all prerequisites, the six core courses and the elective courses. A cumulative GPA of 3.00 or better must be maintained for all of the courses completed.

prerequisites

students must hold a valid teaching credential

or

EDUU 510 Foundations of Education 3

and

one methods course 3

NOTE: There is no time limit on prerequisites for the MAE.

core courses (18 credits)

EDUU 600* Research and Evaluation Methods 3

EDUU 605	Democracy, Education and Social Change	3
EDUU 606	Seminar in Learning Theory	3
EDUU 607	Seminar in Comparative Education	3
EDUU 608	Seminar in Social Foundations of Education	3
EDUU 609	Seminar in Curriculum Studies	3

* EDUU 600 must be taken in the first or second term of enrollment in the program.

Emphasis Area Elective Courses

Curriculum and Instruction (12 credits)

EDUC 500, 501, 502, 507, 508, 520, 521, 522, 523, 524, 525, 526, 527, 528, 532, 537, 540, 541, 551, (new course in 2001-2002 catalog), 552, 570, 571, 599*, 624, 625, 626, 627
EDUU 511, 512, 540, 551, 552
EDMU 520, 521, 522, 523
EDSU 530, 531, 532, 533

or

one course from the following: EDUU 617, 619, 620, 621, 622, 623, 683, 684

Educational Leadership and Administration (12 credits)

EDUU 617, 680, 683, 684, 686, 689

Reading Education (12 credits)

prerequisite

EDUC 500 or EDMU 520 or 521 or an approved equivalent

and

EDUC 532 or EDSU 532 or an approved equivalent

elective courses

EDUU 619, 620, 622 or 623 and 621

Professional Teaching Standards (12 credits)

One elective from the Curriculum and Instruction emphasis area

and

EDUU 646, 647 and 648

Instructional Technology (12 credits)

EDUC 551 or EDUU 551 and EDUC 552 or EDUU 552, and
EDUC 553 or EDUU 553 and EDUC 554 or EDUU 554

total program credits

30

* EDUU 599 – Independent Study with applicable content approved by the campus advisor.

Master of Arts in Special Education

This degree program is designed primarily for individuals seeking a career or advancement opportunities in special education; however, the Master of Arts in Special Education degree does not meet the requirements for its holder to teach in California public schools (See credential programs listed above).

The goal of this program is to develop change agents in the field of Special Education who have an advanced understanding of research and issues related to curriculum and inclusion. Candidates should know and understand current best practices in the field.

Admission Requirements

Admission requirements for the Master of Arts in Special Education program are the same as those listed for the Master of Arts in Education degree listed above.

Transfer of Course Work

Up to 12 credits may be transferred into the program. Requests for transfer are submitted on a petition to transfer graduate degree work. Requests must meet transfer policies specified in the *Academic Policies and Procedures* section and must be approved by the Education Department Associate Chair for Special Education Programs.

Specific Requirements

prerequisites (6 credits)

students must hold a valid teaching credential

or

EDUU 510 Foundations of Education 3

and

EDUU 395 Field Experience 3

core courses (21 credits)

EDUU 519 Teaching Students with Mild/Moderate Disabilities 3

or

EDUU 560 Teaching Students with Moderate/Severe Disabilities 3

EDUU 570 Voice, Diversity, Equity & Social Justice 3

EDUU 511 Collaboration for Inclusive Schooling 3

EDUU 600 Research & Evaluation Methods 3

EDUU 601 Assessment and IEP Development 3

EDUU 602 Positive Behavioral Supports 3

EDUU 603 Communication, Language, and Literacy 3

general education electives (12 credits)

select from the following

EDUC 500, 501, 520, 521, 522, 523, 524, 525, 526, 527, 528, 532,
540, 541

EDUU 512, 540

EDMU 520, 521, 522, 523 EDSU 530, 531, 532, 533

advanced electives (6 credits)

select from the following

EDUU 599, 605, 606, 607, 608, 609, 638, 650, 660

CSPU 639

total program credits

39

Demonstration of Mastery - Comprehensive Examination

Students who have advanced to candidacy, have a cumulative GPA of 3.00 and have completed all prerequisite courses to meet the minimum eligibility requirements, are eligible to sit for the comprehensive examination. (See the *Academic Policies and Procedures* section for additional guidelines.)

The student must pass a written comprehensive examination that covers all of the required course work. The examination may be attempted upon completion of the program prerequisite and 30 credits in the program including all required course work. (See *Academic Policies and Procedures* section for additional guidelines.)

The Special Education Master's Degree Program is offered at select University College campuses.

Master of Health Administration (MHA)

Preparing Leaders and Managers for Tomorrow's Health Care Industry
Master of Health Administration is the graduate degree recommended for individuals who want to establish and strengthen their future in the health services industry. The program is designed for mid-career professionals whose responsibilities have expanded into management areas, as well as for recent college graduates planning to pursue a career in health care. Our program provides a solid core of health services management courses offered in the evening, and online, to meet the needs of fully employed adults. The classes are small, an average of 12-20 students, with an emphasis on individual achievement.

Program of Excellence

The program provides courses in essential health care management functions such as finance, strategic planning, information technology and managed care contracting. The curriculum is designed to integrate theory and practice, combining both technical and communication skills and abilities to effectively lead and manage integrated delivery systems; subject matter includes:

- Organization, finance, and delivery of health services
- Population health management
- Planning and evaluation
- Industry analysis and strategic decision-making
- Leading organizational change and development
- Effective management and leadership of personnel
- Legal issues and public policy
- Written, verbal and group process communication

Highlights of the Program

- Chapman's MHA program is affiliated with local, regional, and national health care organizations.
- The health administration program offers continuing education for health care professionals.
- Our faculty and alumni help students to identify internships and employment opportunities.
- Chapman's faculty has extensive experience in teaching, research, and practice in the health care industry.
- A graduate certificate is optional in organizational leadership, human resources, or gerontology.

Career Opportunities

The MHA degree is particularly appropriate for individuals who are working in the health care industry or health-related fields and for those who are considering

career changes. While the emphasis of the program is on developing leaders who can manage in a variety of health care settings, Chapman graduates also secure positions in related areas such as consulting, insurance, education and government.

Expanding the Network

Among the opportunities available to help students and alumni succeed in job placement are graduate assistantships and internships, memberships in professional associations, and an ever-expanding network of faculty, alumni and students who are employed in the health care industry.

Admission to the Program and Prerequisites

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

1. Satisfactorily fulfill graduate admission requirements for University College as stated in the catalog. (See the Graduate Admissions section.)
2. If the student uses Option Two in the CUC graduate admissions requirements, submit passing scores from one of the following standard admission tests:
 - Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)
 - Miller Analogies Test (MAT): achieve a minimum raw score of 52.
3. The following cornerstone (prerequisite) class or equivalent: HA 502 Accounting for HA/HR majors (equivalent is undergraduate Financial Accounting and Managerial Accounting)

(Note: This may be taken concurrently with the MHA program but must be completed during the first academic year.)
4. Two letters of recommendation from individuals familiar with the applicant's academic or professional abilities.
5. Statement of intent and completion of application form.

Specific Requirements for the MHA Degree

Thirty-six semester credits in health administration and related courses must be completed (excluding prerequisite requirements). Of these 36 credits, a maximum of 6 elective credits may be taken from the health administration, human resources or organizational leadership course offerings.

required core courses (30 credits)

HAUU 600	Current Issues in Health Services	3
HAUU 613	Seminar in Organizational Dynamics	3
HAUU 615	Leading Organizational Change	3

HAUU 625	Health Systems Management	3
HAUU 630	Financial Management and Accounting Survey	3
HAUU 635	Financial Management: Budget, Planning and Analysis	3
HAUU 658	Strategic Planning for Health Services	3
HAUU 660	Information Systems for Health Services	3
HAUU 680	Organizational Research	3
HAUU 695	Legal Issues in Health Services	3

elective credits

Six credits to be selected from 500/600 level health administration, human resources, and/or organizational leadership courses.

total credits required for degree 36
(excluding prerequisites)

Transfer of Course Work

A maximum of 6 semester credits may be accepted as elective courses in transfer toward the Master of Health Administration degree program. (See Academic Policies and Procedures section.)

In addition to university policies concerning transfer of course work, the health administration program will accept transfer of military course work 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. Course work must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Course work must be comparable to programmatic requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Military course work will be accepted in transfer as fulfilling prerequisite and elective requirements only.

Comprehensive Examination

Successful completion of a 4-hour written comprehensive examination is required. The examination covers core content from the required courses. Students must be advanced to candidacy and have a cumulative GPA of 3.00 "B" to meet the minimum eligibility requirements to take the comprehensive examination. The examination may be taken upon completion of all course work.

Maximum Time for Completion of Degree

All master's degree requirements must be completed within a seven-year period effective at the time of admission (regular or provisional) to the program.

Certificate Programs

The Professional Studies Department offers graduate certificate programs in health systems management (HA), gerontology (HA), human resources (HR) and organizational leadership (OL). These certificate programs allow the students to obtain specialized knowledge and expertise in related fields.

Health professionals with at least a baccalaureate degree from a regionally accredited college or university may opt to pursue a *non-degree curriculum* in either health systems management or gerontology and receive a graduate certificate. Requirements for admission to the health systems management certificate or gerontology certificate are the same for admission to the MHA program but do not require the accounting prerequisite course. No transfer credit may be used for either certificate program. Required overall GPA for either certificate is 3.0.

Health Systems Management Certificate

specific requirements (15 credits)

HAUU 600	Current Issues in Health Services	3
HAUU 625	Health Systems Management	3
HAUU 630	Financial Management and Accounting Survey	3
HAUU 650	Managed Care and Risk Contracting	3
HAUU 695	Legal Issues in Health Services	3

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

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

Gerontology Certificate

three of the following (9 credits)

HAUU 670	Healthcare and Aging	3
HAUU 671	Issues in Aging	3
HAUU 672	Geriatric Healthcare and Public Policy	3
HAUU 673	Gerontology Internship	3

Students who wish to pursue the Master of Health Administration degree program may use 6 of the above credits as electives if the following requirements are met:

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

Master of Science in Human Resources

Marilyn Sargent, Ph.D., Chair

The master's program in human resources is designed for experienced human resources professionals, as well as those individuals who are new to the field of human resources or who desire to enter the field of human resources.

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

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

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

Admission to the Program

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

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

Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)

Miller Analogies Test (MAT): a minimum raw score of 52.

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

3. Complete the application form for graduate admission, including a Statement of Intent essay.
4. Submit two letters of recommendation from individuals familiar with the applicant's academic or professional abilities.

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

Transfer of Course Work

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 course work (see Academic Policies and Procedures section), the human resources program will accept transfer of military course work 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. Course work must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Course work must be comparable to programmatic requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Military course work will be accepted in transfer as fulfilling prerequisite and elective requirements only.

Specific Requirements for the Degree

The human resources program consists of four segments. The first segment consists of 9 credits of prerequisite courses; the second segment is the 24-credit core; the third segment is the 12-credit elective area; and the fourth segment is the comprehensive exam.

Segment I Prerequisite Courses

If these courses are not completed at the time of admission, they must be completed within the first year of enrollment.

The Segment I courses of the program may be waived if the applicant has completed undergraduate courses in accounting and business statistics. Students lacking any of these courses must complete the following prerequisite courses:

MATU 203	Introduction to Statistics <i>and</i>	3
HAUU/HRCU 502	Accounting for HR Majors	3

total credits 6

Segment II Core Courses

HRCU 613	Seminar in Organizational Dynamics	3
HRCU 615	Leading Organizational Change	3
HRCU 644	Recruitment and Selection	3
HRCU 645	Human Resource Systems	3
HRCU 647	Compensation	3
HRCU 648	Legal Issues in Human Resources	3
HRCU 650	Strategic Management of Human Resources	3
HRCU 680	Organizational Research Methods	3

total credits 24

Segment III Elective Courses

four of the following (12 credits)

HRCU 616	Consulting	3
HRCU 618	Career Management	3
HRCU 622	Labor Relations and Collective Bargaining	3
HRCU 625	The Changing Environment of Human Resources	3
HRCU 630	Conflict and Negotiation	3
HRCU 641	Performance Appraisal and Development	3
HRCU 646	Training and Development	3
HRCU 652	Human Resources Information Systems	3
HRCU 653	Benefits	3
HRCU 690	Internship	1- 6
HRCU 696	Special Topics	3
HRCU 699	Independent Research	1- 6
Certain 600 level organizational leadership courses		12

(pre-requisites must be fulfilled, if any), with permission of the advisor.

Certain 600 level MBA course (prerequisites must be fulfilled, if any), with permission of the advisor.

total credits for degree (*excluding prerequisites*) 36

Segment IV Comprehensive Examination

Prior to graduation, the candidate must achieve a passing grade on a comprehensive examination designed to test the extent to which he or she has achieved mastery of the content of the degree program. Students must have a cumulative GPA of 3.00 "B," and have completed all prerequisite and core courses (except HR 680) to meet the minimum eligibility requirements to take the comprehensive examination. (See the Academic Policies and Procedures section for additional guidelines.)

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

Graduate Certificate Program in Human Resources

The graduate certificate program in human resources is designed for human resource practitioners, for those working in human resources who may not have formal training in the field, or for those individuals working in non-human resource departments who simply wish to upgrade their knowledge of how to manage human resources effectively in their organization. The 15-credit program allows the student to achieve a firm overview of the field through three core courses and relevant specialized knowledge by choosing two human resources electives. The practical curriculum expands the student's knowledge of the most current and relevant techniques for diagnosing and solving organization problems and issues.

The student must possess a baccalaureate degree and complete the admission requirements for full graduate standing to pursue the graduate certificate. No transfer credit may be used. All course prerequisites must be completed.

This course work is also applicable to the master's program if the following requirements are met:

1. All certificate course work applied to the master's program must be completed with a grade of "C" or higher for each course. Student must maintain a cumulative grade point average of 3.00.
2. All master's degree requirements must be completed within a seven-year period.

specific requirements

HRCU 613	Seminar in Organizational Dynamics	3
HRCU 644	Recruitment and Selection	3
HRCU 645	Human Resources Systems	3
Any two elective or core courses in the HR curriculum approved by advisor		6

total credits for the certificate program 15

Master of Arts in Organizational Leadership

James Liberty, D.P.A., Chair
Ashour Badal, Ph.D.
Christine Cecil, Ed.D.
Janet Cooper Jackson, Ph.D.
Charles Markline, Ph.D.
Lynne Valek, Ph.D.
Glenn Worthington, Ed.D.

All organizations whether military or civilian, profit or non-profit, public or private, small or large business, health, educational or religious rely on leadership to accomplish their respective goals. As we hurtle into the 21st century, the need and demand for organizational leadership are accelerating because of a number of trends. New advances technological, social, and political are being unleashed at blinding rates of speed. Experts agree that these advances are causing a tidal wave of change, requiring organizations to continuously update and refine their approaches, structures and technologies to achieve ever greater levels of quality, effectiveness, efficiency and flexibility.

The graduate program in organizational leadership features an award-winning approach which appreciates the leader's challenge in these turbulent times. It is a state-of-the-art curriculum in leadership theory and practice, providing education not only about leadership, but also for leadership. The master's degree in organizational leadership prepares students to take full advantage of leadership positions within their chosen organizations, enabling them to make a powerful and positive difference in their world of work.

Our focus in organizational leadership 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, participants in organizational leadership have the opportunity to:

- develop their capacity for reflective practice, generating ever deeper levels of insight and self-awareness regarding their specific capabilities and limitations as a leader;
- develop the commitment and ability to marshal creatively and with integrity the forces of human interdependence and diversity in organizations toward the articulation and attainment of common objectives;
- learn how to inspire a clear, mutual vision, one which thoughtfully and respectfully integrates and aligns individual and organizational aspirations for sustained performance and continuous improvement;
- learn how to apply systems thinking to critically and mindfully assess the current reality in organizations;
- explore new strategies for leading organizational change and development, approaches which emphasize congruent and ethical action, inclusionary practices, collaborative teamwork, and shared leadership.

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

The Masters of Arts in Organizational Leadership consists of 36 credits of course work, including 12 credits in electives, and 3 credits in a leadership capstone seminar, in which students synthesize and apply what they have learned.

A 6-credit Executive Certificate in Public and Non Profit Leadership, 18-credit Graduate Certificate in Organization Development, and 15-credit Graduate Certificate in Organizational Leadership are also offered. Please contact the organizational leadership program coordinator at your location for more information.

Admission to the Program and Prerequisites

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

1. Have a minimum of two years professional full-time work experience.
2. Satisfactorily fulfill graduate admission requirements for University College as stated in the catalog. (See the Graduate Admissions section.)
3. If the student uses Option Two in the CUC graduate admissions requirements, submit passing scores from one of the following standard admission tests:
 - Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)
 - Miller Analogies Test (MAT): achieve a minimum raw score of 52.
 - Graduate Management Admissions Test (GMAT): fulfill the formula $GMAT + (GPA \times 200) > 1000$.
4. Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for the graduate program. If the portfolio meets substantive approval of the reviewers, the applicant may be invited for an interview. (See Graduate Admissions.)

5. Prerequisite: A course in one of the following: statistics; statistical inference (e.g., Math 203), qualitative or quantitative research methods (e.g., SOCU 201), or epistemology/ways of knowing (e.g., OLCU 200). (The prerequisites are not required for the certificate programs in leadership or organization development, although any applicable course prerequisite must be met.) If the prerequisite is not completed at the time of admission, it must be completed within the first year of enrollment.

Transfer of Course Work

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

In addition to university policies concerning transfer of course work, the organizational leadership program will accept transfer of military course work 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. Course work must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Course work must be comparable to programmatic requirements (if marginal comparability, a written statement of rationale must be provided); and,
4. Military course work will be accepted in transfer as fulfilling prerequisite and elective requirements only.

Specific Requirements for the Degree

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

I and II required core courses (21 credits)

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

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

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

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

III. Elective Courses (12 credits)

Twelve graduate-level units selected by the student, in consultation with an OL faculty advisor. These electives may be used to acquire either specific leadership-related competencies or greater knowledge about the student's intended professional arena (e.g., criminal justice, education, human resources, business administration, computer science, health administration, public administration, military leadership, etc.). Electives may include, but are not limited to, courses chosen from the list below (OLCU 520/620 and OLCU 525/625 may be repeated for credit, providing the specific issues and competencies addressed vary). In addition to the courses listed below, the student may select courses from disciplines which are appropriate to the degree program. Not all courses may be offered at all sites or in all terms. Consult with the Chapman campus nearest you.

HRCU 616	Consulting	3
HRCU 630	Conflict and Negotiation	3
HRCU 646	Training and Development	3
OLCU 515	Technology and Leadership	3
OLCU 617	The Practice of Organization Development	3
OLCU 520/620	Contemporary Issues in Organizational Leadership	1-3
OLCU 621	Frontiers of Public and Nonprofit Leadership	3
OLCU 525/625	Developing Leadership Competencies	1-3
OLCU 626	Dynamics of Public and Nonprofit Leadership	3
OLCU 690	Leadership Internship Program	1-3
OLCU 688	Practicum in Organization Development	3
OLCU 699	Independent Research in Organizational Leadership	1-3

Graduate-level credits accepted in transfer subject to a 9-credit limit from all sources (course work, ACE-guide for military personnel, etc.) or otherwise officially approved may also be applied to the electives. Students seeking to obtain credit for course work taken elsewhere must file an organizational leadership "Course Approval Form" along with the official university petition to transfer graduate work.

IV. Integrative Capstone (3 credits)

OLCU 681	Leadership Capstone Seminar	3
----------	-----------------------------	---

V. Comprehensive Examination

Prior to graduation, the candidate must achieve an acceptable grade on a comprehensive examination designed to test the extent to which he or she has achieved mastery of the content of the degree program.

Students must have a cumulative GPA of 3.00 "B," and have completed all prerequisite courses to meet the minimum eligibility requirements to take the comprehensive examination. The examination may be attempted upon completion of 24 credits of course work including the following core courses: OLCU 600, 601, 602, 613, 614, 615.

The comprehensive examination will cover the core courses as described in the

course syllabi. It is designed to give the candidate the opportunity to demonstrate an ability to integrate the material in essay and case study form. (See Academic Policies and Procedures section for additional guidelines.)

Graduate Certificate Program in Organizational Leadership

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

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

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who meet the standards for admission to the Master of Arts in Organizational Leadership 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 course work (15 credits) with an overall grade point average of 3.0. No transfer credits may be used. All course prerequisites must be completed.

prerequisite courses: none

required courses (9 credits)

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

electives (6 credits)

two of the following

OLCU 613	Seminar in Organizational Dynamics	3
OLCU 614	Leadership and Team Development	3
OLCU 615	Organization Development	3
OLCU 520/620	Contemporary Issues in Organizational Leadership	1-3
OLCU 621	Frontiers of Public and Nonprofit Leadership	3
OLCU 525/625	Developing Leadership Competencies	1-3
OLCU 626	Dynamics of Public and Nonprofit Leadership	3
HRCU 616	Consulting	3
HRCU 630	Conflict and Negotiation	3
HRCU 646	Training and Development	3

total credits for the certificate program 15

Graduate Certificate Program in Organization Development

The graduate certificate program in organization development allows students to achieve a firm grasp of contemporary organization development and change theory and practice. It is designed for individuals, primarily internal and external consultants, who wish to enhance their ability to facilitate organizational effectiveness.

The 18-credit program is designed to address conceptual and practical skills, allowing participants to anchor a value-centered, systems-driven approach to their consulting practice. Through a practicum, students in the certificate program develop a heightened awareness of their role as active participant in the consulting process and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of real and sustained change leading to improved organizational effectiveness.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who meet the standards for admission to the Master of Arts in Organizational Leadership 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 to the MAOL degree program are met.

Specific Requirements

Students are expected to attend professional association meetings such as Organization Development Network during their course of study. Students are expected to complete an approved practicum project within an organizational setting.

The certificate is awarded upon successful completion of all course work (18 credits) with an overall grade point average of 3.0 or above. No transfer credits may be used. All course prerequisites must be completed.

prerequisites: none

required courses (15 credits)

OLCU 602	Self, Systems, and Leadership	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Organization Development	3
OLCU 617	The Practice of Organization Development	3
OLCU 688	Practicum in Organization Development	3

electives (3 credits)

one of the following

OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics, and Leadership	3
OLCU 614	Leadership and Team Development	3
OLCU 620	Contemporary Issues in Organizational Leadership	3
OLCU 621	Frontiers of Public and Non Profit Leadership	3
OLCU 625	Developing Leadership Competencies	3

OLCU 626	Dynamics of Public and Non Profit Leadership	3
HRCU 616	Consulting	3
HRCU 630	Conflict and Negotiation	3
HRCU 646	Training and Development	3
HRCU 650	Strategic Management of Human Resources	3
total credits for the certificate program		18

Executive Certificate in Public and NonProfit Leadership

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

The certificate is awarded upon successful completion of OLCU 621 and OLCU 626 with a 3.0 grade point average or higher. Students who wish to pursue further graduate study in organizational leadership may use the above credits, providing the appropriate admissions standards are met.

Master of Arts in Psychology

Laurie G. Dodge, Ph.D., Chair
 Alan S. Dumke, M.A.
 Marnie Elam, Ph.D.
 G. Evelyn LeSure-Lester, Ph.D.
 Janis L. Lewis, Ph.D.
 Mary E. Mallory, Ph.D.
 Judy Matthews, Ph.D.
 Michael J. McGuire, Ph.D.
 Suzanne Morgenstern, Ph.D.
 Katherine O'Connell, Ph.D.
 Kathleen Ringenbach, Ph.D.
 Lynda Shirar, M.S.

The mission of the department of psychology 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.

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

Marriage and Family Therapy Emphasis

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

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

Counseling Emphasis

(Offered only at Chapman University College campuses in Washington)

The courses in the counseling emphasis provide a solid foundation for the student wishing to pursue a career in psychologically oriented counseling at the

pre-doctoral level. The counseling emphasis requires a minimum of 48 semester units.

Admission to the Program

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

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

Graduate Record Examination (GRE): achieve a minimum score of 900 on the combined scores of the verbal and quantitative subsections of the GRE or score at or above the 60th percentile on the Graduate Subject Test in psychology.

Miller's Analogies Test (MAT): achieve a raw score of 57.

3. Admission is also contingent on the quality of the autobiography and letters of reference. 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.
 - b. Incorporate two or three relevant experiences that have helped to shape your development and personality; and
 - c. Discuss how you arrived at this point in your career development. Include any relevant professional experience.
4. Submit three letters of reference from persons actively engaged in teaching and/or the practice of counseling, who are in a position to evaluate the applicant's academic and personal qualifications for the program.
5. Two applications are required; one for Graduate Admissions and one for the Department of Psychology. Students should send both application forms to their local University College campus. The application must be complete, including both the autobiography and letters of recommendation.
6. Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, most especially one which reflects an offense which would be a cause for disciplinary action if committed by one already holding the license. Please contact the licensing board in the state you plan to license for clarification of how a conviction may affect licensing. This clarification should be done before the application for admission to this program is submitted.
7. Students must have regular admission status prior to enrollment in graduate coursework.

Graduate Prerequisites

The applicant must possess a bachelor's degree in psychology from an accredited college or university, or must present evidence of satisfactory academic background in:

1. Abnormal psychology (PSYU 328);
2. Child psychology (PSYU 323) or adolescent psychology (PSYU 324) or developmental psychology or lifespan;
3. Learning theory (PSYU 310) or cognitive psychology (PSYU 317) or physiological psychology (PSYU 333);
4. Personality theory (PSYU 322);
5. Statistics (PSYU 203) or research methods (PSYU 304) or psychological measurement (PSYU 432);
6. Family systems and dynamics (PSYU 455).

All prerequisites must be met within one year of the student's regular admission status. Students cannot continue graduate work if the prerequisite requirements are not met within one year of their regular admission date. Prerequisite requirements can be met by either completing an undergraduate course in the content area from an accredited college or university, or earning a grade of "C" or better on a challenge exam. The challenge exams are offered in all six course areas at each local campus. Students must meet with the psychology faculty/advisor to outline a plan to meet the prerequisite requirements. Students are strongly urged to concentrate on prerequisites early in their program.

Course Work Program

Transcripts and program application materials are evaluated. Upon admission a course work program indicating program prerequisites still to be completed, courses accepted for transfer, and coursework constituting the program emphasis will be completed. Questions about prerequisites, program requirements, transfer credit, or other concerns should be discussed and resolved with the psychology faculty/advisor.

Advisement

Students are required to meet with the psychology faculty/advisor to discuss and clarify any questions about the proposed program and career prior to beginning the program. The student is also required to contact the faculty or program manager before registering for classes each term.

Screening

All graduate psychology students must arrange for a screening interview during the first three terms of study or after completion of 12-18 graduate units. Screening must occur prior to completion of 24 graduate units. Screening may be arranged by contacting the faculty/advisor in psychology at your local campus. In the screening interview, a preliminary assessment of the student's academic, intellectual, and psychological readiness for a career as a therapist will be made.

All students must have on file a signed copy of the ethical standards statement before appearing for the screening interview. Successful completion of the screening procedure is a requirement for continuation in the degree program for all graduate psychology students.

Advancement to Candidacy

During the term before the student plans to begin the first practicum, he/she must apply to the University College campus for advancement to candidacy. For the MFT emphasis, the following courses must be successfully completed (36 units): PSYU 501, 508, 511, 541, 556, 561, 565, 570, 575, 578, 586, and 581. For the Masters in Counseling, the following courses must be successfully completed (30 units): PSYU 501, 508, 511, 541, 570, 575, 578, 581, 586, and 652. A student must receive a "C" or better in a course for successful completion. At the advancement to candidacy interview, the student will meet with a faculty committee. The committee determines whether the student is prepared to be formally declared a candidate for a master of arts degree and be permitted to proceed into the practicum phase of the program.

At the time of the advancement interview, each student will be provided with a vignette for which the student will discuss a diagnosis and a tentative treatment plan, which will be the foundation of the advancement interview. The treatment plan will address identification of problems, proposed interventions, ethical issues, prognosis, further assessment and any "red flags" that may need further attention.

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

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

Ethical and Professional Standards

Since the psychology graduate programs involve preparing people to work in the helping profession, the department assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and capable of functioning within the established ethical and professional standards of the profession. A student in the psychology

graduate programs must adhere to the ethical standards propounded by the relevant professional associations and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

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

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

Personal Therapy

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

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

Practicum

The practicum site agreement must be completed prior to starting any trainee hours at the approved site. The student should obtain the required forms from the faculty/advisor at the local campus well in advance of the deadline to enable him/her to fully comply with the requirements for the practicum and to deal with

any special problems or circumstances that may affect the acceptability of the proposed practicum. Student must advance to candidacy prior to registration for practicum.

Comprehensive Exam

After the student has successfully advanced to candidacy, he/she is eligible to take the comprehensive exam. Application deadlines are published in the catalog and posted at each local campus. Comprehensive exams will be administered in the following months: September, February, and June. Application forms are available at University College campuses.

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

1. Advanced Psychopathology and Individual Counseling;
2. Ethical and Legal Issues;
3. Family Therapy, including Human Diversity;
4. Child/Adolescent Psychopathology, or Lifespan;
5. Assessment and Treatment of Substance Abuse;
6. Assessment and Treatment of Sexual Disorders.

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

1. Advanced Psychopathology and Individual Counseling;
2. Ethical and legal Issues;
3. Assessment and Treatment of Substance Abuse;
4. Assessment and Treatment of Sexual Disorders.

Students must receive a pass on all sections of the exam in order to pass the exam as a whole. If a student does not receive a pass on a specific section, the student can retake that section of the exam. Study packets are available at the University College campus. The packets contain information about the examination, study preparation ideas, and sample vignettes and questions.

Specific Requirements for the Master of Arts in Psychology

Marriage and Family Therapy Emphasis

foundation courses

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

Marriage and Family Studies and Therapy

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

Adult Counseling core

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

specialized topics

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

practicum

PSYU 688, 689, and 690		3, 3, 3
------------------------	--	---------

electives

PSYU 617, 652, 678, 679, 695		3
PSYU 691, 699		1-3

total credits for degree

54

Counseling emphasis

(Offered at Washington campuses only: Ft. Lewis, McChord, and Whidbey Island)

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 & Bibliographic Methods	3
PSYU 578	Ethical & Professional Issues	3

Adult Counseling core

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

Marriage and Family Studies

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

specialized topics		
PSYU 533	Psychopharmacology	3
PSYU 581	Assessment/Treatment of Sexual Disorders	3
PSYU 586	Assessment/Treatment of Substance Abuse	3
PSYU 617	Transition to Work and Career	3
PSYU 652	Theory & Practice of Group Counseling	3
practicum		
PSYU 688, 689		3, 3
total credits for degree		48

Course Descriptions

Following is a list of courses offered through Chapman University College. Courses may not be available at all locations or offered all terms. Some courses may be offered in an online format. Please inquire with your local campus for class schedules.

ATHLETE TRAINING AND PHYSICAL EDUCATION

ATPU 307 Physical Education for Elementary School

Prerequisite: proof of CPR certification. Designed to provide students with a basic understanding of the purpose of physical education and methods for implementing a physical education curriculum in the elementary school. Analyses are made of fundamental movements, which when modified make up the skills of all sport and dance activities. The California Physical Education Framework serves as a foundation for developing lesson plans. 3 credits.

ART

ARTU 110 Foundation Course in Design

Students learn the basic elements of design and their application. Includes study of line, texture, pattern, color, shape and composition. 3 credits.

ARTU 111 Foundation Course in Drawing

Emphasizes composition, spatial concerns, color and rendering techniques while encouraging subjective responses to subject matter. Media include pastels, colored pencil, oil sticks, and non-traditional materials. Studio experiences augmented by lecture, discussion, and sketching field trips. 3 credits.

ARTU 195 Visual Literacy

This course provides students with the vocabulary for discussing the formal elements of painting, sculpture, architecture, photography, graphic design, and mass media. The modern Western tradition is emphasized, but ways of understanding and evaluating art from other cultures and epochs are also explored. 3 credits.

ARTU 211 Introduction to Life Drawing

Students develop basic drawing skills and visual awareness through drawing from models. Line quality, textural character, proportion, and chiaroscuro are emphasized using such media as charcoal, pencil, powdered graphite, ink, and conte crayon. 3 credits.

ARTU 260 Ancient to Medieval Art

A survey course that introduces the student to the development of the visual arts from the Paleolithic (Old Stone Age) period to the Middle Ages. Lecture, discussion, field trips to area museums. 3 credits.

ARTU 261 Renaissance to Modern Art

Surveys the monuments, movements, and artists of Western art from the Renaissance to the 20th century. Introduces the student to the ideas and issues

which have characterized much of Western art for the past seven centuries and examines them in relation to the religious, social, political, and intellectual milieu that produced them. References and comparisons with the parallel cultures of Asia, Oceania, Africa, and the ancient Americas will be made whenever appropriate. Lecture, discussion and field trips to area museums. 3 credits.

ARTU 362 Nineteenth Century Art

An exploration of European art from the French Revolution to the Industrial Revolution. Special attention will be given to the ways in which the visual arts are influenced by and mirror contemporary developments in society, politics, philosophy, and psychology. Lectures, discussions, field trips to area museums. 3 credits.

ARTU 363 Modern Art

A detailed introduction to the development of modernism, with an emphasis on contemporary interests in spirituality and occult phenomena, discoveries in science, mathematics, psychology, and new philosophical perspectives on the nature of reality. Lectures, discussion, field trips to area museums. 3 credits.

ARTU 365 American Art

Surveys American Art from colonial times through 1945 emphasizing painting and sculpture. Consideration is given to the social, political, and cultural influences on major artists and movements. Slide lecture, discussion, field trips. 3 credits.

ARTU 369 The Art of China and Japan

A study of the arts of China and Japan as a means of understanding Asian culture and as a complement to your knowledge of Western art. Topics include Chinese landscape painting, the Japanese print, gardens, architecture, sculpture, ceramics, and bronzes. Lecture, discussion, field trips, and projects. 3 credits.

ARTU 370 Contemporary Art: 1945-1970

Surveys the major artistic developments in Europe, America and Asia between the close of World War II and the emergence of Post-modernism, including Abstract Expressionism, Pop Art, Minimalism, Conceptualism, and Site-Specific Art. 3 credits.

ARTU 371 Contemporary Art: 1970 to Present

Explores the evolution of art since 1970 in Europe, America and Asia. Traditional media, performance, video and installation art are discussed in the light of post-modernist theory, Feminist and Marxist criticism and the impact of mass media and new technologies. 3 credits.

ARTU 450 Teaching the Visual Arts

This course explores the elements of creativity in the visual arts and how it can be effectively taught at all age levels (K-12, high school, and special education). Drawing on art history as well as parallels with literature, science, mathematics, music and drama, students learn to develop an entire school art program and produce a portfolio of projects and lesson plans exploring a variety of media and approaches. Lecture, discussion, studio projects, field trips. 3 credits.

ARTU 464 Women in Art

An exploration of portrayals of women by both female and male artists. The primary focus is women as makers, subjects and muses of painting, sculpture and photography. 3 credits.

BIOLOGICAL AND LIFE SCIENCES

Biology

BIOU 103 Introduction to Life Sciences

This course introduces the basic principles of biology in three major components – the structure and function of living organisms, interactions of the organisms with their environment m interactions of the organisms with their environment (ecology), and the ways organisms change over time (genetics and evolution). In the laboratory part of this course the students will learn analytical techniques that will enable them to work in teams to make hypotheses, obtain and analyze data and present their conclusions both in oral and written formats. Lecture, laboratory. Lab fee:\$35. 4 credits.

BIOU 105 Environmental Biology

An introduction to basic biology and ecology with emphasis on understanding the interrelationship of environmental degradation and living organisms in light of current social and political thought. Lecture, laboratory. Lab fee: \$35. 4 credits.

BIOU 204 General Biology I

The systematic, ecology, physiology and comparative morphology of the invertebrate and vertebrate animals, the plants and the study of ecology and evolution. Lecture, laboratory. Lab fee: \$35. 4 credits.

BIOU 205 General Biology II

A study of the underlying principles of biological process with an emphasis on cellular biochemistry, structures and functions of cellular organelles, mechanisms of inheritance, molecules involved in heredity, and development of complex organisms with emphases on the anatomy and physiology of animals. Lecture, laboratory. Lab fee: \$35. 4 credits.

BIOU 325 Field Biology

Prerequisite: one semester of biology or instructor's approval. Structural, physiological, and behavioral characteristics of plants and animals of California, and their ecological relationships. Field trips, lectures, and laboratory. Field trip fee to be determined. 3 credits.

BIOU 335 Impact on Society: Biotechnology

Prerequisite: one course in biology or instructor's approval. A lecture/discussion course designed to involve students in addressing the numerous issues regarding how the biological revolution of the past three decades has changed many aspects of our lives both as individuals and as a society. Extensive consideration and discussion is given to ethical and social issues related to how this information is used especially relating to medical genetics. 3 credits.

BIOU 424 Ecology: An Evolutionary Approach

Prerequisite: one course in biology or instructor's approval. The study of the relationships among living organisms and their biotic and abiotic environments, with emphasis on the evolutionary bases of these relationships. Laboratories will examine organisms, ecosystems and ecological issues of particular interest in Southern California. 3 credits.

BIOU 425 Current Issues in Environmental Science

Prerequisite: one course in biology or instructor's approval. Investigation of some of the problems of human impact on ecological cycles involving plants, animals, soil, waters, geomorphology, climate, and atmosphere. Included are future projections and implications. 3 credits.

BIOU 440 Marine Biology

Prerequisite: one course in biology. Systematics, ecology, distribution of marine organisms. Lecture, field trips. 3 credits.

BIOU 455 Pharmacology and Physiology of Chemical Dependency

Prerequisite: one course in biology. An in-depth study of the physiological effects of alcohol and other drugs causing physical dependency. Lecture. 3 credits.

CAREER COUNSELING**CCNU 500 Introduction to Counseling and Interpersonal Relations: Concepts and Skills**

This course provides an introduction and overview of basic counseling and interpersonal skills concepts. While several different theories will be discussed, this course will focus relations on the development of basic solution building skills needed by individuals working in a variety of counseling, educational, and professional settings. Laboratory experiences will seek to improve the student's understanding of and ability to use these skills in professional settings. Also covered will be professional and ethical issues germane to students in various disciplines. 3 credits.

CCNU 572 Career Counseling Theories and Practices

This class is an intensive examination of career development theories and concepts. It includes case studies of career development including experiential-based techniques. Other topics include the study of career counseling organizations and literature; factors of career choice; job search strategies; and individual career counseling skills. 3 credits.

CCNU 573 Counseling in Higher Education

This class is a comprehensive review of the roles and functions of counselors in higher education, with focus and emphasis on two-and four-year colleges. It includes an introduction to the processes involved in preparing an educational plan and using tests in course placement. Other topics include university transfer, multicultural issues, matriculation, and curriculum issues. 3 credits

CCNU 574 Career Information and Assessment

Prerequisite: CCNU 572 or instructor's approval. This class is a critical examination of the factors in career choice, decision-making and goal-setting strategies; vocational testing and interpretation; the use of occupational information; and the study of career education programs used in a variety of educational and organizational settings. 3 credits.

CCNU 575 Field Practice (or Internship) I/II Career Counseling (Organizational and Private Practice)

Prerequisites: CCNU 572, CCNU 574. Students participate in supervised career counseling field practice. Experiences leading to the achievement of competencies in the following areas of career counseling are emphasized: career development theory, individual and group career counseling skills, individual/group assessment, information/resources, program management and implementation, consultation, special populations, supervision, ethical/legal issues, and research/evaluation; 300 clock hours per 3 semester credits must be completed under the supervision of an approved and experienced practitioner. Graded on Pass/No Pass basis. 3/3 credits.

CCNU 577 Technology, Social Change, and Career Development

This class teaches students to recognize and analyze trends affecting employment, identify emerging occupations, and define the role of technology and information in the workplace. Basic skills in selecting technology, applying technology, and equipment maintenance in counseling, educational, and human resource settings are addressed. 3 credits.

CCNU 596 Seminar in Career Counseling and Development

Prerequisites: CCNU 572, CCNU 574. Students discuss current issues in career counseling, ethical issues in career counseling, and examine the design and implementation of career management systems. Students review National Career Development Association (NCDA) Career Counseling Competencies. Students also study the National Occupational Information Coordinating Committee (NOICC) Career Development Guidelines as well as National Board of Certified Counselors (NBCC) standards. 3 credits.

CCNU 652 Field Practice (or Internship) I/II Career Counseling (Higher Education)

Prerequisites: CCNU 572, CCNU 574. Students spend a minimum of 300 clock hours per 3 semester credits of supervised field practice in a career counseling setting in higher education. Students demonstrate career counseling skills, knowledge of career information and assessment, and knowledge and skills involving program management, implementation and consultation. Graded on a Pass/No Pass basis. 3/3 credits.

CCNU 699 Outplacement Counseling

Students learn the skills, knowledge, and techniques necessary to help managers, executives and scientific professionals manage career transitions. Specific attention is paid to the job search and job choice processes experienced by individuals in mid-career transition. Students will also learn to consult with organizations to plan and implement a complete downsizing program. 3 credits.

COMMUNICATIONS**COMU 101 Public Speaking I**

An introduction to the fundamentals and elements of public speaking, organization, and performance. 3 credits.

COMU 110 Interpersonal Communications

Interpersonal Communication is an introduction course to the principles, process and practice of dyadic communication. A major aspect of the course is the development of interpersonal communication competencies: listening, perceiving, language development and usage, nonverbal communication, empathy, self-disclosure, feedback, personality reading and responding, managing pleasant and unpleasant emotions, taking part in intercultural interactions, creating positive communication climates, speaking within teams and groups, and methods of conflict resolution. 3 credits.

COMU 160 Principles of Advertising

A study of the integrated marketing communications model, recognizing the importance of coordinating all of the promotional mix elements to develop an effective communications program. 3 credits.

COMU 210 Theories of Persuasion

An introduction to the methods of persuasion from Aristotelian rhetoric to contemporary tactics and techniques found in advertising, political and product campaigns, and salesmanship. 3 credits.

COMU 211 Introduction to Intercultural Communication

Designed to explore similarities and differences in the communications process from a variety of cultures with an emphasis on comparing Chinese and Japanese cultures to American and European cultures. Special emphasis is given to the historical development of a culture in terms of world view and the impact of that world view on intercultural communication through the ages. Students will experience practical application of theory and research to intercultural communication and will learn methods and techniques for effective communication across cultures. 3 credits.

COMU 215 Communicating About Business

An overview of the communications business as a "business" and the terms and concepts necessary to understand and communicate about a client's business. Students will be introduced to basic business principles and the terminology used to describe business practices. In addition, students will gain an understanding of the communication and business skills required in the operation of a communication business such as a public relations or advertising firm or a department responsible for these functions within a corporation. 3 credits.

COMU 270 Internet Communications

An overview of the ways in which electronic communications channels and tools have transformed the practice of public relations. Study and practice in using and evaluating programs of communication using electronic tools. Emphasis will be on the effective use of these tools in managing relationships of key target audiences in support of organizational goals and objectives. 3 credits.

COMU 301 Public Speaking II

Prerequisite: COMU 101. Designed to provide a more in-depth study of classical and contemporary principles of rhetoric and rhetorical criticism, this course provides concentrated work in speech structure, delivery, and criticism. 3 credits.

COMU 305 Desktop Publishing

Prerequisite: COMU 101 or COMU 110. An introduction to desktop publishing, using Adobe PageMaker software and the use of computers for layout, design, and publication of a variety of public relations-oriented materials. 3 credits.

COMU 312 Group Dynamics and Leadership

Prerequisite: COMU 101 or COMU 110. This course is designed to provide the student with the skills necessary to participate effectively in problem solving groups. Instruction includes theory and technique. Competencies in group communication are developed through in-class exercises, case studies. 3 credits.

COMU 370 Principles of Public Relations

Prerequisite: COMU 101 or COMU 110. Examination of the social, psychological, economic, and political foundations of public relations; and the integration of the behavioral sciences, management, and communication theories into a profession. 3 credits.

COMU 371 Writing for Public Relations

Prerequisites: COM 101 OR COM 110 and ENGU 104. A comprehensive introduction to the various forms of public relations writing such as news and feature releases. Beginning with basic writing and organizational principles, the course introduces the student to persuasive writing designed to meet specific communication objectives. 3 credits.

COMU 410 Organizational Communication

Prerequisite: COMU 101 or COMU 110. Instruction includes a mix of theory and practice of interpersonal communication in organizational settings. Major research theories are experienced through analysis of case studies and guided role play of typical situations in organizations. 3 credits.

COMU 499 Independent Study

Prerequisite: COMU 101 or COMU 110. Individual research and projects. May be repeated for a maximum of 6 credits. 1-3 credits.

COMPUTER SCIENCE**CSCU 200 Introduction to Computers and Data Processing**

Students gain experience using word processing, electronic spreadsheet and database management software. The use, misuse, and abuse of computers will be discussed with examples from many fields. Different sections of this course may be offered on different hardware platforms, usually IBM -PC compatibles or Macintoshes, but the same concepts will be studied in each section and therefore the course may be taken for credit only once. *This course may also be offered online.* 3 credits.

CSCU 210 Intro to Programming –Visual BASIC

Prerequisite: CSCU 200 or equivalent. This is a basic course in computer programming. Students will be introduced to problem-solving for programming in the context of Visual Basic.NET. The emphasis will be on learning programming as a transferable skill, to that end the focus will be on control structures, error handling and debugging and is suitable for undecided students who wish to consider careers in computing. Some visual components will be included in the course. 3 credits.

CSCU 218 C++ for Java Programmers

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

CSCU 219 Java for C++ Programmers

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

CSCU 230 Computer Programming I

Prerequisites: MATU 104 or equivalent, CSCU 200 or equivalent. For the CIS program, CSCU 210 is also required. Students are introduced to problem-solving methods and algorithm development in a high-level object-oriented programming language. The course emphasizes good design, coding, debugging, and documentation, as being fundamental to the discipline. The course includes lecture as well as some in-class supervised lab experience. The expectation is that most programming will be done outside of class. *This course may also be offered online.* 3 credits.

CSCU 231 Computer Programming II

Prerequisite: CSCU 230 or equivalent. Students continue their study of computer programming through simple data structures, advanced object-oriented design, and large program structure. The course typically involves a significant programming project. The course includes lecture as well as some in-class supervised lab experience. The expectation is that most programming will be done outside of class. *This course may also be offered online.* 3 credits.

CSCU 250 Assembly Language Programming

Prerequisite: CSCU 231 or equivalent. Students learn basic programming and program structure in an assembly language, to provide experience with machine language instruction, execution, addressing and representation of data, macros, subroutines, linkages, and recursive routines. 3 credits.

CSCU 252 Computer Architecture I

Prerequisite: CSCU 210 or CSCU 230. Students learn the organization and structuring of the major hardware components of computers, to understand the mechanics of information transfer and control within a digital computer system,

and to provide the fundamentals of logic design. 3 credits.

CSCU 350 Data Structures

Prerequisite: CSCU 231. Students develop and understand data structures such as stacks, queues, lists and trees to understand techniques such as hashing, dynamic storage allocation, and garbage collection. 3 credits.

CSCU 352 Computer Architecture II

Prerequisite: CSCU 250. Topics to be covered are the design and analysis of instruction set processors, memory management, paging, segmentation, I/O system design, multi-processors, networks, high level language computers, object-based architecture and data flow systems. 3 credits

CSCU 353 Data Communications and Computer Networks

Prerequisite: CSCU 252. 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 in detail. 3 credits.

CSCU 354 Programming Languages

Prerequisites: CSCU 231, CSCU 250. Students develop an understanding of the organization and design of programming languages through the formal study of programming language specifications and analysis. 3 credits.

CSCU 355 Graphical User Interface Design

Prerequisite: CSCU 231. Students gain experience in designing applications for different GUIs (Graphical User Interfaces). Students investigate various application frameworks using object oriented component reuse techniques. Several windowing systems are explored and evaluated. 3 credits.

CSCU 360 Computer Graphics

Prerequisite: MATU 211, MATU 250, CSCU 231. The fundamental concepts of graphics software, hardware, and standards are examined. The course gives special emphasis to three-dimensional graphics and provides an introduction to graphical user interfaces. 3 credits.

CSCU 370 Topics in Computer Science

Prerequisite: CSCU 231. An examination of selected topics in computer science and computer usage. This course may be repeated for credit. 3 credits.

CSCU 380 Operating Systems

Prerequisites: CSCU 252 or CSCU 350. Students learn about the organization and architecture of computer systems at the machine and programming levels of system description. The course emphasizes the major principles of operating system design and the interrelationships between the operating system and hardware. 3 credits.

CSCU 390 Artificial Intelligence

Prerequisites: MATU 211, MATU 250, CSCU, 231. Students study the tools, techniques, and applications of artificial intelligence. Students will be introduced to the programming techniques utilized in artificial intelligence applications. 3 credits.

CSCU 402 Compiler Construction

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

CSCU 406 Algorithm Analysis

Prerequisites: *MATU 211, MATU 250, CSCU 350.* A study of basic techniques of design and analysis of efficient algorithms for internal and external sorting/merging searching, to provide for the integration of data structure, sort/ merge/ search/methods and memory media into a simple data base management system. 3 credits.

CSCU 408 Database Management

Prerequisite: *CSCU 350 for CS students, CSCU 231 for CIS students.* Students learn data management concepts and the representation and structure of data in the context of applications and system software. The emphasis is on design of databases and developing applications in a client- server environment using SQL as the query language. 3 credits.

CSCU 410 Structured Systems Analysis and Design

Prerequisites: *CSCU 210, CSCU 408.* Overview of the system development life cycle. Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. 3 credits.

CSCU 411 Software Engineering

Prerequisites: *CSCU 408, MATU 250. CIS students will also have CSCU 410.* Overview of software engineering, software quality issues, software requirements, software design, software reuse, OOAD, and project management. This will serve as course to demonstrate mastery of the program. This course will have a significant team project. 3 credits.

CSCU 453 Network Implementation

Prerequisite: *CSCU 353.* This course cannot be used for upper-division elective credit for CIS students who get credit for an industry certificate. Students explore the principles and techniques for implementing TCP/ IP based networks using Microsoft Windows NT servers and clients, including the skills to configure, customize, optimize, troubleshoot, and integrate networks. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For CS and CIS majors only. 3 credits.

CSCU 455 Operating System Administration

Prerequisite: *CSCU 453.* This course cannot be used for upper-division elective credit for CIS students who get credit for an industry certificate. Students explore the principles and techniques for managing the Microsoft Windows NT operating system in the enterprise, including the skills to install, configure, customize, optimize and troubleshoot both the NT workstation and server operating system. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For CS and CIS majors only. 3 credits.

CSCU 458 Advanced Web Based Database Systems

Prerequisites: *CSCU 408, CSCU 453, and CSCU 455.* This course cannot be used for upper-division elective credit for CIS students who get credit for an industry certificate. Students explore the principles and techniques for managing Microsoft's SQL Server 7.0 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 CS and CIS majors only. 3 credits.

CSCU 491 Cooperative Education

1- 6 credits.

CSCU 498 Senior Project

3 credits.

COUNSELING AND SCHOOL PSYCHOLOGY**CSPU 511 Introduction to the Ethical Practice of School Counseling**

Prerequisites: *acceptance into the graduate program in school counseling and approval of the program coordinator.* This is the introductory course to the graduate program in school counseling at Chapman University. It introduces students to the roles counselors play in the public schools, the ethical and legal guidelines that shape the profession, and emergent practices in individual and group assessment, academic advisement, career counseling, crisis intervention, personal/social counseling, consultation, and systems change. 3 credits.

CSPU 512 Advanced Counseling and Intervention

Prerequisites: *an introductory course in counseling theory such as PSYU 450 or CCNU 500 and acceptance into the graduate program in counseling or school psychology.* 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 rapport and empathy, collaboratively establishing goals, evaluating progress in counseling, crisis intervention, drug and alcohol problems, and use of art and play techniques with children. Emphasis is placed on using these skills with children and youth of various age levels and in multicultural settings. 3 credits.

CSPU 513 Group Leadership and Intervention

Prerequisites: *acceptance into the graduate program in counseling or school psychology and successful completion of CSPU 512 or permission of the program coordinator.* This course emphasizes theories and methods of group leadership and intervention with children and parents. Major units of study include the history of group approaches to counseling and intervention, theories of group process and group interventions with children and parents, legal and ethical guidelines of group interventions, group leadership skills, developmentally and culturally appropriate group interventions, crisis intervention, group interventions for drug and alcohol abuse, and group approaches to parent consultation and education. Emphasis is placed on using these skills with children and youth of various age levels and in multicultural

settings. Student will be expected to gain sufficient field experience to design, implement, and evaluate a group intervention with children, youth or parents in a school or agency setting. 3 credits.

CSPU 514 Counseling and Intervention in Multicultural Settings

Prerequisites: CSPU 510 or CSPU 511, and CSPU 512 or permission of the program coordinator. This course focuses upon the unique challenges diversity brings to the provision of counseling and psychological services to children, youths, and parents. Students will learn the history, culture, and expectations of various ethnic and cultural groups and develop the cross-cultural communication skills necessary to effectively work with families of varying cultural and socioeconomic backgrounds. Students will also explore how issues such as immigration, poverty, sexism, and racism affect counseling practices and the development of effective interventions. 3 credits.

CSPU 515 Practicum in Counseling and Intervention

Prerequisites: successful completion of CSPU 511 and CSPU 512 and approval of the program coordinator. This course provides opportunities for counseling students to practice intervention skills under close supervision. Students will apply the knowledge and techniques learned in previous course work to the resolution of individual, group, and systems level problems. A minimum of 80 hours of fieldwork in an approved public school or agency setting is required. 3 credits.

CSPU 516 Children and Youth in Developmental Context

(Replaces PSYU 508) This course examines the processes of individual development in the context of family, school and culture. Students will review major theories of developmental psychology and learn effective assessment and intervention skills for disturbances and disorders of childhood and adolescence. 3 credits.

CSPU 534/535 Practicum in School Psychology I and II

Prerequisites: successful completion of CSPU 510, CSPU 512, EDUU 601, EDUU 602, CSPU 637, CSPU 638 and approval of the program coordinator. This course provides opportunities for school psychology students to practice counseling, assessment, and other intervention skills under close supervision. Students will apply knowledge and techniques learned in previous course work to the resolution of individual, group, and systems level problems. A minimum of 200 practicum fieldwork hours must be completed in CSPU 534/535 of the 450 total required in the program. The other 250 practicum fieldwork hours will be completed in the other CSP courses. 3/3 credits.

CSPU 616 Program Evaluation and Systems Change

Prerequisites: successful completion of CSPU 510 or CSPU 511 and approval of the program coordinator. This course will focus on the designing, implementing, coordinating, and evaluating effective counseling and psychological services programs. Topics include principles of collaboration and team work; facilitating teams of pupil, teacher, administrators, parents, and community members to meet pupil needs; program development and evaluation; and enhancing organizational climate and staff morale through consultation and in-service education. 3 credits.

CSPU 617 Transition to Work and Career

Prerequisite: successful completion of CSPU 511 or approval of the program coordinator. This course focuses upon the process of career choice, including the skills of decision-making, goal setting, vocational assessment, career information, and career education programs. Students will learn school-to-career systems appropriate for all students, including those with disabilities. 3 credits.

CSPU 618 Best Practices in Counseling

Prerequisites: students must be enrolled in the last semester or term of the program and have permission of the program coordinator. Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Students will prepare for the comprehensive examination, complete their program portfolios, and develop a systems change project as part of this course. 3 credits.

CSPU 620 and 621 Internship in Counseling I and II

Prerequisites: a record of a passing score on the CBEST, Internship Credential, completion of all program. Prerequisites: completion of 18 program units including CSPU 511, CSPU 512, EDUU 601, EDUU 602, and CSPU 515, and approval of internship site by program coordinator or advisor. 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 counseling. In addition to the required field experience, students participate in 15 hours of on-campus group supervision each semester. By the completion of CSPU 620 and CSPU 621 students are expected to gain a total of 600 hours of experience. An approved and experienced supervisor must supervise all hours. Graded on a Pass/No Pass basis. 3/3 credits.

CSPU 622/623/624, and CSPU 625 Internship in School Psychology I, II, III, & IV

Prerequisites: a record of a passing score on the CBEST, Internship Credential, completion of all program. Prerequisites: completion of 30 program units including CSPU 510, CSPU 512, CSPU 637, CSPU 638, EDUU 601, EDUU 602, and CSPU 535, and approval of internship site by program coordinator or advisor. Supervised fieldwork in school psychology. Emphasis is on fieldwork experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, students are expected to participate in 15 hours of on-campus group supervision each semester. By the completion of CSPU 622, CSPU 623, CSPU 624, and CSPU 625 students are expected to gain a total of 1,200 hours of experience. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of two consecutive academic years. Graded on a Pass/No Pass basis. 3 credits each course.

CSPU 637 Psychoeducational Assessment for Intervention I

Prerequisites: CSPU 510, EDUU 600, EDUU 601, and approval of the program coordinator. This course will introduce students to a cross-battery model of assessment and laws and ethics related to assessment and psychoeducational testing. The focus of the course is on current best practices in the use of both standardized tests and non-standardized assessment methods such as interview and observation to assess children and youth. Emphasis is placed on using the systematic interpretation of assessment results to develop academic and behavioral interventions. Students will practice administering standardized tests, conducting interviews and observations, and presenting assessment results to parents and teachers. Application of these skills in multicultural settings will be accentuated. 3 credits.

CSPU 638 Psychoeducational Assessment for Intervention II

Prerequisites: CSPU 637 and approval of the program coordinator. This course builds on the skills and knowledge obtained in CSPU 637. The focus of this course is on gathering comprehensive assessment data and using this data to develop academic and behavioral interventions for children and youth with school-related problems. Application of these skills in multicultural settings will be emphasized. Students will practice developing accurate referral questions, combining data from a variety of sources to arrive at fair and accurate conclusions, developing effective intervention strategies, and preparing written reports of assessment findings. 3 credits.

CSPU 639 Advanced Positive Behavioral Supports

(Replaces CCNU 677) *Prerequisites: EDUU 602 and approval of the program coordinator.* The purpose of this course is to provide students with the 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. Students will learn to develop both systems level and individual behavioral intervention plans for persons with serious behavioral problems. 3 credits.

CSPU 640 Consultation and Indirect Intervention

Prerequisites: concurrent enrollment in CSPU 620 - CSPU 625, and approval of the program coordinator. This course introduces students to collaborative models of individual and team consultation. The emphasis of this course is major study units include learning to work with individuals and groups to identify problems, design interventions, and monitor their effectiveness; facilitating collaborative problem-solving teams, and conducting educational programs for parents and school staff. 3 credits.

CSPU 641 Best Practices in School Psychology

Prerequisites: students must be enrolled in the last semester or term of the program and have permission of the program coordinator. Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as school psychologists. Students will prepare for the comprehensive examination, complete their

program portfolios, and develop a systems change project as part of this course. 3 credits.

CRIMINAL JUSTICE

CJCU 250 Introduction to the Administration of Criminal Justice

This introductory overview course examines the structure, organization, and operations of the American criminal justice system: law enforcement, courts and corrections. Students will become familiarized with basic criminal justice concepts and models; crime categories, statistical patterns and trends; policy; current issues and problems, as well as other pertinent and critical issues. *This course may also be offered online.* 3 credits.

CJCU 380 Correctional Systems

(Same as SOCU 380) *Prerequisites: CJCU 250, SOCU 101.* 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 382 Women and Criminal Justice

(Same as SOCU 382.) *Prerequisites: CJCU 250, SOCU 101.* Examines how women's involvement with criminal justice, whether as offenders or victims, reflects prevailing ideology about women's place and function in the wider society. Particular attention is paid to the differential "justice" made on the basis of sex, as well as class and race. 3 credits.

CJCU 403 Police and Society

(Same as SOCU 403.) *Prerequisites: CJCU 250, SOCU 101.* This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, user of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.

CJCU 410 Topics in Criminal Justice

Prerequisites: CJCU 250, SOCU 101. Students examine selected topics in criminal justice. Topics may include a range and variety of courses such as gangs, pornography, violence, government, victimless crime, organized crime, and criminal careers. The topics may be narrowly focused and involve an intensive study of a single issue or application, or more broadly oriented toward the study of a subject. Courses that treat different themes may be repeated for credit. *This course may also be offered online.* 3 credits. Some examples are:

Death and the Law

(Same as SOCU 410) This course provides an introductory view of the various components of a medico legal death investigation with emphasis on the resultant societal impact. The student will examine their personal perspectives as they study types of death which come to the attention of the Coroner's Office. The course also introduces the student to assorted career opportunities available within forensic science and related careers.

Gangs and Gang Behavior

(Same as SOCU 410) This course addresses theories of gang behavior, modes of law enforcement, and correctional intervention dealing with street gang formation and activities (e.g., Latino, Samoan, Vietnamese, Armenian, Filipino), as well as characteristic differences among Gangbangers, Taggers, and others.

Government Crime

Examines the legal, organizational, and political issues involved in the generation and control of governmental lawlessness. Considers social responses, constitutional questions, and the possibility for and sources of reform through discussion of police and political corruption, Watergate, ABSCAM, undercover operations, and "stings."

Victimless Crimes

(Same as SOCU 410) This course examines various criminal offenses that often lack a complaining "victim" in the usual sense that tend to generate intense social debate due to the consensual nature of these crimes (e.g., drug use, prostitution, certain sexual activities, gambling). The societal implications of social control policies will be discussed.

Organized Crime

This course investigates the nature of and causes underlying existing and emergent organized crime groups (e.g., the Mafia, La Cosa Nostra, Yakuza) and their comparison with "ordinary" criminals. Topics may include corporate connections, special investigation techniques, trial and sentencing issues, international terrorism, RICO and other Federal statutes.

CJCU 426 Crime and Delinquency

(Same as SOCU 426) *Prerequisites: CJCU 250, SOCU 101.* Crime and delinquency are integral parts of human society. This class scrutinizes the causes of crime, crime prevention and control, and the treatment of criminals. Emphasis on the sociological causes, extent, constraint and deterrence of juvenile delinquency and juvenile crime. Topics include bio/psycho/sociogenic causation, youth criminalization, professional versus amateur criminals, violence and sexual crimes, victims and juvenile punishment alternatives. 3 credits.

CJCU 460 White Collar Crime

(Same as SOCU 460) *Prerequisites: CJCU 250, SOCU 101.* 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 497 Integrative Seminar I

Prerequisite: Completion or concurrent enrollment of all required coursework in the major. Each criminal justice major is required to prepare a senior project, the nature of which will be determined in consultation with the instructor. This two course sequence serves as the capstone experience as students complete their undergraduate studies. The first half of the sequence will typically include

assisting the student to review the relevant literature in order to write a proposal for the project of the student's choice. 3 credits.

CJCU 498 Integrative Seminar II

Prerequisites: CJCU 497 and completion of an approved project proposal. Each criminal justice major is required to do a significant senior project, which may include research, program evaluation, or policy analysis. Choice of topics will be made in consultation with the instructor. This two course sequence serves as the capstone experience as students complete their undergraduate studies. During the second half of the sequence, the student will conduct the independent project, analyze the results, and prepare a final paper describing this project. 3 credits.

CJCU 500 Foundations of Criminal Justice

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

CJCU 501 Trends in Criminal Justice

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

CJCU 503 Research in Criminal Justice

This course examines research techniques, design, and methods of data analysis appropriate for use in the field of criminal justice (e. g., survey, evaluation, content analysis, prevention assessment, and field research). Computerized crime databases available from Federal, state and local criminal justice sources may also be examined. 3 credits.

CJCU 510 Victimless Crimes

This course examines various criminal offenses that often lack a complaining "victim" in the usual sense and that tend to generate intense social debate due to the consensual nature of these crimes (e. g., drug use, prostitution, certain sexual activities, gambling). The societal implications of social control policies will be discussed. (Same course as SOCU 410, but with additional graduate-level work required.) *This course may also be offered online.* 3 credits.

CJCU 512 Ethics and Criminal Justice

This course addresses various ethical dilemmas and controversies impacting law enforcement, courts, and corrections. Topics may include conflicts of interest, public and private corruption, internal control systems, ethical duties and responsibilities under professional codes of conduct, public perceptions and the media. Case studies are examined. 3 credits.

CJCU 514 Management Issues in Criminal Justice

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

CJCU 515 Victimology

This course focuses upon the victims of crime. Victimization statistics and trends, as well as theories of victimization will be examined. Discussions also may include victim-offender relationships, court testimony, privacy and sentencing issues, the "Victim's Bill of Rights," protection measures, compensation programs, and individual and societal costs. 3 credits.

CJCU 516 Substance Abuse and the Law

This course examines the abuse of and addiction to alcohol and other drugs (e.g., cocaine, heroin, prescription drugs, nicotine). Students will examine the history of drug policies, as well as various effects and consequences of substance abuse. Legal sanctions, treatment, and education also will be covered. 3 credits.

CJCU 517 Youth Crimes

This course examines the premises, doctrine, and philosophy of the juvenile justice system. Particular attention is paid to the historical definition and development of delinquency, statistical patterns and trends, and constitutional concerns. Other topics may include violent crime, gangs, and various reform, prevention, and control initiatives. 3 credits.

CJCU 518 The Jury System

This course examines the historical and contemporary operation of the jury in the criminal justice system. Major emphasis is placed on due process issues involving the 5th, 6th, and 7th Amendments. Other topics may include eyewitness and expert testimony, venue, jury selection, nullification, process modification, and the Grand Jury. 3 credits.

CJCU 520 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. *This course may also be offered online.* 3 credits.

CJCU 521 Civil Rights and Liberties

This course examines the Bill of Rights, due process, equal protection, and civil rights laws as these relate to criminal justice issues. Discussions may include "dangerous speech and fighting words," demonstrations, pornography, privacy, search and seizure, confessions, speedy and public trial, right to counsel, juries, and cruel and unusual punishments. 3 credits.

CJCU 522 Gangs and Gang Behavior

(Same as SOCU 410 Organized Crime, with additional graduate-level work required.) This course addresses theories of gang behavior, modes of law

enforcement, and correctional intervention dealing with street gang formation and activities (e.g., graffiti, violence, crime, drugs). Coverage will include both traditional and newer gangs (e.g., Latino, Samoan, Vietnamese, Armenian, Filipino), as well as characteristic differences among Gangbangers, Taggers, and others. 3 credits.

CJCU 523 Organized Crime

(Same as SOCU 410, but with additional graduate-level work required.) This course investigates the nature of and causes underlying existing and emergent organized crime groups (e. g., the Mafia, La Cosa Nostra, Yakuza) and their comparison with "ordinary" criminals. Topics may include corporate connections, special investigation techniques, trial and sentencing issues, international terrorism, RICO and other Federal statutes. 3 credits.

CJCU 524 Mental Health and Criminal Justice

This course will examine various mental health issues particularly pertinent to the criminal justice system. Topics include social, legal, and medical definitions of mental disorder; the insanity defense; expert testimony; counseling in officer-involved shootings; treatment and testimony issues involving child victims/witnesses; prison mental health and commitment issues, and social change. 3 credits.

CJCU 525 Community-Based Policing and Corrections

Students examine a broad range of diverse community policing and community corrections issues, policies, and programs. Issue areas may include vigilantism, civil disorder, jail overcrowding, reintegration, education and employment. Policies and programs may include neighborhood watch, "Scared Straight," shock probation, probationer-PO relationship, intensive supervision, and electronic monitoring. 3 credits.

CJCU 528 Diversity, Conflict and Crime

This course examines aspects of social stratification, prejudice, and discrimination as related to and impacting criminal justice. Particular attention is paid to gender, race/ethnicity, age, sexual orientation, and social class issues. Discussions also will address improving these issue areas through a deeper understanding of human differences and similarities. 3 credits.

CJCU 560 White Collar Crime

(Same as SOCU 460, but with additional graduate-level work required.) This class examines the underlying theories, changing definitions and diverse nature of white collar crime. These crimes may include offenses perpetrated by "the rich," corporations and businesses, and/or individuals. Topics may include embezzlement, political corruption, employee theft, fraud, "con games," and emergent areas such as computer crime and environmental crime. 3 credits.

CJCU 598 Graduate Project in Criminal Justice I

Prerequisite: CJCU 501 and CJCU 5033 or equivalent, completion of 24 credits including any five core courses. Prepare a proposal to engage in applied or academic research focused on problems and issues confronting problems of justice, the California or American criminal justice systems, or comparative criminal justice in a global perspective. 1-3 credits.

CJCU 599 Graduate Project in Criminal Justice II

Prerequisite: CJCU 598. Conduct original research projects proposed in CJCU 598, using scientific methods and analyses appropriate to criminal justice, which addresses a major issue within any of the criminal justice components: law enforcement, courts, corrections. 3 credits.

CJCU 622 Advanced Study in Criminal Law, Evidence and Procedure

Prerequisite: an undergraduate course in criminal law or CJCU 500 or instructor's approval. This course provides focused analyses of specific issues in the application of modern criminal law. Topics may include statutory and common-law (e.g., mistake, self-defense, insanity, duress), sexual crimes, competency, expert and lay witnesses, burdens of proof, motions and writs, and judicial and appellate court functions. 3 credits.

CJCU 639 Comparative Criminal Justice Systems

Prerequisite: CJCU 500 or instructor's approval. This course examines systems of law, law enforcement, courts, and corrections from a comparative American-international basis. Students also examine comparative distinctions between the various levels or modes of crime control from these cross-cultural perspectives. 3 credits.

CJCU 669 Contemporary Law Enforcement

Prerequisite: CJCU 500 or instructor's approval. This course focuses upon contemporary issues confronting criminal justice agents and organizations. Discussions may include such topics as police functions; discovery of crime; gender and/or race-ethnicity issues; police training and abuse of authority; local, state, and Federal interagency relations; and changing criminal justice agency functions. 3 credits.

CJCU 679 Contemporary Issues in Corrections

Prerequisite: CJCU 500 or instructor's approval. The course examines a broad range of issues in corrections. Selected topics may include correctional trends, prisoners rights, rehabilitation programs, conjugal visits, sex, drugs, violence, and AIDS. Special Federal prison policies, post-institutional treatment, recidivism, and representation of women and/or racial-ethnic minorities among prisoners and within corrections may also be considered. 3 credits.

EDUCATION

Multiple Subject (EDMU)

EDMU 520: Literacy and Language in K-8 Classrooms I

Literacy and Language I focuses on first and second language acquisition, English language development, the reading-writing connection, and literacy development. The major study units also include early literacy, emerging literacy, beginning reading, beginning writing, and children's literature. Candidates will design and conduct a supervised tutorial that reflects their initial proficiency in reading diagnosis, implementation of theory-based strategies and interventions that provide effective instruction for diverse learners, including English learners and students with special needs. Candidates will use the tutorial experience to write a case study. Candidates also begin a Classroom Reading Resource

Portfolio organized by the RICA domains that will also serve as a RICA study guide. 3 credits.

EDMU 521: Literacy and Language in K-8 Classrooms II

Literacy and Language II focuses on first and second language acquisition, English language development, the reading-writing connection and literacy development. The major study units also include developing literacy, developing reading, developing writing, independent reading, independent writing, and children's literature. Candidates will design and conduct a supervised tutorial that reflects their proficiency in reading diagnosis, implementation of theory-based strategies and interventions, which provide effective instruction for diverse learners, including English learners and students with special needs. Candidates will use the tutorial experience to write a case study. Candidates finish their Classroom Reading Resource Portfolio organized by the RICA domains that will also serve as a RICA study guide. 3 credits.

EDMU 522: Mathematics and Science in K-8 Classrooms

This course provides students an opportunity to study teaching and learning in the areas of mathematics and science. As students examine and explore these content areas, they will focus on methods to apply their learning in the elementary classroom. Candidates will study elements of curriculum integration for mathematics and science. They will present selected lessons and reflect on the teaching/learning experience. 3 credits.

EDMU 523: History, Social Science and Visual/Performing Arts in K-8 Classrooms

This course provides candidates an opportunity to study teaching and learning in the areas of history, social science, and visual and performing arts. As candidates examine and explore these content areas, they will focus on methods to apply their learning in the elementary classroom. Candidates will develop an integrated/thematic unit focusing on the social sciences and include elements of the visual and performing arts. They will present selected lesson(s) from their unit, and reflect on the teaching/learning experience. 3 credits.

EDMU 580 Supported Teaching: Elementary School

Prerequisites: passing score on CBEST, 2.75 GPA, admission to teacher education program or in an Internship Credential Program; employment on an emergency permit in a California school as a full-time teacher and concurrent enrollment in university course work. Students are supported by the university as they begin teaching in an elementary classroom. Graded on a Pass/No Pass basis. 3 credits.

EDMU 582 Directed Teaching I: Elementary School

Prerequisites: passing score on CBEST, 2.75 GPA, admission to teacher education program; a minimum of nine credits of education course work at Chapman University, completion of an approved waiver program or CSET; EDUU 395 or waiver, EDUU 510, EDUU 511, EDUU 512, EDUU 513, EDUU 551, EDMU 520, EDMU 521, EDMU 522, EDMU 523, and formal advancement to Directed Teaching required. Students do supervised Directed Teaching for a full semester or two full terms (full school days) in a master

teacher's classroom. Students are regularly evaluated by a university supervisor and enroll in EDUU 540. Placement must include classes at two different levels and with a student population at least 25 percent ethnically different from the student teacher. 3- 6 credits.

NOTE: Multiple Subject candidates teaching on an emergency permit may not register for Directed Teaching until they are registered in their final (EDUU 540) class and can provide proof of passage of the CSET or completion of four-fifths of a subject matter waiver.

EDMU 583: Directed Teaching II: Elementary School

Prerequisites: Successful completion of EDMU 580 or EDMU 582. Students do supervised Directed Teaching for a full semester or two full terms (full school days) in a master teacher's classroom. Students are regularly evaluated by a university supervisor. Placement must include classes at two different levels and with a student population at least 25 percent ethnically different from the student teacher. 6 credits.

NOTE: Multiple Subject candidates teaching on an emergency permit may not register for Directed? Teaching until they are registered in their final (EDUU 540) class and can provide proof of passage of the CSET or completion of four-fifths of a subject matter waiver.

Single Subject (EDSU)

EDSU 530: Theories, Methods, and Materials for Teaching English Learners

This course focuses on theories, issues, and practices involved in first and second language acquisition and maintenance, including psychological, socio-cultural, pedagogical, legal, and political factors. It provides an overview of state-designated assessment instruments and policies to identify and place English learners, and the spectrum of school-based educational structures that address these students' academic needs in California, as guided by the state's Standards for English Language Development. Comparative/contrastive linguistics as well as English language and concept development strategies in content area instruction are addressed. During field experiences, candidates use effective methods for fostering academic excellence in English learners. Special attention is devoted to the interconnection between classroom organization and curricular planning, and the collaboration with specialists, paraprofessionals and parents/caregivers to support classrooms with diverse levels of English language proficiency. 3 credits.

EDSU 531: Secondary Instructional Strategies for Language/Culturally Diverse Classrooms

This secondary strategies course builds upon the best practices and principles introduced throughout the Single Subject 2042 Credential program and focuses on 1) the fundamental challenges and responsibilities of designing, organizing, and implementing effective strategies to maximize instructional time for all students in the 12-18 age group, including English learners and those with special needs; and 2) the implications for the creation of a positive, safe, caring classroom environment. Methods for identifying and assessing English learners' language proficiency, placing them in appropriate programs, and evaluating their

language academic progress are reviewed. Emphasis is placed on long-term instructional planning that differentiates using Specially Designed Academic Instruction in English, aligned with CA state frameworks and content standards. The development of multiple assessment measures supports all learners, including English learners, in reaching language and core curriculum benchmarks. Ongoing professional development of teacher candidates will promote collaboration among peers, with specialists, paraprofessionals, parents/caregivers, and with other community organizations. Case studies will be used to support specific pedagogy and fieldwork. 3 credits.

EDSU 532: Effective Literacy Instruction for Single Subject Candidates

This course provides substantive, research-based instruction that effectively prepares each candidate for a Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. Areas of focus include the integration of reading and writing in content areas, literacy assessment models, vocabulary strategies, comprehension strategies, the uses of fiction and non-fiction across the curriculum, literacy resources, including those online, and variations in literacy instruction for students from diverse linguistic and socio-economic backgrounds. As candidates study issues of literacy, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that illustrate a deepening understanding of literacy and how to develop content area literacy in their students. An integral component of this course is a student tutorial, which utilizes strategies studied in this course. The process and progress of the tutorial will be documented through the development of a case study. Further, a dialectical journal or learning log to support the tutorial and the development of the case study will be maintained by each candidate. 3 credits.

EDSU 533 Content Specific Strategies for Single Subjects (Series)

<u>Content Area</u>	<u>Section Code</u>
Agriculture	01
Art	02
Business	03
English	04
Health	05
Home Economics	06
Industrial and Technology Ed.	07
Languages Other than English	08
Mathematics	09
Music	10
Physical Education	11
Science: Biological	12
Science: Chemistry	13
Science: Geoscience	14
Science: Physics	5
Social Science	16

EDSU 533 -01 Effective Agriculture Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning in the Agriculture content area. As students examine and explore teaching agriculture, 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 Agriculture Content Standards and reflect mastery of specific content pedagogy. Protocols for using multiple measures for assessing student progress and to inform instruction will be presented. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 1 credit.

EDSU 533 -02 Content Specific Strategies for Single Subject Candidates - Art, Music, Theatre, and Dance

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning in the Art, Music, Theatre, or Dance content areas. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom. They will design and present selected lessons that are aligned with the California K-12 Art, Music, Theatre, or Dance standards and Visual and Performing Arts Framework and reflect mastery of specific content area pedagogy. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533 -03 Effective Business Education Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning in the Business Education content area. 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 9-12 Business Education standards and reflect mastery of specific content area pedagogy. Protocols for using multiple measures for assessing student progress and to inform instruction will be presented. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533-04 Effective English/Language Arts Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in English/Language Arts. As students examine and explore teaching English/Language Arts, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California

English/Language Arts Content Standards and English/Language Arts Framework. Additionally, these lessons will reflect mastery of English/Language Arts content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted English/Language Arts standards. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 1 credit.

EDSU 533 -05 Effective Physical Education/Health Science Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in Physical Education/Health Science. As students examine and explore teaching Physical Education/Health Science, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Physical Education/Health Science Content Standards and Physical Education/Health Science Frameworks. Additionally, these lessons will reflect mastery of Physical Education/Health Science content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted standards for Physical Education/Health Science. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 1 credit.

EDSU 533 -06 Effective Home Economics Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning in the Home Economics content area. 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. Candidates will learn effective ways to prepare students for living in the twenty-first century as positive, productive members of the workforce, of families and of their communities. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533 -07 Effective Industrial Technology Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in Industrial Technology. As students

examine and explore teaching Industrial Technology, 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 2002-2004 California State Plan for Vocational Education, the California Industrial Technology Content Standards and Industrial Technology Frameworks. Additionally, these lessons will reflect mastery of Industrial Technology content pedagogy. In addition, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted standards for Industrial Technology. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533 -08 Effective Instruction in Languages Other Than English for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning languages other than English. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom, which includes English learners and students with special needs. They will design and present selected lessons that are aligned with the California Department of Education Foreign Language Curriculum Framework and reflect mastery of specific content area pedagogy. Protocols for using multiple measures for assessing student progress and to inform instruction will be presented. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533-09 Effective Mathematics Instruction for Single Subject Candidates

Prerequisites EDUU 510, EDUU 511, EDUU 512, EDSU 530, EDUU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in mathematics. As students examine and explore teaching mathematics, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Mathematics Content Standards and Mathematics Framework. Additionally, these lessons will reflect mastery of mathematics content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted mathematics standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

EDSU 533 -10, Content Specific Strategies for Single Subject Candidates - Art, Music, Theatre, and Dance

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. The course provides candidates an opportunity to study teaching and learning in the Art, Music, Theatre, or Dance content areas. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom. They will design and present selected lessons that are aligned with the California K-12 Art, Music, Theatre, or Dance standards and Visual and Performing Arts Framework and reflect mastery of specific content area pedagogy. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 1 credit.

EDSU 533 -11 Effective Physical Education/Health Science Instruction for Single Subject Candidates

Prerequisites: EDUU 410/510, EDUU 511, EDUU 512, EDSU 530, EDSU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in Physical Education/Health Science. As students examine and explore teaching Physical Education/Health Science, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Physical Education/Health Science Content Standards and Physical Education/Health Science Frameworks. Additionally, these lessons will reflect mastery of Physical Education/Health Science content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted standards for Physical Education/Health Science. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 1 credit.

EDSU 533 -12, -13, -14, -15 Effective Science Instruction for Single Subject Candidates

Prerequisites EDUU 510, EDUU 511, EDUU 512, EDSU 530, EDUU 531 can be taken concurrently. This course provides candidates an opportunity to study teaching and learning in science. As students examine and explore teaching science, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Science Content Standards and Science Framework. Additionally, these lessons will reflect mastery of science content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted science standards. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

EDSU 533 -16 Effective History/Social Science Instruction for Single Subject Candidates

Prerequisites: EDUU 510, EDUU 511, EDUU 512, EDSU 530, EDUU 531 can be taken concurrently. This course provides an opportunity to study teaching and learning in History/Social Science. As candidates examine and explore teaching this content area, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will also explore the history and demographics of California and their influence on the education of California's diverse society. Candidates will design and present selected lessons that are aligned with the California History/Social Science Content Standards and Framework. Additionally, these lessons will reflect mastery of appropriate content pedagogy. Also, candidates will learn about the use of multiple measures to assess student progress toward reading state-adopted standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

EDSU 590 Supported Teaching: Secondary School

Prerequisites: passing score on CBEST, 2.75 GPA, admission to teacher education program or an Internship Credential Program; employment on an emergency permit in a California school as a full-time teacher, and concurrent enrollment in university course work. Students are supported by the university as they begin teaching in a secondary school classroom. Graded on a Pass/No Pass basis. 3 credits.

EDSU 592 Directed Teaching I: Secondary School

Prerequisites: passing score on CBEST, 2.75 GPA, admission to teacher education program; a minimum of nine credits of education course work at Chapman University, completion of an approved waiver program or CSET or SSAT/Praxis; EDUU 395 or waiver, EDUU 510, EDUU 511, EDUU 512, EDUU 513, EDUU 551, EDSU 530, EDSU 531, EDSU 532, EDSU 533, and formal advancement to Directed Teaching required. Students do supervised Directed Teaching for a full semester or two full terms (full school days) in a master teacher's classroom. Students are regularly evaluated by a university supervisor and enroll in EDUU 540. Placement must include classes at two different levels and with a student population at least 25 percent ethnically different from the student teacher. 3-6 credits.

NOTE: Single Subject candidates teaching on an emergency permit may not register for Directed Teaching until they are registered in their final class (EDUU 540) and can provide proof of passage of the CSET or SSAT/Praxis or completion of a subject matter waiver.

EDSU 593 Directed Teaching II: Secondary School

Prerequisite: Successful completion of EDSU 590 or EDSU 592. Students do supervised Directed Teaching for a full semester or two full terms (full school days) in a master teacher's classroom. Students are regularly evaluated by a university supervisor. Placement must include classes at two different levels and

with a student population at least 25 percent ethnically different from the student teacher. 6 credits.

NOTE: Single Subject candidates teaching on an emergency permit may not register for Directed Teaching until they are registered in their final class and can provide proof of passage of the CSET or SSAT/Praxis or completion of a subject matter waiver.

Student Teaching (EDTU)

EDTU 590 Supported Teaching: Special Education

Prerequisites: passing score on CBEST, admission to teacher education program; employment on an Intern Credential or an Emergency Permit in a California school as a full-time teacher, and concurrent enrollment in university course work. Students are supported by the university as they begin teaching in a special education classroom. P/NP. 3 credits.

EDTU 592 Directed Teaching: Mild/Moderate

Prerequisites for supported teaching, passing score on the CBEST, admission to teacher credential program, passage of MSAT or the appropriate SSAT and Praxis Subject Assessments examinations, successful completion of all course work and other program requirements. An exception may occur when the candidate's advisor determines that the candidate needs support at an earlier point in the sequence of his/her program to maximize the effectiveness of this directed teaching experience. Consequently, three credits of supportive teaching would occur at this stage and the remaining three credits would be completed at the end of the candidate's program. The focus of the Directed Teaching placement must be working with students who have mild/moderate disabilities. The university supervisor regularly evaluates candidates. 3-6 credits.

EDTU 593 Directed Teaching: Moderate/Severe

Prerequisites for supported teaching, passing score on the CBEST, admission to teacher credential program, passage of MSAT or the appropriate SSAT and Praxis Subject Assessments examinations, successful completion of all course work and other program requirements. An exception may occur when the candidate's advisor determines that the candidate needs support at an earlier point in the sequence of his/her program to maximize the effectiveness of this directed teaching experience. Consequently, three credits of supportive teaching would occur at this stage and the remaining three credits would be completed at the end of the candidate's program. The focus of the Directed Teaching placement must be working with students who have moderate/severe disabilities. The university supervisor regularly evaluates candidates. 3-6 credits.

Education (EDUU)

EDUU 099 Alternate Academic Reading and Study Strategies

An individualized, developmental program designed to improve critical reading, critical thinking, and study strategies. Students apply strategies learned to the material in their degree program courses. Open to all students and required of all freshmen and transfer students unless waived by SAT, ACT or Nelson-Denny. 3 non-degree credits.

EDUU 395 Education Field Experience

(Same as ENGU 466) An introductory exploration of public schools integrating field experience in the classroom with two seminar class sessions. Each unit of credit equals 30 hours of field experience. Must be completed in first semester/term of course work in School of Education. Graded on a Pass/No Pass basis. 1–3 credits.

EDUU 410/510 Introduction to Teaching

This course sets the stage for building an understanding of the teaching profession by providing basic background information about the philosophical, psychological, socio-cultural, legal and historical foundations of education in the United States. Additionally, students will be encouraged to examine their assumptions about teaching and learning in light of classical learning theory, language acquisition theory and current theories of brain compatible learning. A major emphasis of the class will be an examination of classroom management theories and techniques, management skills, parent involvement activities and other behaviors that help a teacher to successfully practice in the profession. Students will begin their professional portfolios in this course as well as develop their plan for completing the Teacher Performance Assessment (TPA). 3/3 credits.

EDUU 511 Collaboration for Inclusive Schooling

This course focuses on collaboration, inclusive schooling, the understanding of disabilities, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. Eight hours of authentic experiences in the field will be required. 3 credits.

EDUU 512 The Art and Craft of Teaching

The art of teaching is to truly know the when, the where, the why and for whom the craft of teaching applies. This course fosters an understanding of learning theory, instructional models, assessment strategies, and pedagogical knowledge that transcends subject matter. At the heart of the art and craft of teaching is the application of concepts, principles and values necessary to create and sustain a just democratic society and apply them to ensure each student has optimum opportunities to learn. Candidates work collaboratively to select and apply appropriate teaching strategies that promote learning for diverse learners. 3 credits.

EDUU 413/513 Student Health, Safety and Physical Education

This course provides the content knowledge needed for a thorough understanding of how the promotion of a healthy and safe life-style impacts the development of students. Teacher candidates study and apply effective methods that encourage (a) life-long physical fitness, (b) healthy living, and (c) behavior that reflects concern for safety factors. In addition, for those who will be working with elementary age students, the course covers (d) developmentally appropriate motor skills and physical education activities, (e) knowledge of meaningful rules and strategies for games and sports, and (f) how to build self-confidence and self-worth in relationship to physical education and recreation.

Single Subject candidates take only the portion of the course that covers health and safety for 2 credits. Exception; Single Subject candidates who have taken an approved health education class do not need to take this course.

Multiple Subject candidates take the entire course for 3 credits. Exceptions; Multiple Subject candidates who have taken an approved health education course, but no elementary physical education course, must take this course for 1 credit. Multiple Subject candidates who have taken an approved course in elementary physical education must take this course for 2 credits. Multiple Subject candidates who have taken an approved health education course and an approved course in elementary physical education do not need to take this course. 1-3 credits.

EDUU 519 Teaching Students with Mild/Moderate Disabilities

Prerequisites: EDUU 410/510, EDUU 570, EDUU 571, passing scores on CBEST, 2.75 GPA. Education of children, youth, and young adults with mild/moderate disabilities provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct and evaluate students with mild/moderate disabilities. A minimum of 25 hours of authentic field experience is required for this course. 3 credits.

EDUU 526 Theories in Language Development

Prerequisites: passing scores on CBEST, 2.75 GPA. Students 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. *This course may also be offered online.* 3 credits.

EDUU 527 Language Development: A Teaching and Learning Process

Prerequisites: EDUU 526 or equivalent, passing scores on CBEST, 2.75 GPA. Students examine bilingual methodologies, focusing on the practical aspects of teaching, organizing and managing the English Language Development (ELD) classroom. Students observe demonstrations, practice and receive feedback, and become familiar with state-adopted textbooks and other instructional materials appropriate for language learning. Required course for CLAD certificate. *This course may also be offered online.* 3 credits.

EDUU 528 Content-based Instruction for Linguistic Minority Students: Sheltered English

Prerequisites: EDUU 526 or equivalent, passing scores on CBEST, 2.75 GPA. Students examine current approaches and strategies appropriate for content area instruction through specially-designed instruction delivered in English (sheltered English). Course work includes learning/teaching processes, social interactions, teacher delivery approaches, and alternative assessment. Students are required to develop lessons and lesson presentations. Required course for CLAD certificate. *This course may also be offered online.* 3 credits.

EDUU 531 Health Education for Teachers

Prerequisites: passing scores on CBEST, 2.75 GPA A course for teachers which identifies and explores modern concepts of health education in the schools. Current health issues, common health problems in children and adolescents, good nutritional health habits, and the dynamics and effects of chemical use and abuse are emphasized. Meets the state credential requirements for health education. *This course may also be offered online.* 3 credits.

NOTE: All candidates for the Professional Clear Multiple or Single Subject credential must also complete CPR training and provide proof of CPR certification to the Credentials Office on the Orange campus. EDUU 531 does not include CPR training.

EDUU 540 Wisdom Through Practice

This is the culminating course in the Multiple Subject and Single Subject credential program in which candidates use the knowledge about and insights into the art and craft of teaching they have gained throughout this program. Candidates carefully examine, reflect on and discuss numerous teaching cases representative of issues, content and diversity found in California to demonstrate their ability to reason soundly about teaching and learning. As a final project candidates, drawing upon their previous course work and experiences, a) conduct a case study upon which a teaching case will be built, b) write or videotape the teaching case, c) develop discussion questions, d) write a commentary, and then e) conduct a discussion based on the case. Such developed teaching cases will be archived upon completion in order to build a case library for future candidates. 3 credits.

EDUU 451/551 Educational Applications of Computers I

Prerequisites: passing scores on CBEST, 2.75 GPA. Students examine the range of educational applications of computer technology, including: computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem-solving, teacher utilities, networked learning environments, simulations, word processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Required for Clear credential. *This course may also be offered online.* 3 credits.

EDUU 552 Using Technological Tools in Teaching II

Prerequisite: EDUU 551. This course builds on knowledge and skills acquired in its Prerequisite: taking students deeper into the world of technology and its applications to teaching and learning. The primary focus of the course is on becoming comfortable with using a wide variety of equipment including, in addition to the advanced use of computers, film and digital cameras, laser disks, scanners, multimedia authoring, interactive video, teleconferencing, beginning computer graphics, and animation as related to in-computer editing, special effects and video production. Some exposure to the use of assistive devices for students with disabilities will also be included. *This course may also be offered online.* 3 credits.

EDUU 553: Curriculum, Leadership, & Instructional Technology

The course will focus on (a) the development of curriculum plans utilizing a broad range of technological tools in the teaching/learning process with traditional, at risk and special education students, and (b) acquisition of the skills and knowledge necessary to provide leadership in the area of instructional technology to the school site and/or school district. 3 credits.

EDUU 554: Socioeducational Implications of Technology for the 21st Century

The final course in the Instructional Technology (InTech) emphasis will pull everything together and consider the implications of technology use in the teaching learning context. Normative questions such as the following will be debated: How techno literate should teachers be? What is the appropriate mix of human and technological interaction for K-12 learners? Can some of the unanticipated consequences of high technology use be identified? Are there ethical concerns to be addressed and if so, what are they? 3 credits.

EDUU 560 Teaching Students with Moderate/Severe Disabilities

Prerequisites: EDUU 510, EDUU 570, EDUU 511. Education of children, youth, and young adults with moderate/severe disabilities provides a knowledge base and introduces the skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct and evaluate students with moderate/severe disabilities. A minimum of 25 hours of authentic field experience is required for this course. 3 credits.

EDUU 570 Voice, Diversity, Equity and Social Justice

This course fulfills requirements for the Ryan Multiple and Single Subject with a CLAD Emphasis credentials, the CLAD Certificate, and is a core course for Education Specialist Credentials. Students focus on the disenfranchised of California's schools, including females, certain immigrant as well as native populations, people with disabilities, and people of lower socio-economic means, with particular emphasis on the unique challenges such diversity brings to the classroom. The history, culture, and expectations of these groups are emphasized as they apply to teaching and counseling and the fostering of cross-cultural respect among California's diverse populations. A minimum of 15 hours of field experience is required. 3 credits.

EDUU 590 Supported Teaching: Special Education

Prerequisites: Passing score on CBEST, admission to teacher education program; employment on an Intern Credential or an Emergency Permit in a California school as a full-time teacher, and concurrent enrollment in university course work. Students are supported by the university as they begin teaching in a special education classroom. Graded on a Pass/No Pass basis. 3-6 credits.

EDUU 599 Independent Study

Supervised independent study or research on a special problem or in a selected area of education. 1-3 credits.

EDUU 600 Research and Evaluation Methods

(Must be taken first or second in MAE core series.) Students learn methods of program evaluation and research in education. Topics include models of program

evaluation, experimental research designs, qualitative approaches, instrumentation and measurement, common statistical techniques, critiquing educational research, and evaluation of the special education and counseling programs. 3 credits.

EDUU 601 Assessment and IEP Development

Prerequisites: EDUU 401, EDUU 570, and EDUU 571. The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to using and communicating assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis is placed on the development of appropriate educational decisions on the basis of a variety of standardized and non-standardized techniques, instruments and processes that are appropriate to the diverse needs of individual students. Students will learn to (a) identify individual strengths and weaknesses, and (b) make appropriate instructional recommendations both for report writing and for IEP goals and objectives. 3 credits.

EDUU 602 Positive Behavior Supports

Prerequisites: EDUU 401, EDUU 570, and EDUU 571. A study of theories, practices and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive and respectful applied behavior analysis techniques. A minimum of 25 hours of authentic field experience is required for this course. 3 credits.

EDUU 603 Communication, Language, and Literacy

Prerequisites: EDUU 401, EDUU 570, and EDUU 571. A study of language disabilities and their implications for general and special educators. Assessment and teaching strategies. Required for the Mild/Moderate and Moderate/Severe Credentials. 3 credits.

EDUU 604 Teacher as Scholarly Practitioner: Action Research

Prerequisites: acceptance to the MAT, cumulative grade point average of "B," satisfactory completion of EDUU 401, and at least 12 credits of credential course work. The purpose of this course is to support teachers as they conduct research in their schools and classrooms. The course is designed to enable participants to carry out an action inquiry, to understand the fundamental principles of action research and to locate the significance of the approach in everyday practice and educational policy. A major part of the course work involves developing an action research project, either on one's own practice or in conjunction with practitioners in the field, whether in schools or in other parts of the community. The course will engage the participants in systematic qualitative inquiry into their own practice: framing appropriate questions, gathering and interpreting data; and analyzing data. Students will learn about action research by doing it and by reading examples of action research. 3 credits.

EDUU 605 Democracy, Education & Social Change

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

Students study various learning theories and their implications for instruction. Students also examine the areas of human learning; human exceptionalities; the cognitive, affective, and biological basis of behavior, and developmental psychology, including those areas germane to pupils with special as well as regular educational needs. 3 credits.

EDUU 607 Seminar in Comparative Education

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

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

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 617 Organizational Leadership and Development

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

EDUU 619 Literacy Assessment and Evaluation

A study in the assessment of oral and written language and reading, and ways to make instructional decisions based upon assessment. Reviews multiple assessments relevant in a balanced, comprehensive literacy program and the research basis for the provisions of effective assessment of literacy teaching and learning with student from varied cognitive, linguistic, and cultural backgrounds. Examines ways to administer a battery of appropriate assessments to a primary-grade student and an adult or secondary school student, and communicate that

information through professional reports. Participants are required to complete a minimum of 20 hours of supervised field experiences, which give the opportunity to combine theory with practice. 3 credits.

EDUU 620 Children's Literature and Family Literacy

The study of the criteria and evaluation of quality literature, genres, reader response theories, and literary theory. Investigates family literacy issues as well as ways of bringing families and schools together to support literacy development of all students. Participants are required to complete a minimum of 20 supervised field experience hours, which provides the opportunity to connect theory and practice. 3 credits.

EDUU 621 The Reading Teacher as Scholarly Practitioner: Action Research

This is the culminating course for the Reading Certificate, combining coursework and field based research activities. It is designed to help teachers combine a critical analysis of major theories of reading/literacy with sound instructional practices for all learners, through diagnostic and remediation techniques in individual and small group tutoring assignments. Includes an emphasis on how to provide leadership in the organization and maintenance of the reading/literacy program at the building or school system level. 3 credits.

EDUU 622 Seminar in Program Design I

A study about issues related to understanding the needs and ways of learning about reading/language arts relevant to students from varied backgrounds. Examines research and theory that form the basis of effective programs and interventions. Clinical field experience, a minimum of 20 hours, provides the opportunity to apply theory in practice. 3 credits.

EDUU 623 Reader Leader: Planning and Delivery I

A study of the teacher's leadership role in the planning and delivery of reading instruction from goal setting, program planning, decision-making, problem solving, program supervision, and program evaluation for students from varied cultural and linguistic backgrounds. All participants are required to complete a minimum of 20 hours of supervised field experience related to program planning and delivery in an elementary, middle, or secondary public school. 3 credits.

EDUU 627 Current Controversies in American Education

An elective course for the MAE in curriculum and instruction, this course will provide K-12 educators with a chance to closely examine emerging trends and movements about which there is lively disagreement (e.g., privatization, national standards, voucher plans, Afrocentric curriculum, etc.). 3 credits.

EDUU 630 Professional Induction Planning

Prerequisite: completion of the Preliminary (Level I) Education Specialist Credential in Mild/Moderate or Moderate/Severe. This is the required first course for ALL Education Specialist Professional Credential (Level II) candidates. EDUU 630 will include specific general curriculum but it primarily serves as an individualized process where the formal induction plan is developed and refined. Also, central to this course, is the beginning of the execution of the personalized goals for each candidate. Finally, a complete candidate assessment plan will be

developed. Each of these components (candidate goals, plan and timeline for execution, and the exit assessment plan) will be agreed upon by the candidate, the support provider, the employer, and the faculty advisor. The result by the end of the course is the formal Individualized Induction Plan (IIP), the selection of an Expertise Plan/area, and a Portfolio plan. A meeting with the candidate, advisor and their district support provider will result in a completed/signed induction plan and expertise plan, including timeline, measurement and assessment criteria. No other Level II credential program courses may be taken until this course has been satisfactorily completed. 1-3 credits.

EDUU 635 Education Workshop Series

Established to meet specialized purposes. Principally for persons engaged in teaching. 3 credits.

EDUU 638 Advanced Assessment and Instructional Strategies for

Persons with Mild/Moderate Disabilities

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. 3 credits.

EDUU 646 Foundations in Standards and Propositions for National Board Certification and Portfolio Development

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

EDUU 647 Assessing and Analyzing the Teaching and Learning Process for National Board Certification

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

EDUU 648 Curriculum Implementation and Performance Assessments for National Board Certification

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

EDUU 650 Transitions Across the Life Span

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. 3 credits.

EDUU 660 Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities

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. 3 credits.

EDUU 680 School Management and Technology

Effective school leaders are able to plan, implement, and evaluate the operation of schools with others in ways that achieve organizational goals and result in the development of safe and productive learning communities. This course will also provide a rationale and strategies for the development of administrative applications of technology to enhance communication and organization of schools. The course will emphasize and demonstrate the knowledge and processes necessary for effective management regarding school, climate, staff development, crisis management, public and media relations, resources, discipline, facilities, personnel classified and certificated, parent/community involvement, health and safety, special programs, and daily and annual scheduling of students and events. 3 credits.

EDUU 683 Supervision of Instruction

Students study various theoretical paradigms and the historical content of teaching as well as multiple styles of learning. Assessment models are reviewed as they relate to current policies and standards. Students construct alternative models to current practices in the supervision of instruction. 3 credits.

EDUU 684 Educational Governance and Politics

Effective and principled leadership requires a consciousness of power and influence and the capacity to deal with conflicts of interest in public education.

Students study national, state and local policies and governance systems with a focus on implementation at the micro-political level. The relationships of constituencies such as unions, school boards, local communities and special interest groups are studied for their political impact upon K-12 education, working with diverse populations and the role of schooling in a democratic society. Critical theory and social justice are taught as part of this exploration. 3 credits.

EDUU 686 Legal and Financial Aspects of Education

Students examine the current legal framework of American schooling including common law, federal and state law, court decisions, and county counsel and attorney general rulings. The course also covers school finance, sources and types of funding, budgetary procedures at the site and district level, and political issues connected with school finance. 3 credits.

EDUU 689 Techniques of Personnel Administration

This course focuses on general principles, policies, and practices of personnel administration. Closely examined are the roles of unions and professional associations, administrations, school boards, and the state in the collective bargaining process. The principles and processes for supervision and evaluation of certificated and classified staff are also covered. 3 credits.

EDUU 690: Professional Induction Assessment

Prerequisites: successful completion of all other coursework in the Chapman University Education Specialist Professional Credential (Level II) Program. This course is the capstone experience for the Professional Level II Education Specialist credential program. Candidates will critically assess their knowledge and skills as they relate to their Professional Induction Plan, their chosen expertise area of specialization and the professional standards set forth by the State of California. During the course candidates will complete their professional portfolios, demonstrate their expertise in an area of specialization, and develop a comprehensive professional development plan. This course will allow the candidate to integrate her/his knowledge into a unified understanding of the professional field of special education. 1-3 credits.

EDUU 691 Directed Field Work Administrative Services Credential: Tier I

Prerequisites: acceptance as a Tier I Intern Candidate or Completion of other requirements for the Preliminary Administrative Services Credential Program or consent of the Program Coordinator. Students will perform field practice in education administration for at least 100 hours. (This will include fieldwork hours accrued in other administrative credential courses.) They will acquire a working knowledge of duties and problems of education administrators or supervisors; students will observe and apply principles taught in leadership/administration courses as outlined in CTC standards. 3 credits.

EDUU 700 Critical Inquiry

A seminar cohort group will explore the philosophy, theory and practical application of a critical perspective in education research. The course will focus on learning as socially constructed and schools as cultural organizations. Students will learn how to shape anthropological inquiry in the form of collaborative practitioner inquiry in order to solve real school problems. They will

learn to apply various research tools, including technology, for information gathering and deep problem-solving. This course is specifically geared to those who are in positions of educational leadership. 3 credits.

EDUU 701 Mentoring and Support of Candidate

District/sites assign mentors for current administrators with a Tier I Credential, who are pursuing Professional Level Certification. Upon acceptance to CU Tier II program, each student is matched with a university adviser who becomes the third member of the professional development triad. The district mentor and university adviser provide guidance and support as critical friends, on an ongoing basis, for the life of the Tier II program. Others, such as peers or expert resources, may join the basic triad as needed. In collaboration with the triad, the Tier II candidate completes a Professional Credential Induction Plan. 2 credits.

EDUU 705 A, B, C Moral and Ethical Leadership

A seminar cohort group will study the knowledge necessary for an ethical leadership role in order to build and sustain positive moral cultures in educational settings. The focus will be upon identifying our own ethical beliefs and then recognizing ethical issues and dilemmas in praxis. Students will learn how moral agency works in developing democratic personhood and democratic communities. The “big” ideas, gleaned from major theories, will inform participants as they deal with the authentic problems and challenges of ethical decision-making in their administrative practices. 3 credits.

EDUU 712 Educational Change

Prerequisites: An elective course for Tier II students or advanced graduate students with a Master’s Degree. A seminar cohort group will examine the differing perspectives, strategies, and principles that have influenced educational change in the recent past. The group will also investigate those perspectives of change in relation to the current strategies of comprehensive school restructuring. The “Big Ideas” gleaned from the investigation will assist participants in their understanding of ethical challenges in today’s democratic society. 3 credits.

EDUU 717 Organization, Culture and Community

A seminar cohort group will construct the knowledge necessary for an organizational leadership role to build and sustain positive collaborative cultures in educational settings. The focus will be upon understanding the diverse constituencies that compose the ecology of the school and how to get such groups to work together, both interdependently and integratively, for the common good of a democratic community. The “big” ideas, gleaned from theory, will inform participants as they deal with the authentic problems and challenges of community building in their administrative practices. 3 credits.

EDUU 719 Vision and Learning

A seminar cohort group will explore the knowledge necessary for a program leadership role to support and sustain worthwhile learner-centered curriculum change in educational settings. Theories of human learning, development and curriculum will be studied for their applications to improved success in a democratic community of learners. The “big” ideas, gleaned from theory, will be

integrated with the design, implementation and assessment of school curriculum programs. Philosophical, historical, sociopolitical, legal and economic influences will be examined. 3 credits.

EDUU 720 Assessment and Performance of Candidate

This is a capstone seminar for the Tier II cohort group. Candidates create and exhibit the products of their field projects. They synthesize and reflect upon the “big ideas” from all the classes and the practitioner field project inquires. Students, along with their mentors, advisors and colleagues, will assess the learning from their own Professional Credential Induction Plans and the plans and project of the others in the group. They will reflect upon their own beliefs and values as they connect to the various perspectives of others, the CTC standards and themes, program values and the principles of learning. This is a benchmark in their ongoing professional development as part of a habit of lifelong learning. They will celebrate reaching this milestone, acknowledge those who have worked with them and begin to think about the future. 2-4 credits.

ENGLISH AND COMPARATIVE LITERATURE

ENGU 099 Basic Writing Skills

A course that develops accuracy and clarity in writing. Conferences with the instructor and tutorials with peers provide maximum opportunities for individual development. 3 credits.

ENGU 103 Rhetoric

The theory and practice of writing effective essays. Students have the opportunity to master a variety of essay modes and the research paper and to develop their writing styles in a wide range of assignments. Students also have access to a computer lab and help in composing their essays on a computer. 3 credits.

ENGU 104 Writing About Literature

Prerequisite: ENGU 103. An introduction to the basic genres of literature: fiction, drama, and poetry, including techniques for analyzing and writing critical papers about different types of literary works. 3 credits.

ENGU 240 World Literature I

Prerequisite: ENGU 104. Students read selected world masterpieces from the beginning to the fall of Rome, 476 A.D. The course includes readings from myth, epic, tragedy, and comedy from Western and Eastern cultures. Writers may include Homer, Sophocles, Plato, Aristophanes, Sappho and Virgil. 3 credits.

ENGU 242 World Literature II

Prerequisite: ENGU 104. Great works of world literature from the fall of Rome in 476 A.D. to 1660, the English Restoration. Students will read works by such authors as Lady Murasaki Shikibu, Rumi, Dante, Chaucer, Cervantes, and Shakespeare. Materials from the visual arts, history, philosophy, religion, and politics will be used to enrich the students’ reading. 3 credits.

ENGU 244 World Literature III

Prerequisite: ENGU 104. Students read chosen works of world literature from 1660 to the present day. Emphasis may vary from year to year to focus on the

relationship of literature to the other arts and cultures. Authors may include Swift, Pope, Moliere, DeBeauvoir, Voltaire, Allende, Flaubert, Melville, Marquez, Dostoyevsky, Nabokov, Ellison, Fowles, and Woolf. 3 credits.

ENGU 250 Introduction to Fiction

Prerequisite: ENGU 104. A discovery of some of the most powerful examples of fiction written throughout the world. Students learn to analyze and understand selected major short stories and novels. Works chosen will represent writers such as Gogol, Kafka, Hemingway, Camus, Conrad, Chopin and Morrison. 3 credits.

ENGU 252 Introduction to Poetry

Prerequisite: ENGU 104. An exploration of the pleasures of poetry. Designed especially for the student with little background, this class cultivates an understanding of and appreciation for a wide range of poetry, from William Blake to Langston Hughes, from Emily Dickinson to Sylvia Plath and Gwendolyn Brooks. 3 credits.

ENGU 254 Introduction to Drama

Prerequisite: ENGU 104. A study of English, American and European drama, concentrating on plays from ancient to modern times, including comedy, tragedy, and the variant literary forms that lie between, ranging from melodrama to farce, from satire to the absurd. Class may attend live theatre and film presentations. Modern playwrights may include Puig, Mamet, Hwang, Wilson, and Wasserstein. 3 credits.

ENGU 300 Writing for Essay Proficiency

Prerequisites: ENGU 104 and placement from the JWP exam or permission of instructor. A mid-point expository writing course designed for students who want to attain higher level skills for writing across their college curriculum or for their professional careers. Benefiting from a practical approach in which the audience, purpose, and methodology will be defined, students will have the opportunity to read effectively written essays in a variety of disciplines and further develop their writing and revising skills. (A grade of "C" (2.0) or higher is required for a "pass" equivalence on the JWP exam for those students who have previously received a "fail" or "deficiency" on that exam.) 3 credits.

ENGU 302 Writing About Diverse Cultures

Prerequisite: ENGU 104. A study of citizens of the world learning to blend their many cultures on the cusp of a new millennium. Students will read works from writers representing many cultures throughout the world, then discuss and write about such topics as identity, family, gender roles, violence, work, and myth. A special emphasis will be placed on a comparison of these issues between the students' native cultures and cultures represented in non-Western countries. This course is designed for students who have fulfilled their basic writing requirements but who need additional writing instruction and practice to be better prepared to meet the requirements in upper-division courses. 3 credits.

ENGU 303 Technical Writing

Prerequisite: ENGU 104. Intensive practice in writing for students who wish to work in technical or professional fields: reports, specifications, proposals, visuals, documentation. 3 credits.

ENGU 304 Creative Writing

Prerequisite: ENGU 104. More specialized than introductory creative writing, this course focuses on single genres: fiction, poetry, or drama. Students receive extensive training and practice in their chosen genre; are encouraged to submit their work to Calliope II, Chapman's literary journal, and prepare a portfolio of their work to use for off-campus publication or interviews with agents and publishers. 3 credits.

ENGU 305 Business Writing

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

ENGU 320 American Literature from the Puritans to Dickinson

Prerequisite: ENGU 104. A study of major American writers and the origins of important themes and ideas in American culture from the Colonial period through the Civil War. Authors include Edwards, Wheatley, Poe, Melville, Hawthorne, Emerson, Thoreau, Whitman, and Dickinson. An examination of Puritanism, Transcendentalism, the Frontier Myth, and their influence on American thought. 3 credits.

ENGU 322 American Literature from Clemens to 1950

Prerequisite: ENGU 104. A survey of the beginnings of modernism as found in major writers from the turn of the century to 1950. Literary ideas such as realism, naturalism, impressionism, and the roots of modern aesthetic theories will be studied in the works of Clemens, Dreiser, Ellison, James, Hemingway, Fitzgerald, Eliot, Pound, Frost, Faulkner, O'Neill, Wharton, and Wright. 3 credits.

ENGU 324 Contemporary American Literature

Prerequisite: ENGU 104. Students read some of the boldest, most interesting works of American post-modernism in order to understand contemporary American fiction, poetry, and drama. Students will study poets of various post World War II movements (the Beats, the New York poets; the confessional, concrete and objectivist poets); novelists such as Angelou, Didion, Barth, Barthelme, Morrison and Tan; and dramatists such as Albee, Hansberry, Kushner, Mamet, Wilson and Williams. 3 credits.

ENGU 326 American Themes

Prerequisite: ENGU 104. A penetrating study of various powerful themes in American literature. Courses that treat different themes may be repeated for credit. 3 credits.

ENGU 334 The Romantic Period

Prerequisite: ENGU 104. The romantic explosion in English literature from the late 18th century to 1832, concentrating on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Students relate this literature to the larger cultural context of European Romanticism and will include some study of prose writers such as Mary Wollstonecraft and William Hazlitt. 3 credits.

ENGU 335 The Literature of Victorian England

Prerequisite: ENGU 104. A study of the tensions—artistic, moral, and social—inherent in Victorian England from 1832–1900. While reading the works of such writers as Tennyson, Arnold, Browning, Bronte, Dickens, Hardy, Hopkins, and Wilde, students will discover how these works relate to trends in art, architecture, fashion, politics, science, and philosophy. 3 credits.

ENGU 340 The Bible as Literature

Prerequisite: ENGU 104. An exploration of the wonders of the Old and New Testaments. From the song of creation to the apocalypse of Revelation, the course will examine the stories and poetry of the Bible, which shaped our culture and nurtured our values, as literary expressions of ancient Israel and the early Christians. 3 credits.

ENGU 341 Non-Western Mythology

Prerequisite: ENGU 104. An introduction to the visionary myths of non-European cultures and how these myths were transformed as culture moved from the magical spells of oral communication to early pictographic writing and finally to phonetic spelling. The myths and magical stories of pre-literate, tribal cultures; the myths contained in early pictographic writing; and the myths contained in early phonetic scripts are emphasized. 3 credits.

ENGU 343 Introduction to Comparative Literature

Prerequisite: ENGU 104. An introduction to the theory and methods of comparative analysis, as well as to the interdisciplinary study of literature. The course will begin with an examination of the history of the discipline and an overview of representative comparativist categories. The class as a whole will examine literary texts in comparative historical, linguistic, cultural and interdisciplinary contexts. In addition, after consultation with a faculty mentor, each student will develop a final research project that utilizes a comparativist critical approach. 3 credits.

ENGU 347 Society, Culture, and Literature

(Same as HUMU 347/SOCU 347) *Prerequisite: ENGU 104.* An exploration of the sociological and/or anthropological contexts of literature. The course varies in content depending on the instructor, but the topics to be selected might include the following: urban literature and life; rural, pastoral, or utopian environment; literature and sex roles; the literature of work; the influence of anthropological works on 20th-century literature; poetry and narrative in preliterate society; and the Cambridge School of Classicists and their theories about various myths of the hero. 3 credits.

ENGU 360 Literature into Film

Prerequisite: ENGU 104. Studies of selected poems, stories, plays, and novels that have been turned into movies. Discussions will focus on the difference imposed by the printed word and cinema in shaping the same material into two different artistic expressions. Typical readings/films might include Chopin's Awakenings, Conrad's Heart of Darkness, Ishiguro's Remains of the Day, and Vonnegut's Slaughterhouse Five. *This course may also be offered online.* 3 credits.

ENGU 364 Shakespeare into Film

Prerequisite: ENGU 104. Students will study the fascinating films made from some of Shakespeare's greatest plays including the comparative versions of Henry V, Richard III, Much Ado about Nothing, Romeo and Juliet, Othello, and Hamlet. Students might compare various other versions with Shakespeare's original plays and these sources. 3 credits.

ENGU 367 Horror Fiction and Film

Prerequisite: ENGU 104. An opportunity to experience the genre of the macabre in both literature and film. Students start with the Gothic novel and such early classic writers as Mary Shelley, Poe, Lovecraft, and Stevenson and proceed to present day shockers such as William Blatty and Stephen King. Films may include such vehicles of terror as Phantom of the Opera, Bride of Frankenstein, Freaks, Night of the Living Dead, Psycho, The Exorcist, and Poltergeist. 3 credits.

ENGU 368 Science Fiction and Film

Prerequisite: ENGU 104. An entrance to the imaginative world of the bizarre in science fiction and film that deals with such themes as utopias, outer space, aliens, robots, and monsters. Fiction may include such writers as Jules Verne, H.G. Wells, Edgar Rice Burroughs, Orwell, Huxley, Bradbury, Van Vogt, Clarke, Asimov, Sturgeon, Herbert, and Niven. Films may include such classics as Metropolis, The Thing, 2001, Clockwork Orange, Close Encounters of the Third Kind, Time After Time, The Empire Strikes Back, and ET. 3 credits.

ENGU 400 Advanced Rhetoric

Prerequisite: ENGU 104. The study and practice of persuasive and expository prose. Students investigate methods of invention and models of form and style in readings from discourse theorists as well as from established masters of the essay. Workshops and tutorials focus on cultivating a personal style, editing, and redrafting for publication. 3 credits.

ENGU 404 Techniques of Writing Fiction/Poetry/Drama

Prerequisite: ENGU 104. Students learn the basic techniques necessary to produce publishable fiction or poetry. Course may vary by genre from semester to semester. Techniques of fiction and drama may include plot development, viewpoint selection, three-dimensional characterization, dialogue, scene and summary, settings, theme. Techniques of poetry may include study of sound, imagery, figurative language, symbolism, and mechanics. Lecture and workshop combined. 3 credits.

ENGU 407 Writing and Publishing for the Internet

Prerequisite: ENGU 104. The digital age is upon us. Now we have new ways of communicating, of retrieving and filing information, of publishing our work. How are the Internet and the World Wide Web changing the craft of writing and the business of publishing? How can a writer participate in new media? How can a reader determine the credibility of the information she/he finds in cyberspace? This course is designed to help students gain a greater understanding of the Internet opportunities to publish their own work. *This course may also be offered online.* 3 credits.

ENGU 430 Shakespeare's Comedies and Histories

Prerequisite: ENGU 104. Students study Shakespeare's exciting development from his earliest plays to mid-career. Students discover his delightful comedies and absorbing historical plays with some attention to his most significant poetry. 3 credits.

ENGU 432 Shakespeare's Tragedies and Romances

Prerequisite: ENGU 104. Students study Shakespeare's plays from mid-career to his richest, most mature plays. Students will explore his moving tragedies and haunting romances. 3 credits.

ENGU 445 Major Author(s)

Prerequisite: ENGU 104. Students concentrate on the writings of either one significant author or a group of authors who can be studied profitably together. Examples of major figures include, but are not limited to, Chaucer, Spenser, Milton, Pope, Swift, Johnson, Keats, Dickens, Hawthorne, Melville, Pound, Eliot, Woolf, Joyce, Proust, Kazantzakis, and Faulkner. 3 credits.

ENGU 448 Psychology in Literature and Film

(Same as PSYU 448) *Prerequisite: ENGU 104.* A study of the intriguing cross-influences between literature and psychological theory. Particular attention will be given to the works of literature and film which have provided basic materials for psychologists and to the reflexive impact of psychological theory upon writers. Students will examine the use made by modern poetry, drama, fiction, and film of such psychological concepts as archetypes, unconscious processes, the Oedipal complex, role-playing, and symbol. 3 credits.

ENGU 449 Cross-cultural Studies in Literature

Prerequisite: ENGU 104. A study of culture and values as they are expressed through literature. Students will study literary works from cultures throughout the world in order to increase awareness of diversity in value systems, traditions, and behavior. Literature from various countries, with specific emphasis on non-Western literature, and from various literary genres (poetry, fiction, drama, essay, film) will be covered. Special focus might be given to a topic such as women's rights, refugees, civil rights, or personal identity. 3 credits.

ENGU 450 Literature of Children and Young Adults

Prerequisite: ENGU 104. Students will study the classic works and the lyrical, narrative and dramatic aspects of children's literature. They will be introduced to the types, history, themes, and trends of children's literature and its role in a child's cultural socialization. Both teachers and writers of children's literature will benefit from this study of style, technique, and methods for introducing the young to the pleasures of literacy and elements of literary quality, from diverse cultures and experiences, including authors, such as Faith Ringgold, Demi, E.B. White, Louisa May Alcott, Sandra Cisneros, Gary Soto, and Maya Angelou. 3 credits.

ENGU 462 The Literature and Film of Diverse Cultures

Prerequisite: ENGU 104. Depending on the instructor, this course could focus on the emerging nations of Africa, the Middle East, or Central or South America. Writers and filmmakers that might be studied include Chinua Achebe, Carlos

Fuentes, Gabriel García Márquez, Ousmane Sembene, Peter Weir, or Satyajit Ray. 3 credits.

ENGU 471 Introduction to Linguistics

Prerequisite: ENGU 104. An introduction to the major characteristics and components of human language. Students become familiar with the power and complexity of language, the way it influences our interaction with other people, and its potential contribution to understanding ourselves and society. Studying the work of current language theorists such as Chomsky, Hymes, Halliday, and Vygotsky will be central to the course. 3 credits.

ENGU 499 Independent Study

Prerequisite: ENGU 104. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

ENVIRONMENTAL AND PHYSICAL SCIENCES

Chemistry

CHMU 105 Chemistry for Consumers

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

CHMU 234 Fundamentals of Drug Action

Although we live in a drug-oriented society—like it or not, we are all drug users—there is a general ignorance of what drugs are, what they do, and how they do it. The main objective of this course is to supply this basic information in order to empower students to make better decisions regarding drug usage. Discussion will center on drugs with high sociological impact, but the emphasis will be scientific in nature. 3 credits.

Environmental Sciences

ESCU 101 Introduction to Environmental Science

An introduction to the causes of environmental problems as well as strategies for potential solutions from both a natural science and a social science perspective. Scientific understanding of the environment is emphasized. The course gives an overview of major environmental problems and scientific principles, with a focus on managing environmental problems and important natural resources. 3 credits.

ESCU 103 Introduction to Geosciences

Introduction to Geosciences will explore basic principles and processes of geology (emphasizing surface processes), astronomy, meteorology, and oceanography. Lecture and laboratory. Weekend field trips required. 4 credits.

ESCU 104 Introduction to Physical Science

An introduction to Physical Sciences with emphasis on Earth/Space Science and an introduction to Chemistry and Physics. Designed to meet the General

Education requirements in the Natural Sciences, this course will use topics of current interest to introduce non-scientists to basic principles of Physical Science. Lecture, demonstration, discussion, laboratory. 4 credits.

ESCU 105 History of the Earth

An introduction to geology and the geological history of the earth. Students examine 4.6 billion years of the Earth's evolution including the rise and fall of mountain ranges, the movement of the continental and oceanic plates over time, and the beginnings of life. Students focus on the important cycles in the Earth's evolution, as evidenced in the rock record and fossils. Lecture. 3 credits.

ESCU 111 Physical Geology

An introduction to geology. Earth, the third planet from the sun, is a dynamic system. The geologic principles and processes that make our planet unique are introduced from a broad perspective. Covers the structure of the Earth, Earth materials, geologic processes, the oceans, and introduction to environmental geology. Required lab and Saturday field trips provide "hands-on" experience. 4 credits.

ESCU 207 Oceanography

Students study the ocean environment and its importance to man, composition of the ocean, causes and effects of waves, currents, the tides, processes that change the coasts, geological origin and evolution of ocean basins, economic resources, marine organisms, history of oceanographic exploration. 3 credits.

ESCU 234 Earthquakes and California Tectonics

The geologic and tectonic history of California with emphasis on the development of the San Andreas Fault system. Fundamentals of geology and plate tectonics are reviewed/introduced in light of the geologic evolution of California. 3 credits.

Food Science and Nutrition

FSNU 200 Human Nutrition

A study of food intake and utilization, nutrient sources, metabolism, and interactions. Human nutritional requirements and their relationship to various diseases are examined, as are facts and fiction about diets, "health foods," etc. Students learn about nutrition, the elements of a balanced diet, and modern food technology. *This course may also be offered online.* 3 credits.

FSNU 201 International Nutrition: The World Food Crisis

Students review contemporary nutritional issues affecting the world. Social, cultural, political, economical, and scientific aspects of the world food problems are examined. Nutritional deficiencies affecting various regions of the world and the role of international agencies are covered. Students learn about food production and food supplementation programs, and examine possible solutions and the future. 3 credits.

FSNU 338 Nutrition and Human Performance

Prerequisites: FSNU 200. Designed to provide a more in-depth view of nutrition, metabolism, and human performance. Ergogenic aids, blood doping, nutritional needs of the athlete are emphasized. The methodologies and current topics related to nutrition and human performance are evaluated. Mechanisms of

nutrition are presented to better understand the cause-and-effect relationships of human nutrition. 3 credits.

FSNU 405 Quality Control and Assurance

Prerequisite: FSNU 200 or instructor's approval. Students apply physical, chemical, microbiological, organoleptic, and statistical methods to the evaluation of critical properties (e.g., color, flavor, texture, nutrients, stability, and safety) of ingredients and commercial food products. *This course may also be offered online.* 3 credits.

Physics

PHYU 101 General Physics I

Prerequisite: MATU 105. Corequisite or Prerequisite: MATU 110. Students study mechanics, wave motion, and heat including lab. 4 credits.

PHYU 102 General Physics II

Prerequisite: PHYU 101. Corequisite or Prerequisite: MATU 111. Students study electricity, magnetism, light, introduction to atomic structure including lab. 4 credits.

PHYU 201 Electronics

Prerequisite: PHYU 102 or instructor's approval. Students study transistors and other solid state devices, linear and digital integrated circuits, as well as their applications in instrumentation, music including lab. 4 credits.

FILM AND TELEVISION

FTVU 132 Introduction to Visual Storytelling

This course will offer non-majors an opportunity to explore a variety of filmmaking techniques. Each student will write, shoot, and edit at least three short productions on video-tape. While the primary emphasis is on telling a story visually, the students also learn basic cinematography, lighting, editing and sound recording. Fee: \$200. 3 credits.

FTVU 140 Introduction to Film Aesthetics

An exploration of the principles of film appreciation and analysis through lecture, discussion, and viewing of films and film excerpts. Class discussions focus on the ways in which editing, photography, sound, and other aspects of film make it a unique form of art. 3 credits.

FTVU 141 American Cinema and American Culture

An overview of the basic principles of film aesthetics, as well as high points in the history of the American cinema. Class discussion will focus on the development of a classical style, the conventions of various genres, and the way that American film developed in the contexts of the Cold War, the growth of television, countercultural movements, and film schools. 3 credits.

FTVU 227 Screenwriting Fundamentals

An introduction to the building blocks upon which all film and television writing are based: visualization, dialogue, scenes, sequences, and basic dramatic structure. Students begin with short writing exercises and proceed to longer

scenes and sequences, culminating in a 20-page script. Workshop approach is augmented by lecture, readings and video excerpts. Fee: \$75. 3 credits.

FTVU 250 Introduction to Multimedia Production

An exploration of the special features of interactive storytelling. Using Macromedia Director, Photoshop, Illustrator, Sound Edit 16, and nonlinear editing students will combine digital video, audio, still images, and text to make an interactive presentation. Each student produces a multimedia CD-ROM during the course. Fee: \$75. *This course may also be offered online.* 3 credits.

FTVU 316 Computer Graphics I

An introduction to two- and three-dimensional computer graphics for film and television. Using Adobe Illustrator and Photoshop, students will explore vector graphics and their applications in raster graphic images. Fee: \$75. *This course may also be offered online.* 3 credits.

FTVU 351 Business Presentations

Provides insight into the corporate world and the communication skills and techniques, including creating computer-generated graphics, needed to be successful in today's business environment. A practical look at organizing and creating visual communication for the board room, trade show, and business meeting. Fee: \$75. 3 credits.

FOREIGN LANGUAGE

French

FRNU 101, 102 Elementary French I, II

Prerequisite for FRNU 102, C- or higher in FRNU 101 or instructor's approval. Students gain mastery of a basic vocabulary and structural patterns, pronunciation, an overview of French geography and social customs. Two hours per week lab required. 3/3 credits.

German

GERU 101, 102 Elementary German I, II

Prerequisite for GERU 102, C- or higher in FRNU 101 or instructor's approval. Students develop beginning communicative competence in speaking, listening, reading and writing. Appreciation of the Swiss, German and Austrian cultures is developed. Two hours of lab per week are required. 3/3 credits.

Spanish

SPNU 101, 102 Elementary Spanish I, II

Prerequisite for 102, C- or higher in 101 or instructor's approval. Students develop basic communicative competence in the four skills of listening, speaking, reading, and writing needed in social situations. Appreciation of the uniqueness of Hispanic and Latino culture. 3/3 credits.

SPNU 201, 202 Intermediate Spanish I, II

Prerequisite: SPNU 102 or equivalent. Students work on expanding and improving communicative skills to encompass most social and some professional situations, intensified reading and writing to explore the diverse

geography and culture of the Hispanic world, and appreciation of differences between Hispanic/Latino and Anglo-Saxon culture. 3/3 credits.

HEALTH ADMINISTRATION

HAUU 502 Accounting for HA/HR Majors

(Same as HRCU 502). Covers organizational accounting cycle. Subjects are approached from the perspective of the use of accounting data, with emphasis on recording, analyzing, and presenting financial information for organizational decision-making. 3 credits.

HAUU 600 Current Issues in Health Services

The course comprehensively reviews the U. S. health care delivery system in terms of background and history, population characteristics, trends in health services access and utilization, the structure, financing, organization and delivery of health services, quality management, outcomes research, advancing medical technology, managerial ethics, and the changing policy environment. Students will explore current issues significant to the health care industry, such as increased competition, major organizational restructuring and consolidation, a rapidly changing scientific base, the consumer backlash against managed care, and increased government regulation. *This course may also be offered online.* 3 credits.

HAUU 604 Marketing for Health Services

An introduction to the marketing concepts and principles applicable to health facilities and health care providers. Emphasis is placed on understanding the marketing concept, classic marketing principles, the role of marketing in health care, market planning, segmentation, positioning, pricing, promotion decisions, and market strategies. 3 credits.

HAUU 608 Health Education Program Planning

Outlines the steps necessary for effective development and evaluation of education and health promotion programs in community and health care settings. Examines principles of adult learning, diagnosing needs, developing creative teaching strategies and methods for audience participation, evaluating program success and marketing techniques. 3 credits.

HAUU 610 Public Health Administration

Explores community health in the United States today. Designed to provide a broad introduction to modern concepts of public health administration. 3 credits

HAUU 613 Seminar in Organizational Dynamics

(Same as OLCU/HRCU 613) Applies theories of individual, group and organizational behavior to solve organizational problems. Students are taught a diagnostic model of problem solving and gain experience applying these theories to organizational situations. 3 credits.

HAUU 615 Leading Organizational Change

(Same as OLCU 615/HRCU 615) *Prerequisite: HAUU/OLCU/HRCU 613 or instructor's approval.* Examines change as a focused leadership activity designed to bring about specific conditions to redirect action, or to implement a

particular process, product or system. Focuses on planned, purposeful, and consciously directed change. Through case studies and exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transformation. 3 credits.

HAUU 620 Determinants of Health Behavior and Health Outcome

Examines the determinants of health behaviors and health outcomes among population subgroups. The influence of the environment, medical care delivery system, and personal characteristics of the population, including demographic, social, cultural, economic, behavioral and lifestyle factors on health status are examined. Selected diseases and their causes are studied. 3 credits.

HAUU 625 Health Systems Management

A survey and study of key concepts and principles used in the management of health system organizations. The course analyzes and evaluates how health organizations develop and change, the dynamics of success or failure, the concepts of organization design/ development, and the basis of emerging trends in healthcare organization management through the integration of relevant, topic oriented, case studies. *This course may also be offered online.* 3 credits.

HAUU 630 Financial Management and Accounting Survey

Prerequisite: HAUU 502 or equivalent. This is an introductory survey course for non-accounting, financial managers. The course will provide an understanding of the general theory and practice of account recordation and financial reporting. The course provides the student with the tools to interpret general-purpose health care financial statements and management uses for these documents. This course is intended for non-accounting, degree majors. *This course may also be offered online.* 3 credits.

HAUU 635 Financial Management: Budget, Planning and Analysis

Prerequisite: HAUU 630. A survey and study of key concepts and principles used in the integration of resource allocation techniques and their relationship to the budgeting process used in operational and strategic planning. The course provides an overview of capital budgeting as it relates to capital expenditures, financial analysis of organizational position and management reporting. Future trends in healthcare financial management are also discussed. 3 credits.

HAUU 636 Health Economics

Presents an economic framework for the study of health care and illustrates the use of economic concepts in the study of health care, public policy issues. The supply of and demand for health services, marketing competition, regulation and insurance are addressed. *This course may also be offered online.* 3 credits.

HAUU 640 Health Program Development and Evaluation

Covers techniques necessary for effective development and evaluation of health service programs. This course provides a comprehensive review of components of proposal writing for private and public funding mechanisms and an overview of various evaluation methods and strategies. 3 credits.

HAUU 650 Managed Care and Risk Contracting

The focus of this course is on providing the student with a general overview of managed care and an in-depth understanding of the role and fundamentals of

risk contracting in a managed health care deliver system. Students have an opportunity to understand and to analyze provider contracts, which will include fee-for-service and risk agreements between payors, hospitals, physician groups, and ancillary providers. The course will provide increased knowledge and understanding of the rationale and methodology of managing risks in a managed care setting. *This course may also be offered online.* 3 credits.

HAUU 658 Strategic Planning for Health Services

Prerequisite: completion of any eight MHA core courses or instructor's approval. In this capstone course of the MHA program, students study strategic planning for healthcare organizations. The course incorporates practical exercises to stimulate the strategic planning/management process from organizing or planning through implementation and review. 3 credits.

HAUU 660 Information Systems for Health Facilities

An introduction to information management, its components and requirements in healthcare and the clinical administration and its management applications. Students will learn to determine general institutional and end user needs, produce cost/ benefit analysis, increase effective productivity and build a foundation for decision-making technique for computer systems and to evaluate alternative computer information systems. *This course may also be offered online.* 3 credits.

HAUU 670 Health Care and Aging

Provides an overview and foundation of both normal and abnormal changes in the aging process. Students focus on physiological and psychosocial changes, cognitive functioning, common pathological conditions and health and wellness strategies. *This course may also be offered online.* 3 credits.

HAUU 671 Issues in Aging

Examines non-physical aspects of aging and reviews demographics trends, psychological theories and sociological concerns. Specific issues covered include historical perspectives, myths and stereotypes, personality, coping with life's transitions, social adjustment to retirement, impact on the family, and available community resources. *This course may also be offered online.* 3 credits.

HAUU 672 Geriatric Health Care and Public Policy

Provides a comprehensive overview of current health care policies that affect the elderly. Discussed are health needs, Medicare, seamless continuum of care, legislative initiatives, competitive medical plans, and future implications. *This course may also be offered online.* 3 credits.

HAUU 673 Gerontology Internship

Prerequisite: any two of the following courses: HAUU 570, HAUU571, HAUU572. Designed for graduates and advanced undergraduates, this field placement internship provides a hands-on opportunity to work with senior-level management in a health services organization. Students are required to submit a proposal stating objectives, operational procedures, and evaluation plan. 3 credits.

HAUU 680 Organizational Research

(Same as HRCU/OLCU 680.) This course provides students with an understanding of the critical role of research, systematic assessment, and

evaluation to identify and solve management problems and to improve organization performance. The course examines the fundamental theoretical concepts, scientific research methods, the strengths and weaknesses of pre-experimental, quasi-experimental and experimental research designs, threats to internal and external validity, techniques for data collection and analysis, measurement issues, and professional report preparation and presentation. The primary focus is on the practical application of research methods to improving organizational programs, policies, and performance. 3 credits.

HAUU 690 Field Project

May be taken as internship or research project. 3 credits.

HAUU 695 Legal Issues in Health Services

In-depth study of the philosophy and application of law as it relates to the various types of health care organizations. Discussion of the legal process and the relationship of the law and public policy to healthcare. May be repeated for credit as a graduate student if taken as undergraduate. *This course may also be offered online.* 3 credits.

HAUU 699 Special Topics

Prerequisite: admission to graduate studies. A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance in the health care industry. 3 credits.

HEALTH SYSTEMS

HSCU 210 Accounting for Health Services I

Examines the basic organizational enterprise; the accounting model; the balance sheet and income statement; accounting cycle; income measurement; systems and control; control of cash; accounting for receivables and inventory; accounting for property, plant, and equipment, and intangible assets. 3 credits.

HSCU 211 Accounting for Health Services II

Prerequisite: completion of HSCU 210 with passing grade. Examines the use of financial information in organizational decision making. An extension of HSCU 210 into the areas of partnership and corporate formation and operations; long-term debt and investments; statement of cash flow. 3 credits.

HSCU 300 Introduction to Health Services

Provides a historical perspective on the organization, finance, and delivery of health services in the United States. Surveys current issues in the health care industry including providers of health services from multiple settings, the causes and determinants of health services utilization and health outcomes, quality assurance, legislation, and regulation. 3 credits.

HSCU 304 Marketing for Health Services

Prerequisite: HSCU 300 or equivalent. Introduces marketing concepts and principles applicable to health care organizations and health care providers. Understanding marketing concepts, buyer behavior, market segmentation, positioning, pricing, promotion decisions, and market strategies are emphasized. 3 credits.

HSCU 321 Health Services Management

Prerequisite: HSCU 300 or equivalent. Examines the nature of supervision in health care organization and provides an overview of basic management functions in a health care setting. Defining skills in decision-making, problem-solving, and conflict resolution in the delivery of health care are emphasized. 3 credits.

HSCU 395 Legal Aspects of Health Services

Explores the philosophy and application of law as it relates to the organization and delivery of health care. Students engage in a discussion of legal process and the relationship of the law and public policy to health care. 3 credits.

HSCU 408 Program Planning and Evaluation

The course presents the necessary steps for effective development and evaluation of health promotion programs in community and health care settings. Emphasis is placed on diagnosing needs from multiple perspectives, including social, epidemiological, environmental behavior, education and administrative principles of process impact and outcome evaluation are discussed. 3 credits.

HSCU 410 Public Health Administration

Examines community health in the United States today. Designed to provide a broad introduction to modern concepts of public health administration. The graduate-level course is a more extensive examination of these concepts. 3 credits.

HSCU 429 Special Topics

A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance to the health care industry. 3 credits.

HSCU 431 Complementary Medicine

This course is designed to stimulate changes in the way you think about health and healing. You will learn how to recognize early signs and symptoms of disease outside the realm of traditional medicine. By the end of this course, you will have learned the concepts of alternative therapies, understand the connection of how our thoughts and feelings influence our health and how we can collaborate with our bodies to encourage healing. 3 credits.

HSCU 432 Disease Prevention

The purpose of the course is to enable the student to understand that future health care delivery systems must incorporate three key approaches: 1) prevention of disease; 2) maintenance of optimal health; and 3) the natural treatment of disease. The student will learn the causes and symptoms of illness and the proper use of natural therapies, their physiological mechanisms and how to apply them correctly for maximum benefit. In addition, the student will be able to examine the health implications of stress and how psychological and spiritual factors influence our lives and well-being. 3 credits.

HSCU 440 Drugs and Society

(Same as SOCU 440) *Prerequisite: SOCU 101 or instructor's approval.* Study of drug use from a sociological perspective. Discussion will include the effects and toxicity of legal drugs such as alcohol, nicotine, caffeine, and over-the-counter pharmaceuticals, as well as illegal drugs such as marijuana, cocaine, ecstasy,

and heroine. Course topics include the integration of drugs with everyday life, the prescription drug industry as a social problem, addiction, recovery as the trope of popular culture, drug-testing, HIV/AIDS and intravenous drug use, criminal behavior and drug use, drug legalization debates and other policy issues. 3 credits.

HSCU 441 Special Topics in Chemical Dependency

Course will examine and explore the history, causes and effects of alcohol and other mood changing drugs (psychological, sociological, and physical); investigation and interpretation of various prevention, treatment, and recovery modalities; myths, images and stereotypes; patterns and progressions, and the familiarization of terms of alcohol and other mood-changing drugs. 3 credits.

HSCU 452 Epidemiology

Prerequisites: one course in biology and statistics. Surveys the methods used for determining cause, distribution, and prevalence of infectious and non-infectious diseases of man. Includes discussion of possible sources of bias in sample techniques and information collection. Current and historical examples of the use of these methods are emphasized. 3 credits.

HSCU 470 Health Care and Aging

Specifically designed for the study of gerontology, this course provides an overview and foundation of both normal and abnormal changes of the aging process. The course focuses on various theories of aging, physiological changes, and psycho-social implications. Common medical conditions such as dementia, depression, and signs and symptoms of elder abuse are also reviewed. The graduate-level course requires further intensive critical thinking and examination of concepts. 3 credits.

HSCU 471 Issues in Aging

This course provides a broad approach to the social and economic aspects of growing older. Current trends based on controversial issues will be analyzed in terms of strengths, weaknesses, and potential solutions. Topics include impact of demographic changes upon society, power and competition for scarce resources, the issue of entitlements and retirement, housing needs and aging, family responsibilities for caregiving, creativity and the meaning of growing old in society today. The graduate-level course requires further intensive critical thinking and examination of concepts. 3 credits.

HSCU 472 Geriatric Health Care and Public Policies

This course will provide a comprehensive view of health care policies that affect the elderly. The course focuses on the entire continuum of long-term health care services and reviews the aging network. This includes Medicare and Medicaid coverage issues, Medicare-certified HMOs, home health services, skilled nursing care, assisted living facilities, continuing care retirement communities, and adult day care centers. The graduate-level course requires further intensive critical thinking and examination of concepts. 3 credits.

HSCU 473 Gerontology Internship

Prerequisite: any two of the following: HSCU 470, HSCU 471, HSCU 472. Designed for advanced undergraduates and graduates. This field placement

internship provides a hands-on opportunity to work with senior-level management in a health services organization. Students are required to submit a proposal stating objectives, operational procedures and evaluation plan. The graduate-level course requires further intensive critical thinking and examination of concepts. 3 credits.

HSCU 491 Cooperative Education

Supervised experience in an approved setting where health services are provided. Requires approval of academic advisor and department chair. 3 credits.

HISTORY

HISU 101 United States History Survey I

A look at all the major themes from 1607 through the Civil War, including the founding of a new nation. American literature is given special consideration. Slavery, states rights, religion, and the beginning of the Westward movement are emphasized. 3 credits.

HISU 103 United States History Survey II

Students study the basic issues of American life, culture, society, and economics from 1865 to the present, while considering the following questions: Who is the American? How have we evolved? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions? 3 credits.

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 106 The Rise of World Civilizations II

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

HISU 110 Western Civilization: From Mesopotamia to the Renaissance

A survey of Western civilization from its beginnings in the river valleys of the Tigris, the Euphrates, and the Nile to the intellectual and artistic glories of the Italian Renaissance. Particular attention is paid to the sweeping transformation in thought affected by the Greeks. 3 credits.

HISU 112 Western Civilization: From the Reformation to Modern Times
A survey of Western civilization from the Reformation to the political, social, and intellectual upheavals of the 20th century. Attention is focused on the rise and development of the ideas and attitudes which uniquely shaped the character of the West. 3 credits.

HISU 160 World Historical Geography
An introduction to physical, economic, and cultural geography in a historical context. Students explore the development of our knowledge of the world as a means of obtaining familiarity with the fundamentals of geography. 3 credits.

HISU 180 Modern Latin American History
Students examine the development of political institutions, social changes and interactions throughout the Americas, Latin American-United States relations, racial and cultural issues, and the question of economic development. 3 credits.

HISU 190 Modern Asian History
Students learn about the region with a third of the world's population, through examining the emergence of modern nation states, their relationship to the West, and involvement in 19th and 20th century movements and conflicts. 3 credits.

HISU 303 Constitutional Government
(Same as POSU 343) By examining the Federalist Papers, the Constitution, and case law, this course examines the growth of the national government, the changing nature of federalism, and other themes: What does the Constitution say about the separation of powers? Does it provide for three coequal branches of government? 3 credits.

HISU 304 The Ancient World
(Same as RELU 304) Students survey the history of the ancient Mediterranean world by examining the Egyptian, Greek, Roman, and Byzantine civilizations. The historical and artistic accomplishments of these ancient peoples are highlighted, with particular attention given to the development of religious thought and philosophical inquiry, archeological research, and museum studies. 3 credits.

HISU 306 The Middle Ages
(Same as RELU 306) Lords and ladies, peasants and popes, soldiers and saints—this course examines the history of the Middle Ages, 500–1500, through the themes and events that shaped the period. Students discuss feudalism, the development of scholastic theology, the launching of the Crusades, and the creations of Romanesque and Gothic architecture. 3 credits.

HISU 307 Germany and the Holocaust: From Antisemitism to Final Solution
(Same as RELU 307) An examination of the Holocaust within its context in the history of Germany and World War II. The origins of the Holocaust, the implementation of the Final Solution, resistance to the Nazis, and the legacy of the Holocaust will be studied with the experiences of survivors, members of the Resistance, and “righteous Gentiles”. 3 credits.

HISU 308 Early Modern Europe
Humanism, religious fragmentation, state building, imperialism, secularization, and enlightenment—no period has been more important in the formation of the

European character. In the age between the Italian Renaissance and the French Revolution, Europe emerged from the relative obscurity of the Middle Ages to become the world's dominant civilization. 3 credits.

HISU 310 Modern Europe
Building on the twin pillars of industrial revolution and technological innovation, Europeans in the 19th century greatly expanded their territorial control and cultural hegemony. In the 20th century, national rivalries and two world wars threatened this hegemony and undermined the power of the traditional European nation-state. This course traces the tumultuous history of Europe from the Congress of Vienna to the collapse of the Soviet Empire. 3 credits.

HISU 311 Russia and the Commonwealth of Independent States
(Same as POSU 323) Students learn the history of Russia and the Soviet Union from the fall of the Romanov dynasty through the demise of the Soviet government and the creation of the Commonwealth of Independent States. Ideas and ideologies, politics, economics, foreign affairs and the Cold War, and cultural and intellectual developments are emphasized. 3 credits.

HISU 312 History of Spain and Portugal
Students examine the history of the Iberian Peninsula from pre-historic times through the modern era. Topics include Roman Iberia, Visigothic Spain, Islamic and Catholic Spain in the Middle Ages, the “golden era” of Spanish culture, the Iberian empires, Spain's decline as a great power, the Spanish Civil War, Franco and Salazar, and contemporary Spanish and Portuguese society. Intellectual, social, and political developments in Spain and Portugal are emphasized. 3 credits.

HISU 314 United States Business and Economic History
The changing roles of entrepreneurs, business, the financial structure, and government in the United States from Colonial times to the present, with an emphasis on the 20th century. Focus of the course is on individuals who substantially changed the way Americans lived by creating new products, new technology or new operating methods. 3 credits.

HISU 318 The Reformation
(Same as RELU 318) Students examine the events and ideas of the sixteenth-century Reformation. This course analyzes the transition from a medieval to a modern world view and the impact of the Reformation on education, politics, science, art, and the roles of men and women in society. 3 credits.

HISU 323 The Western Legal Tradition
(Same as POSU 342) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. 3 credits.

HISU 324 Constitutional Rights
(Same as POSU 344) Students analyze the following questions and examine competing theories of civil rights and civil liberties. Did the founders really believe that the United States Congress should make no law abridging freedom

of speech or of the press? What does the Constitution say about the rights of the criminal, and what does this mean for “victims’ rights” movements? What is the constitutional right to abortion? 3 credits.

HISU 326 The African-American Historical Experience

Students trace the history of the African-American experience from the earliest days of slavery through emancipation, the rise of Jim Crow, the Civil Rights movement, and the modern era. 3 credits.

HISU 328 The Colonial Period in American History: A Strange Frontier

Students study the experience of individual Americans—Africans (enslaved and free), Native Americans, settlers from all over Europe, and the Europeans who attempted to rule them—alongside their political and religious ideas. How did this complicated group eventually unite to form a nation? 3 credits.

HISU 329 Experimental Course

(Same as SOCU 329/POSU 329) Designed to provide additional opportunities to explore experimental areas and subjects of special interest. May be repeated for credit provided the course content is different. 3 credits.

HISU 330 America and Its Revolution: The Bonfires of Change

Students examine one of the most tumultuous times in American history and analyze and interpret the events that form the foundation, not only of our system of democracy, but much of our identity as Americans. 3 credits.

HISU 331 The Trying Years—Union and Disunion: American History, 1789–1865

In this period a new nation was forged. America as a unique and sovereign nation grew and developed as the Constitution came into being, and American political parties formed. Subjects covered include Jefferson and Jackson democracy, westward expansion, economic growth, sectionalism, religious movements, the antislavery crusade, and the Civil War. 3 credits.

HISU 334 The Emergence of Modern America, 1865–1920:

Robber Barons, Railroads, and Skyscrapers

Students study social, economic, and political developments, Reconstruction, the rise of big business, Populism, Progressivism, and the First World War. The roles of presidents during this time are emphasized and the themes of industrialization, immigration, and urbanization are examined. 3 credits.

HISU 336 Conflict and Change in America: 1920-1945

Covering the prosperity and cynicism of the Roaring Twenties, the poverty of the Great Depression and the New Deal response to it, the violence of the Second World War, this course examines and interprets the culture and politics that shaped this era. 3 credits.

HISU 337 World War II

A comprehensive review of the great mid-twentieth century catastrophe which consumed the world and forever altered history. The global nature of the war, its fundamentally racial nature, and the conflict of ideologies will be examined. Major topics will include the diplomatic and economic background, the roles of propaganda, of non-combatants, and the home fronts, as well as a wide ranging

review of the military aspects. 3 credits.

HISU 338 America After the War, 1945-1960

Students examine this critical decade in American history that featured the rise of the Cold War and rock and roll and interpret its economy, politics, culture, and social structure. 3 credits.

HISU 339 The Twentieth Century

The great topic and themes of the century just past will be examined: the decline of European world power; the collapse of empires; the rise of super powers, world wars; the growth of democracy, communism, and fascism; the global economy; mass communication and the creation of celebrity; flight; unparalleled industrial and technological change; the advance of science; the Cold War. 3 credits.

HISU 340 American Diplomatic History and Foreign Policy

(Same as POSU 321) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. 3 credits.

HISU 342 The History of Everyday Life in America: Cooking, Cleaning, Life and Death

History is not just something presidents and Supreme Court Justices make; rather, it is something that our ancestors lived in the past. This course takes an interpretive look at how many of our most basic rituals and activities have changed over the years and why, including such topics as childbirth and children’s games. 3 credits.

HISU 348 Topics in European Cultural and Intellectual History

Students explore key themes in the cultural and intellectual history of Europe. Courses that treat different themes may be repeated for credit. 3 credits. Some themes include:

Witchcraft: Healers and Heretics

Students examine the history of the belief in magic and witchcraft in Western culture from ancient times to the present day. Special attention will be given to the famous Salem witchcraft episode of 1692. Witchcraft in modern pre-literate societies will be studied with an eye to the various theories that have been advanced to explain its existence.

Makers of Modern Culture

The cultural and intellectual character of the modern world can be traced to a series of related conceptual innovations and artistic transformations between the late nineteenth century and the eve of World War II. Students explore the nature and implications of the contributions of such seminal figures as Nietzsche, Freud, Kafka, Keynes, Einstein, Joyce, and Durkheim using their own works.

The Renaissance

The modern Western sensibility was born in the Renaissance. This course traces the origins of this new sensibility in the writings of such seminal figures as Boccaccio, Machiavelli, More, Bacon, Rabelais, and Shakespeare. What were the common threads that tied these writers together, and what concatenation of forces and trends produced them?

Western Political Theory

Students trace the rise and transformation of Western political theory from the Greeks to the 19th century, and explore the nature of political reality as seen through the eyes of such seminal figures as Plato, Aristotle, Machiavelli, Locke, Rousseau, Mill, and Marx.

HISU 350 Topics in African and Asian History

Subject matter and time periods will vary, but the focus will be on one or more non Western countries. Topics such as Contemporary Africa, Peace and Conflict in the Middle East, and Race and Change in South Africa and the United States might be selected. Courses that treat different themes may be repeated for credit. 3 credits.

HISU 352 Chinese Civilization

A study of China from earliest times to the mid-1990s from five broad perspectives: the composition of the Chinese people; elite thought and behavior; family life; popular culture; and the economy. 3 credits.

HISU 355 History of the Vietnam War

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 War. 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 356 Modern Germany: From Sarajevo to Stalingrad

Tracing Germany's entrance into the Great War to the Treaty of Versailles to the fragmented Weimar Republic to the Blitzkrieg and its consequences, this course examines the political, social, and intellectual history of Germany from World War I to the end of World War II. Special attention is given to the Holocaust and to roles of individuals in taking Germany down the path to two world wars. 3 credits.

HISU 364 The Old South: Frontier Fort to Cotton Mill

The most unique region in the United States, the South's role in American history from colonial times to the Civil War, is the subject of this course. Social, economic, cultural, and political factors will be examined in depth. Southern folklore and religion will be examined. 3 credits.

HISU 365 Topics in the Holocaust

(Same as RELU 365) Students examine selected topics within the study of the history of the Holocaust, such as the role of doctors; persecution of non-Jewish groups, including homosexuals and gypsies; theologians and religion under Hitler; and the experiences and choices of perpetrators, victims, and bystanders. 3 credits.

HISU 366 The City in American History: Living on the Streets

The dense, congested, vibrant entities we call cities have grown in uniquely American ways. Students interpret and analyze their impact on the larger society. Course requirements include a field trip to Los Angeles' Skid Row district and to ethnic neighborhoods. 3 credits.

HISU 368 Immigration in American History: The Newcomers

For more than two hundred years the crucial question of American society has been how we welcome newcomers. Students explore the history of immigrants to our shores from the earliest settlers to Irish immigrants, and the Southern and Eastern European waves at the turn of the century, with emphasis on modern immigration from Latin America and Asia. 3 credits.

HISU 372 California History

In this in-depth study of California from its discovery in 1542 to the present, students attempt to answer the question: How has the Golden State changed? The roles of mining, Indians, agriculture, high technology, Japanese/American relations, and the missions system are considered. 3 credits.

HISU 380 The American West: Miners, Cowhands, Homesteaders, and Gunslingers

This is the American legend. The five frontiers (fur, mining, cattle, farming, and technology) are examined in depth. The American frontier and the westward movement in the United States are the areas of emphasis. 3 credits.

HISU 388 Technology and Progress in Western Societies

This course challenges students to critically analyze technological change and Western ideas of progress from the Industrial Revolution to the Computer Age. The course emphasizes technology's role in economic development, political change, religious, social, and aesthetic values, technological utopianism, and the West's relationship with the non-Western world. 3 credits.

HISU 392 Pre-Columbian and Colonial Latin America

Students study the dramatic clash between two vastly different worlds beginning with the first aboriginal-European contacts with the Americas and continuing through the decimation of Latin American populations and the fusion of Iberian and American cultures. The course considers the overwhelming influence of this encounter in the shaping of New World ideas, customs, attitudes, and values. 3 credits.

HISU 394 The Americas: Politics and Diplomacy

This course examines the history of United States-Latin American relations including important areas of both cooperation and conflict. Beginning with the era of Latin American Independence, the course explores key incidents in hemispheric diplomacy with special emphasis on manifest destiny and imperialism, the Panama Canal, the Mexican and Cuban Revolutions, World War II and the Cold War, and the Latin American military dictatorships of the twentieth century. 3 credits.

HISU 396 Mexican History

Students cover the history of greater Mexico (including the northern borderlands) from the ancient Aztec and Mayan empires through the most recent economic

and political upheavals. Mexican history is the product of cultural and social clashes between many groups: native people and Spanish colonists, revolutionaries and reactionaries, peasants and politicians. 3 credits.

HISU 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.

HUMAN DIVERSITY

HMDU 300 Human Diversity

Prerequisite: junior or senior status or instructor's permission. This course examines the causes and consequences of the American racial and ethnic structure and the role of economic and political factors in the formation, reproduction, and change of this structure. Examines the interrelationship between social class, race and ethnicity, the ways in which gender roles are defined and practiced within different groups in America, as well as the experiences of gays and lesbians, who are also minorities. Certain field trips and field research activities are required. 3 credits.

HUMAN RESOURCES

HRCU 406 Legal Issues in Human Resources

Students study legal issues associated with the administration of human resources in public and private sector organizations. The course focuses on human resource matters such as affirmative action, grievance handling, hiring and firing, labor relations, and health and safety. 3 credits.

HRCU 425 Social and Technological Change

Students study social and technological trends, issues, and changes impacting organizations and society. Changing demographics, personal value systems and work ethics, with a practical model for managing or working in a changing environment and these factors' impact on human resources are emphasized. 3 credits.

HRCU 430 Conflict Resolution

Students analyze the nature, types and stages of conflict and conflict resolution. Focus is on conflict within and between persons, organizations, communities, and societies, with emphasis upon resolution techniques. 3 credits.

HRCU 445 Human Resource Studies

Students are introduced to the study of human resources in organizations. Topics include workforce planning, job analysis, recruitment, selection, staffing, performance evaluation, training, and compensation. 3 credits.

HRCU 502 Accounting for HA/HR Majors

(Same as HAUU 502) *Prerequisite: admission to graduate studies.* A comprehensive course examining the organizational accounting cycle. Subjects are approached from the perspective of the use of accounting data, with emphasis on recording, analyzing, and presenting financial information for

organizational decision-making. 3 credits.

HRCU 613 Seminar in Organizational Dynamics

(Same as HAUU/OLCU 613). Students use theories of individual, group, and organizational behavior to solve organizational problems. Students are taught a diagnostic model of problem-solving and gain experience applying theories to business situations. 3 credits.

HRCU 615 Leading Organizational Change

(Same as HAUU/OLCU 615. Formerly OL 625.) *Prerequisite: OLCU/HRCU 613, or instructor's approval.* This course examines change as a focused leadership activity designed to bring about specific conditions, to redirect action, or to implement a particular process, product or system. Focuses on planned, purposeful, and consciously directed change. Through case studies and exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transformation. 3 credits.

HRCU 616 Consulting

A course of advanced and critical teaching, research, and actual experience in organizational development. Students are actively involved at the professional level with organizational development, consulting, report writing, publishing, exploration of consultant roles, and behavior, ethical dilemmas and the use of organizational development in complex organizational systems. 3 credits.

HRCU 618 Career Management

Students learn how to design, implement, and sustain effective career development plans from the perspective of both the individual and the organization. Topics include creating and implementing a career development plan, linking career development with other systems within the human resources field, and the appropriate use of career assessment instruments as part of the self-assessment process. 3 credits.

HRCU 622 Labor Relations and Collective Bargaining

Students analyze the nature of industrial society and its changing dimensions as in the post-industrial era. Union organizing, collective bargaining and contract administration are emphasized. Problems related to technology, automation, environmental work/safety requirements, labor-management conflict, and affirmative action are discussed. 3 credits.

HRCU 625 The Changing Environment of Human Resources

Students will explore the changing environment's effects on human resources. Dimensions of the environment explored will include characteristics of the changing labor market, technological changes, and competing in a global marketplace. 3 credits.

HRCU 630 Conflict and Negotiation

Students analyze the nature, types and stages of conflict and conflict resolution, focusing on conflict within and between persons, groups, organizations and societies. Negotiation and resolution techniques are examined and applied. 3 credits.

HRCU 641 Performance Appraisal and Development

This course focuses on the appraisal and development of individual, group and team performance in organizations. Theories of performance measurement are examined with the goal of minimizing errors in the performance appraisal process. Performance development skills are taught, including coaching, mentoring, providing feedback and conducting the performance review session. 3 credits.

HRCU 644 Recruitment and Selection

Prerequisite: HRCU 645, or instructor's approval. Students study the recruitment and selection of employees in organizations. The course examines the entire staffing process from HRCU planning to offer acceptance. Issues and problems involved in designing recruitment and selection systems are discussed. Topics covered include recruitment planning, strategies, and evaluation, as well as selection instruments and the evaluation of staffing systems. 3 credits.

HRCU 645 Human Resources Systems

Students learn a systems approach to managing human resources in organizations. Topics include environmental scanning, managing diversity, legal issues, strategic HR, job analysis, performance appraisal, recruitment and selection, workforce reductions, career development, training, compensation, benefits, and labor and employee relations. 3 credits.

HRCU 646 Training and Development

This course provides a working understanding of the elements, required skills and major practices in the training and development field. Topics include managing the training function, roles and competencies of trainers, assessing training needs, program development, methods of intervention, evaluation of training, and the relationship between training and the fields of career development and organizational development. 3 credits.

HRCU 647 Compensation

Prerequisite: HRCU 645, or instructor's approval. Students focus on the concepts and practices of wage and salary administration, with emphasis on current theories of compensation and motivation. Topics include job evaluation systems, determining competitive compensation levels, non-cash compensation programs, performance appraisals and incentives, wage and salary policy, variable pay systems and compensation trends. 3 credits.

HRCU 648 Legal Issues in Human Resources

Prerequisite: HRCU 645, or instructor's approval. A broad overview of federal, state and local laws and regulations that affect the management of human resources. Topics include employment, anti-discrimination laws, compensation, employee rights, health and safety, sexual harassment and administrative requirements. Research of legal issues is an integral part of the course. 3 credits.

HRCU 650 Strategic Management of Human Resources

Prerequisites: HRCU 613, HRCU 615, and HRCU 645. This advanced course prepares students to create competitive advantage through human resource practice. The integration of human resources with strategy is stressed. 3 credits.

HRCU 652 Human Resources Information Systems

Students learn how to assess, design and implement human resources information systems (HRIS). The course covers issues central to HRIS effectiveness in organizations of all sizes and in a range of technical environments. Students are presented with a theoretical framework to understand systems design issues, analyze needs, choose software and install an HRIS. 3 credits.

HRCU 653 Benefits

Prerequisite: HRCU 647, or instructor's approval. This course intensively examines the growing area of employment benefits. The role of benefits in attracting and retaining employees is discussed, as well as the design and administration of employment benefit packages. 3 credits.

HRCU 680 Organizational Research Methods

(Same as HAUU/OLCU 680) *Prerequisites: MATU 203; SOCU 201 or OLCU 200.* This course provides students with an understanding of the critical role of research, systematic assessment, and evaluation to identify and solve management problems and to improve organization performance. The course examines the fundamental theoretical concepts; scientific research methods; the strengths and weaknesses of pre-experimental, quasi-experimental and experimental research designs; threats to internal and external validity, techniques for data collection and analysis; measurement issues, and professional report preparation and presentation. The primary focus is on the practical application of research methods to improving organizational programs, policies, and performance. 3 credits.

HRCU 690 Internship Program

Prerequisite: compliance with university internship procedures. Provides students with an opportunity to apply the skills and concepts they have learned during their courses of study to existing issues within organizations. A written contract is developed by the student, approved by the client organization, and supervised by a faculty member before work on the internship begins. Students may not receive credit for working at their current jobs. 1-3 credits.

HRCU 696 Special Topics

A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance to the field of human resources. 3 credits.

HRCU 699 Independent Research

Prerequisite: approval of department chair. Supervised independent study or research on a special issue or program development affecting human resources management. 1-6 credits.

HUMANITIES**HUMU 200 Women's Realities**

An introduction to women's studies as an academic discipline and a critical analysis of the traditional views of women as individuals, members of families, and societies. The perspective is historical as well as cross-cultural. 3 credits.

HUMU 316 From Latin America to Los Angeles:
Culture and Ways of Life

Students are introduced to the culture of Latin America in the areas of literature, philosophy, art, music, dance, cinema, and architecture; Latin American culture as the expression of a multiethnic and multicultural way of life; and Latino culture in the United States. 3 credits.

HUMU 318 Contemporary German-Speaking Cultures

Tracing the historical development of the German-speaking areas, this course will examine the interaction of the German-speaking cultures both economically and politically with their European neighbors, especially since reunification. Cultural developments in twentieth century art, music, literature and film and the changing face of Europe, the role to the German-speaking countries in the European Union as well as recent developments within NATO will be some of the topics included in this course. (Taught in English.) 3 credits.

HUMU 347 Society, Culture, and Literature

(Same as ENGU 347/SOCU 347) *Prerequisite: ENGU 104.* An exploration of the sociological and/or anthropological contexts of literature. The course varies in content depending on the instructor, but the topics to be selected might include the following: urban literature and life; rural, pastoral, or utopian environment; literature and sex roles; the literature of work; the influence of anthropological works on 20th-century literature; poetry and narrative in preliterate society; and the Cambridge School of Classicists and their theories about various myths of the hero. 3 credits.

HUMU 350 Cities and Civilization

Prerequisite: ENGU 104. From today's Los Angeles to classical Athens, cities have shaped and transformed Western civilization. Utilizing technology, this multi-disciplinary course investigates contemporary Los Angeles and its urban predecessors, such as Athens, Madrid, Paris, London, and Vienna, as crossroads of cultural change. 3 credits.

HUMU 365 Culture, Theater, and the Visual Arts

Prerequisite: ENGU 104. An interdisciplinary course in which theater, painting, sculpture, and architecture are used to explore some of the major questions that continue to preoccupy Western civilization at the end of the 20th century. Discussions will center around five themes: the search for God; man/woman and nature; the cult of the machine; mortality and immortality; male and female. Lecture and discussions, theater, and museum field trips. 3 credits.

INTERNATIONAL STUDIES

INTU 449 Multicultural Perspectives

Students examine culture, identity, and ethnic diversity. Students study the value systems which underlie customs, traditions, folklore, history, geography and literature. The goal of the course is to increase awareness and respect for similarities and differences among cultures and subcultures. 3 credits.

LIBERAL STUDIES

LBSU 300 University College Foundations

Prerequisites: ENGU 104 and a minimum of 30 credits or permission of advisor. This course is required of all undergraduate degree seeking students at University College. It is a broadly defined mid-point integration of life, degree and career planning with an introduction to prior learning assessment protocols (PLA). It also provides an assessment of Chapman's general education (liberal arts) core outcomes – including understanding of the various disciplines' approaches to knowledge and the use of critical thinking/expressing, electronic research and student services resources and multi-media presentations. Its goal is to personalize a student's education so that he or she may become a more independent and life-long learner. 3 credits.

LBSU 301 Models of Interdisciplinary Thinking

Prerequisites: ENGU 104. This course focuses on students acquiring, organizing, and presenting material from various distinguishable academic disciplines in order to integrate knowledge about a chosen theme or topic. Issues of post-modern inquiry will also be introduced. Students will formulate their own models of inquiry and practice and present their findings and conclusions for class assessment. Students may also choose to use this course for an in-depth preparation for their taking either the multiple or single subject CSET – California Subject Examination for Teachers. 3 credits.

LBSU 310 Music, Movement and Drama: The Human Expression

Prerequisite: ENGU 104. This course examines the connected relationships of movement, music and drama and their importance as a reflection of world culture and social expression. Students will learn to recognize, appreciate, and build upon music theory, acting principles and dance foundations with some specific example applications to curriculum in the K-8 classroom. Choreographic studies will be infused with drama to create theater and/or individual expression using everyday curriculum. Video viewing, audio listening, and applied arts activities weekly. 3 credits.

LBSU 401 The Tapestry of a Liberal Studies Education

Prerequisites: senior status and completion of at least one course in each of the seven subject areas (See the Liberal Studies Coordinator for coursework evaluation.) This senior capstone course in Liberal Studies is designed to assess students' cumulative knowledge and integrative skills in analysis, synthesis, and evaluation of the subject areas as related to K-8th grade curriculum. Each participant selects and prepares a portfolio of his/her Liberal Studies experience, demonstrating evidence of learning that addresses the Subject Matter Standards for Elementary School Teachers as prescribed by the State of California Commission of Teacher Credentialing (2002). The portfolio project will culminate in a written and oral presentation that will be assessed by a panel of faculty and staff members. 3 credits.

LBSU 402 Ways and Rhetoric of Knowing

Prerequisites: ENGU 104 and senior status. This course is designed to provide a capstone to an undergraduate degree program in the humanities. Students are

challenged to consider fundamental questions of the construction of knowledge and its modes of dissemination. What are various ways of knowing? Is knowledge relative to particular cultures, genders or classes. How do various media affect the messages they were created to convey? How do others persuade you to accept their views of knowledge? What is the balance between faith and skepticism? Should pursuit of knowledge per se be restricted by ethical considerations? How can you more effectively persuade others to accept presentations of your point of view? 3 credits.

MATHEMATICS

MATU 098 Elementary Algebra

For those students whose current mathematical skills are insufficient to meet the prerequisites of college-level courses requiring mathematical skills. Topics include the basic arithmetic operations, the solving of linear equations and equations with rational expressions and radical expressions, and operations on polynomials. 3 credits.

MATU 099 Intermediate Algebra

Presents topics such as real numbers, linear equations, inequalities, systems of equations, polynomials, fractional expressions, exponents, and quadratic equations. 3 credits.

MATU 104 Pre-Calculus Mathematics I

Presents topics such as functions and transformations, linear and quadratic functions and inequalities, matrices and determinants, exponential and logarithmic functions. 3 credits.

MATU 105 Pre-Calculus Mathematics II

Prerequisite: MATU 104. Students learn trigonometric functions and inverses, coordinate systems, complex numbers, conic sections, sequences and series, mathematical induction. 3 credits.

MATU 106 Mathematical Modeling

Prerequisite: MATU 099 or equivalent. Topics covered are basic number theory; sets and logic; functions and function notation; linear programming; quadratic, exponential, and logarithmic models; graphing of models; interest theory, loans, annuities. Two additional topics are chosen each semester from among Euclidean and non-Euclidean geometries, introduction to rate equations, introduction to differential and integral calculus, trigonometry. 3 credits.

MATU 108 Fundamentals of Calculus

Prerequisite: MATU 104 or equivalent. This is a calculus course for majors in organizational leadership and social sciences. It covers the essentials of analytic geometry, differential calculus, and integral calculus with applications from organizational management, industrial technology, and social sciences. The course includes two hours per week of laboratory work in addition to the three hours per week of lecture. Lab fee: \$25. 3 credits.

MATU 110, 111 Single Variable Calculus I, II

Prerequisite: MATU 105 or equivalent. Functions, limits, derivatives, integration,

the definite integral, transcendental functions, plane analytic geometry. The course includes two hours per week of laboratory work in addition to the three hours per week of lecture. Lab fee: \$25. 3/3 credits.

MATU 203 Introduction to Statistics

Prerequisite: MATU 099 or equivalent. Not recommended for the student who has taken a statistics course in another department or for mathematics majors. Students study probability, analysis of data, parametric and non-parametric statistics, examples from the social sciences and the natural sciences. 3 credits.

MATU 206 Mathematics for Elementary School Teachers

Prerequisite: MATU 106. This course focuses on preparing future elementary school teachers for effective mathematics instruction. Topics include problem-solving strategies, number theory, fractions, decimals, proportions and their applications to geometry, basic geometry, and probability. Conceptual understanding is emphasized. In presenting the material, several instructional techniques will be modeled. These techniques may be incorporated when preparing your own lesson plans. 3 credits.

MATU 210 Multivariable Calculus

Prerequisite: MATU 111. Students learn the calculus of functions of two or more variables and of vector-valued functions. Multiple integrals and integration in vector fields. 3 credits.

MATU 211 Linear Algebra

Prerequisite: MATU 210. Students study vector spaces, linear transformations, matrices, determinants, eigenvalues and eigenvectors. 3 credits.

MATU 250, 251 Discrete Mathematics I, II

Prerequisite: mathematics placement examination equivalent to placement in pre-calculus. This course provides the student with an introduction to the fundamental Mathematics of discrete phenomena and computation. This is a key course in the curriculum as it provides the theoretical background needed for many upper-division courses including Data Structures (combinatorics, formal languages), Logic Design (Boolean algebras, number representation) and Integrated Circuit Design (automata theory, finite state minimization, graph layout). 3/3 credits.

MATU 346 Quantitative Methods for Computer Information Systems

Prerequisites: MATU 108 or MATU 110, MATU 203. Students learn to use models developed through quantitative methods of problem-solving. Key topics include linear programming, network analysis, queuing theory, and decision theory. 3 credits.

MATU 350 Differential Equations

Prerequisite: MATU 211. Students gain a solid foundation in ordinary differential equations and introduce applications of differential equations to the sciences. 3 credits.

MATU 351 Applied Mathematics

Prerequisite: MATU 350. Students gain a solid foundation in applied mathematics and mathematical modeling. 3 credits.

MATU 360, 361 Mathematical Statistics I, II

Prerequisites for MATU 360: MATU 211; for MATU 361: MATU 360.

Mathematical statistics, beginning with the elementary parts of the theory of probability, including probability spaces, random variables, probability distributions, expectation, the law of large numbers and the central limit theorem, which are fundamental to the study of statistics, and proceeding from there to the statistical concepts of sampling, point estimation, interval estimation, tests of hypotheses, regression and correlation, and analysis of variance. Appropriate applications of concepts are provided. 3/3 credits.

MATU 403 Statistics for Applied Sciences

Prerequisite: MATU 203 or equivalent. A second course in applied statistics for research and development in the applied sciences and clinical practice. Beginning with the basic notions of linear regression and the analysis of variance, the course progresses to the principles of experimental design, survey methods and the elements of observational studies. The course emphasizes modeling and interpretation of data analyses that arise from research in the applied sciences, including computer information systems, food science and nutrition, physical therapy and the social sciences. 3 credits.

MATU 454 Numerical Analysis I

Prerequisite: MATU 211. Students study and come to understand the basic algorithms of numerical computation as used in approximation, numerical integration and differentiation, solution of equations, and solution of differential equations. 3 credits.

MATU 455 Numerical Analysis II

Prerequisite: MATU 454. The objective of this course is to provide for the understanding of linear systems of equations and the methods for the solutions of the same. 3 credits.

MUSIC

MUSU 100 Rudiments of Music

A study of the rudiments of music; pitch and rhythmic notation, scales, key signatures, intervals, triads, basic music reading skills and aural skills. For non-music majors and pre-music majors. 1 credit.

MUSU 101 Introduction to Music

For non-music majors only. A course designed to give the student a grasp of the major styles and trends of Western music, from Gregorian chant to the present. *This course may also be offered online.* 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.

ORGANIZATIONAL ADMINISTRATION

ORGU 202 Accounting in Organizations

Designed for non-accounting administrative personnel. Covers basic accounting

concepts and principles, financial statements, budgeting, and how accounting information can be used as a management tool. Emphasis is placed on profit-type entities, although not-for-profit and public institutions are also covered. 3 credits.

ORGU 308 Economics and Organizations

Students learn decision-making with scarce resources, opportunity costs, supply and demand, market equilibrium, pricing in competitive markets, the public sector, national income accounting, introduction to foreign exchange market and balance of payments, unemployment and inflation, macroeconomic equilibrium, money and banking. Formerly OA 208. *This course may also be offered online.* 3 credits.

ORGU 403 The Administration of Finance

Prerequisites: ORGU 202, ORGU 308 or instructor's approval. Provides students with a vocabulary of financial terms, an understanding of a corporate balance sheet and income statement. An introduction to financial planning, budgeting and cash management, and cash budgeting for personal and organizational use. 3 credits.

ORGU 404 The Administration of Marketing

A study of the marketing of goods and services and the role of marketing in the economy. Topics include the marketing environment, buyer behavior, market segmentation, marketing mix policies, marketing of services, and marketing in the international economy. *This course may also be offered online.* 3 credits.

ORGU 405 Policy Formulation and Implementation in Organizations

Prerequisite: one ORGU course or instructor's approval. An introduction to policy and strategy development in both public and private organizations. Students deal with administrative problems and resulting strategy decisions at all levels of an organization. Emphasis is upon the analysis of choices, roles, and moral dimensions involved in the cycle of policy, and strategy. Case method approach. 3 credits.

ORGANIZATIONAL LEADERSHIP

OLCU 150 Introduction to Organizational Communication

A thorough and practical introduction to the skills of effective communication in organizational and professional settings. Based on current theory and research, the course emphasizes acquiring skills and applying theory to organizational communication challenges. 3 credits.

OLCU 200 Methods of Critical Inquiry

(Acceptable equivalent: SOCU 201, PHLU 203.) *Prerequisite: ENGU 104 or equivalent.* Students examine knowledge and research as they pertain to leadership and organizational studies. Analysis of empirical/scientific method, logic and interpretation and their influence on the study and practice of leadership. Development of research, writing, and presentation skills. 3 credits.

OLCU 201 Supervision and Leadership

(Formerly OL 201, Effective Supervision.) An overview of basic supervisory skills required for front-line administrators, covering principles, techniques, and steps in the administrative process. Topics may include delegating, planning, hiring,

staffing, running meetings, conducting reviews, coaching, negotiating, monitoring, and motivating. 3 credits.

OLCU 250 Introduction to Leadership

An overview of essential leadership principles and practices through classical readings drawn from the humanities and supplemented by contemporary case studies, film, discussion, self-assessments, and exercises. Modeled after Phi Theta Kappa's comprehensive Leadership Development Program, topics include: philosophy of leadership, vision, goal-setting, decision-making, team-building, ethics, empowerment, change, conflict, and servant-leadership. 3 credits.

OLCU 300 Organizational Behavior

(Formerly OL 300 Introduction to Organizational Behavior.) Deepens understanding of human behavior in organizations, and how structural conditions shape and constrain individual choices. Topics may include bureaucracy power and politics, culture, ethics, motivation, diversity, leadership. Course uses Space Shuttle Challenger as case study. 3 credits.

OLCU 315 Organizational Information Systems

Prerequisite: LBSU 300. Students explore the role of information systems in the operation of an organization. Course introduces the use of information technologies for the access and retrieval of information from internal information systems and from systems on the Information Superhighway. 3 credits.

OLCU 320 Selected Topics in Organizational Leadership

(Formerly OL 420.) *Prerequisite: OLCU 201 or instructor's 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. *This course may also be offered online.* 1-3 credits.

OLCU 325 Leadership Skills Development Lab

Through experiential activities, self-assessments, and learner-directed sessions (student co-facilitations), This course aims to broaden understanding about leadership, preparation for leadership, and the ability to develop leadership in others. Specific topics may include management versus leadership; innovation and risk; collaboration; communication; followership; team dynamics; dealing with conflict; and images of leadership in culture (e.g., in film, music, or literature). 3 credits.

OLCU 350 Leadership and Professional Ethics

(Acceptable equivalent: PHLU 316.) 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 400 Theory and Practice of Leadership

Prerequisite: OLCU 300. Examines leadership from theoretical and practical perspectives. Explores strategies and skills which contribute to creating organizations, systems and structures in which people can develop and apply

their full potential as leaders. Students examine their current skills and leadership style through a variety of self-assessment activities. 3 credits.

OLCU 414 Team Building

Prerequisite: one course in OL or instructor's approval. Team-based organizations have been created to supplement the traditional, often rigid hierarchical structure within organizations to enhance the effectiveness of leaders. The benefit of its cooperative, collective philosophy have been immediately apparent: teams outperform individuals; create more diverse, stimulating challenges; boost morale; and yield new skills for employees. This class will help you learn how to develop and participate in teams. Topics may include team development, conflict resolution, communication, decision-making, and reward systems. The course may include an adventure-based retreat activity (lab fee). 3 credits.

OLCU 425 Leadership in Diverse and Multicultural Organizations

(Acceptable equivalent: COMU 211.) *Prerequisite: one course in OL or instructor's permission.* Understanding and valuing cultural differences assumes greater significance as our world becomes increasingly interdependent. Explores multicultural issues in organizations highlighting how misunderstandings arise and how they can be rectified or prevented. 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, role-plays and simulations. 3 credits.

OLCU 450 Organization Theory and Design

Prerequisite: OLCU 300 or instructor's approval. Reviews classical and contemporary organizational theories and explores concepts of organizational structure/design, life cycle of organizations, systems approach to organizations, organizational culture and ethical aspects of organizational theory. Examines how various approaches to organizational theory improve our ultimate understanding of organizations and their effectiveness and can become effective tools for analysis and action in different organizational situations. 3 credits.

OLCU 490 Leadership Internship

Prerequisite: junior or senior standing. Required of organizational leadership majors lacking full-time employment or leadership experience. Should be taken prior to or concurrent with OLCU 497/OLCU 498 Supervised experience in an approved organizational setting where student assesses a range of leadership constructs (e.g., vision, communication, motivation, empowerment.) Students develop an independent learning contract in conjunction with an on-site supervisor and a Chapman University College organizational leadership faculty advisor. Each unit of credit equals 40 hours of total effort (including work, preparation, study, meetings, journals, and papers.) May be repeated if different internship opportunity. Graded on a Pass/No Pass basis. 1-3 credits.

OLCU 494 Action Research Project

(Formerly OL 498. For students in 2001 and prior catalogs only.) *Prerequisite: OLCU 200 or equivalent.* Should be completed toward the end of the student's

program, or at earliest within 9 credits of completion of major requirements. Open to organizational leadership majors or minors only. Students conduct research on a particular leadership or organizational problem, culminating in a senior integrative paper; including literature review, history/impact, data collection, analysis, action alternatives, and recommendations. 3 credits.

OLCU 497 Senior Research Project I

Prerequisites: OLCU 200 or equivalent; should be completed toward the end of student's program, or at earliest within 12 credits of completion of major requirements. The first semester of the senior project. This course is open to organizational leadership majors only. An introduction to the principles and procedures involved in conducting organizational research. Student selects a research topic (approved by instructor), conducts a thorough review of the literature, and develops research questions and procedures for primary data gathering. 3 credits.

OLCU 498 Senior Research Project II

Prerequisite: OLCU 497. This course is the second semester of the senior project. Student conducts primary research on topic selected in OLCU 497. Culminates in a seminal written report that serves as the crowning achievement of the student's education in organizational leadership. 3 credits.

OLCU 499 Independent Study in Organizational Leadership

Prerequisites: junior or senior level, minimum 3.0 GPA, and approval of instructor and program chair. Supervised independent study or research on a special problem or topic related to leadership and organization studies resulting in a major paper. May be repeated for up to 6 credits. 1-3 credits.

OLCU 515 Technology and Leadership

Provides experiential opportunities to develop an understanding of technology as it applies to leadership. Students will acquire knowledge in the following areas: history and future of information systems, database development and usage, technology transfer, technology innovations, and how information technologies are used for leadership decision-making. Students will develop competencies in the following areas: the Internet and World Wide Web, presentation software, e-mail, FTP, Groupware, and management software. 3 credits.

OLCU 520/620 Contemporary Issues in Organizational Leadership

Prerequisite: one of the following: OLCU 600, 613, or 615 or permission of instructor. An examination of contemporary issues and recent theoretical and practical advances related to organizational leadership. Topics vary. Courses that examine different themes may be repeated for up to six credits. *This course may also be offered online.* 1-3 credits.

OLCU 525/625 Developing Leadership Competencies

Prerequisite: one of the following: OLCU 602, 613, or 615 or permission of instructor. This course provides "hands-on" opportunities to explore and develop competencies essential to effective organizational leadership. Topics vary. Courses that examine different competencies may be repeated for up to six credits. 1-3 credits.

OLCU 600 Foundations of Organizational Leadership

Review of contemporary issues and perspectives on organizational leadership including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include servant leadership, ethics, diversity, followership, the distinction between leadership and management, vision, leadership practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal philosophy of leadership. 3 credits.

OLCU 601 Democracy, Ethics and Leadership

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 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 613 Seminar in Organizational Dynamics

(Same as HAUU/HRCU 613) Students use theories of individual, group and organizational behavior to solve organizational problems. Students are taught the diagnostic method of problem-solving and gain experience applying these theories to organizational situations. 3 credits.

OLCU 614 Leadership and Team Development

Prerequisite: OLCU 600, 601, 602 or 613. Reviews theoretical and applied aspects of teamwork and shared leadership practices. Focus is on development of teams which share leadership responsibility in an interdependent effort to achieve a mutually defined goal. Self-assessment (e.g., MBTI) and group skill-building are emphasized. Where available and as able, students will participate in an experiential activity (e.g., Adventure-based Leadership, Project Adventure, Outward Bound, etc.). Lab fee. 3 credits.

OLCU 615 Organization Development

(Same as HAUU 615/HRCU 615) *Prerequisite OLCU 613.* This course examines the history and overview of the field of organization development. It examines change as a focused activity to bring about specific conditions, to re-direct action, or to implement a particular process, product, or system. Students examine the human side of change, including "resistance" to change. Introduces basic organization development concepts, principles, values, theories, and models. There is particular emphasis on application of theoretical concepts to actual organizational situations. 3 credits.

OLCU 617 The Practice of Organization Development

Prerequisite: OLCU 615. This course examines emerging practices in organization development. It focuses on the consulting process, including client and consultant roles and responsibilities. Students examine and analyze strategies for small to large-scale systems change. 3 credits.

OLCU 620 Contemporary Issues in Organizational Leadership

Prerequisite: one of the following: OLCU 600, 613, or 615 or permission of instructor. An examination of contemporary issues and recent theoretical and practical advances related to organizational leadership. Topics vary. Courses that examine different themes may be repeated for up to six credits 1-3 credits.

OLCU 621 Frontiers of Public and Nonprofit Leadership

Prerequisite: Baccalaureate degree from a regionally accredited college or university. This course provides exposure to contemporary issues and dilemmas in leadership as applied to nonprofit, voluntary, and non-governmental organizations (NGOs). Topics include civil society and professional ethics, collaboration, entrepreneurship, philanthropy, and technology and information. 3 credits.

OLCU 625 Developing Leadership Competencies

Prerequisite: one of the following: OLCU 602, 613, or 615 or permission of instructor. This course provides "hands-on" opportunities to explore and develop competencies essential to effective organizational leadership. Topics vary. Courses that examine different competencies may be repeated for up to six credits. 1-3 credits.

OLCU 626 Dynamics of Public and Nonprofit Leadership

Prerequisite: OLCU 621. This course exposes students to the fundamentals of leadership necessary for exceptional performance in nonprofit, voluntary, and non-governmental organizations (NGOs). Communications skills are developed in assessing constituency needs, interfacing with governmental and private organizations and other nonprofits, and negotiating the varying aims of stakeholders. Principled strategies for mobilizing volunteers are addressed. 3 credits.

OLCU 680 Organizational Research

(Same as HAUU/HRCU 680.) *Prerequisites: MATU 203, SOCU 201 or OLCU 200 or equivalent.* This course provides students with an understanding of the critical role of research, systematic assessment, and evaluation to identify and solve management problems and to improve organization performance. The course examines the fundamental theoretical concepts; scientific research methods; the strengths and weaknesses of pre-experimental, quasi-experimental and experimental research designs; threats to internal and external validity; techniques for data collection and analysis; measurement issues, and professional report preparation and presentation. The primary focus is on the practical application of research methods to improving organizational programs, policies, and performance. 3 credits.

OLCU 681 Leadership Capstone Seminar

Prerequisite: completion of all core courses, OLCU 600, 601, 602, 613, 614, 615, 680. This course provides the student with an opportunity to apply and integrate previous learning by the completion and presentation of a major,

integrative paper, which will reflect an assessment of student's learning as well as their ability to integrate and apply leadership concepts and theories learned in the MAOL program. Graded on a Pass/No Pass basis. 3 credits.

OLCU 688 Practicum in Organization Development

Prerequisites: completion of OLCU 602, 613, 615, and 617. Students carry out a supervised organization development project. The seminar-style course provides classroom analysis of the fieldwork practicum focusing on reflective, double-loop learning. This course serves as the capstone experience for students completing the Graduate Certificate in Organization Development. Graded on a Pass/No Pass basis. 3 credits.

OLCU 690 Leadership Internship Program

Prerequisites: one of the following courses: OLCU 600, 601, 602; and one of the following courses: OLCU 613, 614, 615, and compliance with university internship procedures. Provides students with an opportunity to apply the skills and concepts they have learned during their course of study to existing issues within organizations. A written contract is developed by the students, approved by the client organization, and supervised by a faculty member before work on the internship begins. Students may not receive credit for working at their current jobs. Each unit of credit equals 40 hours of total effort (including work, preparation, study, meetings, journals, and papers.) Graded on a Pass/No Pass basis. 1-3 credits.

OLCU 699 Independent Research in Organizational Leadership

Prerequisite: approval of instructor and program chair. Supervised independent study or research on a special topic related to organizational leadership. May be repeated for a maximum of 6 credits. 1-3 credits.

PEACE STUDIES

PCSU 352 Race and Change in South Africa and the United States

(Same as POSU 352) Nelson Mandela is free and apartheid has ended in South Africa, yet ethnic violence and economic challenges cloud the future of South Africa. Despite the civil rights movement, racial injustice persists in America, often exploding in urban violence. How might an understanding of the struggle against white supremacy in South Africa help us to solve injustice in the United States? 3 credits.

PCSU 353 Peace and Conflict in the Middle East

(Same as POSU 353) Beginning with a historical examination of the region focusing on the key social forces and the sources of conflict, students explore the Israeli-Palestinian conflict in depth and conduct a peace conference in an attempt to develop a plausible resolution. 3 credits.

PCSU 375 Violence and Nonviolence in Society and Religion

(Same as RELU 375) An examination of the religious, philosophic, economic, and biological roots of aggression, violence, and nonviolence among individuals and social groups. The approach will be inter-disciplinary, and the methods employed will range from the study of religious texts through the exploration of cultural tradition. 3 credits.

PCSU 453 Conflict Resolution

(Same as PCSU 453) *Prerequisite: SOCU 101 or instructor's approval.* 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.

PHILOSOPHY

PHLU 104 Introduction to Ethics

Students examine some of the most urgent contemporary moral problems based on the insights of major thinkers in the history of philosophical thinking about morality. Practical topics may include abortion, the death penalty, world hunger, and the environment. 3 credits.

PHLU 120 Global Ethics and Religion

(Same as RELU 120) An introduction to ethical issues from the perspective of world religions: What is the relationship between religion and ethics? Why do people suffer? How do the religions differ on ethics? Are there universal religious ethical values? 3 credits.

PHLU 125 Philosophy of Religion

(Same as RELU 125) An introduction to philosophical issues in the world religions. Comparisons and contrasts between Western and Asian philosophy of religion are emphasized: What is the meaning of life? How do resurrection and reincarnation differ? Does God exist? How could a good God allow evil? Could only one religion be right? 3 credits.

PHLU 203 Logic

An introduction which teaches the skills necessary for distinguishing between correct and incorrect reasoning. Methods will be taught which can help one to reason more persuasively and to write more clearly. A focus on interpreting arguments in everyday English plus a study of conclusive methods for testing the correctness of reasoning. 3 credits.

PHLU 301/302 History of Political Philosophy I and II

(Same as POSU 301/POSU 302) Students in these courses study the political ideas of selected thinkers from ancient Greece to the present with a view toward understanding the elaboration and development of key concepts in political philosophy, and with a view toward understanding how political philosophy can

help us understand contemporary issues. 3/3 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. 3 credits.

PHLU 308 God, the Good Life, and Sex

(Same as RELU 308) An interdisciplinary course focusing on the relation between Ultimate Reality and the Good. Questions in cross-cultural metaphysics, aesthetics, and ethics (especially sexual ethics) are addressed. 3 credits.

PHLU 310 From Socrates to Aquinas

(Same as RELU 310) An interdisciplinary study of philosophical and religious thinkers from the earliest Greek philosophers through the Middle Ages. The ideas of Socrates, Plato, Aristotle, Augustine, and Aquinas are examined to see how they change over time, and how they are relevant to our contemporary search for moral and religious values. 3 credits.

PHLU 311 Descartes to Kierkegaard

(Same as RELU 311) An interdisciplinary study of the great philosophical and religious thinkers from the Reformation to the 20th century whose ideas form the basis for modern thought. Prominent works of Martin Luther, John Calvin, René Descartes, David Hume, Immanuel Kant, Friedrich Schleiermacher, and Søren Kierkegaard are critically examined. 3 credits.

PHLU 314 Medical Ethics

A systematic examination of ethical principles as applied to moral dilemmas in health care. Topics include euthanasia, abortion, truth-telling, informed consent, the professional/patient relationship, experimentation on human and animal subjects, allocating scarce medical resources. Of special interest to those seeking careers in medicine, nursing, physical therapy, social work, and related fields. 3 credits.

PHLU 315 Voluntary Service

An exploration of volunteering and philanthropy (voluntary giving for public purposes). This interdisciplinary course serves as an introduction to ethics at the upper-division level. Topics include the moral aspects of caring and helping, and of responsibilities concerning world hunger, and case studies of people like Albert Schweitzer. 3 credits.

PHLU 316 Business and Professional Ethics

A study of the pressing moral problems generated today in business and all professions. Topics include the special responsibilities of professionals, the obligations of corporations concerning the environment and product safety, the rights of employees, honesty in advertising. Open to and relevant to all students with career interests. Also see OLCU 350. 3 credits.

PHLU 319 Philosophy of Women/Women of Color

A study of philosophical issues concerning sex roles and gender, focusing on women of color – especially on African American, Mexican American, and Asian American women. Topics may include stereotypes; beauty; women as 'Other'; the

colonized self; affirmative action; and moral values such as autonomy, empowerment, equality, and justice. 3 credits.

PHLU 320 Belief, Truth, and Knowledge

An examination of fundamental issues about the origin, nature, and validity of knowledge. Topics include the nature of truth, the problems which arise concerning the reliability and objects of perception, how our beliefs can be justified, whether skepticism can be avoided, and whether there can be certain knowledge. 3 credits.

PHLU 323 Philosophy in Literature

A study of intriguing philosophical ideas and themes as dealt with by novelists, poets, and dramatists. The unifying theme of the course varies. The most recent ones were love, self-deception and achieving an authentic self, individual freedom and the authority of the state, and the concept of the self. 3 credits.

POLITICAL SCIENCE

POSU 100 Introduction to Politics

Students are introduced to the study of politics by raising a plethora of questions and answering some: Would we be better off if we were ruled by one very wise, all-powerful leader? Are democratic decisions better decisions? What do we mean when we call someone "liberal," "conservative," or "fascist"? Required of students majoring in political science. 3 credits.

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 120 Introduction to International Relations

Students explore major global issues such as conflict, development ideologies, technological growth, current events, ecosystem balance, war and violence, and the distribution of power and resources. 3 credits.

POSU 240 Introduction to Law

Law is a force for maintaining social order. This course critically examines various aspects of law and the legal system, seeking an understanding of its strengths and weaknesses, its promise and its peril. 3 credits.

POSU 300 American Political Thought

The modern United States is shaped by contending ideas regarding democracy, capitalism, social welfare, elite rule, theocracy, and liberty. Students will explore how these issues have evolved over the history of our nation. 3 credits.

POSU 301, 302 History of Political Philosophy I and II

Students in these courses study the political ideas of selected thinkers from ancient Greece to the present with a view toward understanding the elaboration

and development of key concepts in political philosophy, and with a view toward understanding how political philosophy can help us understand contemporary issues. 3/3 credits.

POSU 305 Democratic Theory

Students examine different models and kinds of democracy, analyze ways that the United States achieves democratic ideals and the ways it falls short, explore tensions between democracy and competing economic systems, and seek ways to deepen or extend democratic ideals. 3 credits.

POSU 310 The United States Presidency

Prerequisite: POSU 110. In this course, students address the following issues: What is the "state" of the presidency today? What responsibilities come with the office? Does it make a difference who the president is? What are the weaknesses of the presidency as an institution, and what reforms might improve it? 3 credits.

POSU 311 Legislative Process

Prerequisite: POSU 110. The United States has one of the few non-parliamentary systems in the world. How does its legislative process differ from the processes found in parliamentary systems? This course will examine the legislative process with an emphasis on institutional differences between parliamentary and non-parliamentary systems such as the United States. A special focus on interest groups and political parties will highlight the importance of institutional factors on the efficacy of legislative actors in the policymaking process. 3 credits.

POSU 312 The Road to the White House

Does the road that we travel to the White House every four years produce the best presidents? Are modern campaigns so long, expensive, and punishing that many of the "best" people choose not to run? Students examine the effectiveness of the way in which we recruit and select presidents. 3 credits.

POSU 314 Governing the Golden State

California, with a population and economy greater than many countries, confronts social and political problems national in scope and complexity. How does the state government reconcile the conflicting needs of its diverse citizenry, its industries, and natural resources? Students will learn how Sacramento shapes our lives. 3 credits.

POSU 317 The Politics of the 1960s

Few periods hold the political significance of the 1960s. Human dignity, the role of tradition, America's role in the world, and domestic problems all were examined and refashioned. Three decades later, that redefinition maintains great authority in American society. 3 credits.

POSU 320 International Law, International Organization, and World Order

An introduction to changing perceptions of international law and its applications to human rights, environmental, and other issues. Philosophical and political approaches to international law are distinguished and analyzed. 3 credits.

POSU 321 American Diplomatic History and Foreign Policy
(Same as HISU 340) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. 3 credits.

POSU 323 Russia and the Commonwealth of Independent States
(Same as HISU 311) Students learn the history of Russia and the Soviet Union from the fall of the Romanov dynasty through the demise of the Soviet government and the creation of the Commonwealth of Independent States. Ideas and ideologies, politics, economics, foreign affairs and the Cold War, and cultural and intellectual developments are emphasized. 3 credits.

POSU 325 Latin American Politics

Much of Latin America is emerging from years of authoritarian rule and the abuse of human rights; yet the new democracies remain threatened by highly politicized military establishments and unstable economies. As these governments pursue economic development and democratic reform they are also influenced by the foreign policies of the United States. 3 credits.

POSU 328 Topics in World Order

These courses examine global threats to peace, justice, and ecological stability. Courses which treat different topics may be repeated for credit. Topics include: Human Rights Law This course introduces students to existing and developing international legal principles and procedures relating to the protection of human rights. It considers how and whether these principles serve to improve the lives of individuals throughout the world, including the United States. 3 credits.

Alternative World Futures

This course is designed to encourage critical thinking about the future. It will examine a variety of projections by scientists and nonscientists, by our contemporaries and predecessors, with and without the aid of computers. Students will analyze global trends in such areas as food, population, human rights, energy, war and peace, and the environment. 3 credits.

Politics of Genocide

Students examine cases of genocide in an effort to determine its political and social causes. They will explore how international law, public tribunals, and campaigns of citizen groups may be utilized to prevent future atrocities and seek justice for the victims of genocide. 3 credits.

POSU 329 Experimental Course

(Same as HISU 329/SOCU 329) Designed to provide additional opportunities to explore experimental areas and subjects of special interest. May be repeated for credit provided the course content is different. 3 credits.

POSU 330 Contemporary Issues in Public Policy

Students analyze current issues in public policy, using contemporary methods

of public policy analysis. Issues addressed may include health care policy, environmental policy, foreign policy, energy policy, policy on crime, and others. 3 credits.

POSU 333 Citizenship in Theory and Practice

Citizenship is the political answer to the question of who is in, who is out? This course approaches citizenship from three angles: a historical survey of the theory and practice of citizenship; citizenship in the American experience; and contemporary citizenship issues such as global citizenship, the status of the environment, and the inclusion or exclusion of a variety of cultural, economic, and social differences from the political community. 3 credits.

POSU 340 The Legal Process

Prerequisite: POSU 240. The third branch of government, the judiciary, is certainly the least understood branch. In this course, students will develop political literacy about the principles and practices of law and the judiciary. 3 credits.

POSU 342 The Western Legal Tradition

(Same as HISU 323) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. 3 credits.

POSU 343 Constitutional Government

(Same as HISU 303) *Prerequisite: POSU 110.* By examining the Federalist Papers, the Constitution, and case law this course examines the growth of the national government, the changing nature of federalism, and other themes: What does the Constitution say about the separation of powers? Does it provide for three coequal branches of government? 3 credits.

POSU 344 Constitutional Rights

(Same as HISU 324) Students analyze the following questions and examine competing theories of civil rights and civil liberties. Did the founders really believe that the United States Congress should make no law abridging freedom of speech or of the press? What does the Constitution say about the rights of the criminal, and what does this mean for "victims' rights" movements? What is the constitutional right to abortion? 3 credits.

POSU 346 Environmental Law

This course provides students with an overview of environmental law. It emphasizes state and federal statutory and case law dealing with air pollution, water pollution, noise pollution, solid waste/resource recovery, pesticides and toxic substances. Additionally, the course explores the impact of various governmental policies upon industry, business, and real estate development. 3 credits.

POSU 348 Topics in Law and Legal Studies

Women and the Law

Why have governments and societies felt the need for gender-specific determinations of rights and responsibilities? Students look at the determinations that have been made and consider their present effect. We

will examine the trends in United States politics and law, the impact of law and policies on women and society, and the response of women to such treatment. 3 credits.

Native American Law and Society

Prerequisite: POSU 240 or PCSU 230, PCSU 240, or PCSU 250. Students examine the historical background and contemporary nature of the legal and political relationship between the United States government and Native American tribes. Through an examination of legislation, court cases, and the policies of federal, state, and local governments, the social, political, and legal circumstances and prospects of Native Americans are considered. 3 credits.

POSU 352 Race and Change in South Africa and the United States

(Same as PCSU 352) Nelson Mandela is free and apartheid has ended in South Africa, yet ethnic violence and economic challenges cloud the future of South Africa. Despite the civil rights movement, racial injustice persists in America, often exploding in urban violence. How might an understanding of the struggle against white supremacy in South Africa help us to solve injustice in the United States? 3 credits.

POSU 353 Peace and Conflict in the Middle East

(Same as PCSU 353) Beginning with a historical examination of the region focusing on the key social forces and the sources of conflict, students explore the Israeli-Palestinian conflict in depth and conduct a peace conference in an attempt to develop a plausible resolution. 3 credits.

POSU 367 Public Interest Research

(Same as SOCU 367) Students in this class learn quantitative and qualitative research methods by applying them in contemporary practical and academic research projects. Students conduct research that will help policy-makers, community activist, leaders, and citizens find solutions to current social and political problems and improve the lives of area residents. The course is designed to increase students' practical skills in areas like survey research and the use of computers in social, political, and historical analysis, making them more attractive as job applicants. The course is appropriate for students interested in careers in community-based, public, nonprofit, business and educational organizations. 3 credits.

POSU 370 Media and Politics

This course investigates the impact the modern media has on American politics. Does the media help or hurt democracy? 3 credits.

POSU 445 Moot Court

Prerequisite: POSU 340 or instructor's approval. Students get hands-on experience in the practice of law through a simulation of appellate advocacy. 3 credits.

POSU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

PSYCHOLOGY

PSYU 101 Introduction to Psychology

Prerequisite to all other courses in 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. *This course may also be offered online.* 3 credits.

PSYU 201 Critical Thinking in Psychology

Prerequisite: PSYU 101. Students study methods of empirical and theoretical evaluation of psychological facts, assertions, research studies and theories. Study of common fallacies misleading students of psychological processes and development of a critical thinking paradigm reducing the probability of common errors in thinking. *This course may also be offered online.* 3 credits.

PSYU 202 History and Systems of Psychology

Prerequisite: PSYU 101. Discussion and evaluation of psychology's historical roots and the influences and the people that have contributed to its present form. 3 credits.

PSYU 203 Statistics for the Behavioral Sciences

Prerequisite: PSYU 101 (MATU 203 meets this requirement). An introduction to statistics for the behavioral, social and health sciences. Both the calculation and interpretation of statistical indices and the application of these measures are emphasized. Course includes an introduction to descriptive and inferential statistics, the rationale of hypothesis testing and a survey of the common parametric and nonparametric statistical tests. 3 credits.

PSYU 302 General Psychology Seminar

Prerequisite: PSYU 101. An initial seminar course providing in-depth immersion into the discipline of psychology. A comprehensive survey of the field of psychology, covering major topics in psychological theory and its application in the fields of mental health, education, and related disciplines. *This course may also be offered online.* 3 credits.

PSYU 304 Research Methods for the Behavioral Sciences

Prerequisites: PSYU 101, PSYU 203. May be taken concurrently with PSYU 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 305 Research Methods Laboratory

Prerequisites: PSYU 101, PSYU 203. Students will participate in classroom research exercises. Through use of existing data bases, students will formulate a research question, conduct a statistical analysis, and determine results. Students will use a statistical package (SPSS) to analyze data. 1 credit.

PSYU 310 Psychology of Learning

Prerequisite: PSYU 101. An examination of the theoretical and methodological foundations of human learning. Particular emphasis is placed on an evaluation of the major paradigms involved in contemporary concepts of the learning process. Some emphasis is given to the application of behavioral principles to daily life. 3 credits.

PSYU 315 Sensation and Perception

Prerequisite: PSYU 101. An introduction to the sensory system and the perceptual basis of our experience. General topics include psychophysics, the visual system and the nonvisual sensory systems. Emphasis will be placed on understanding the interaction between the anatomy of the sensory system and the transduction of sensory stimuli into meaningful perceptual experiences. 3 credits.

PSYU 317 Cognitive Psychology

Prerequisite: PSYU 101. 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 319 Motivation and Emotion

Prerequisite: PSYU 101. This survey course in human motivation covers the biological sources of motivation and emotion as well as the learned components of our behaviors. This wide ranging subject comprises a wealth of scientific information explaining the "why" of human behavior. Topics covered include physiological and cognitive foundations of eating, sleep, sex, achievement, affiliation, drug use, stress, aggression, love, emotional expression and emotion management. Study of the theoretical, physiological, and behavioral constructs underlying the processes of motivation and emotion. Particular emphasis is placed on methods for studying emotion and application of the principles of motivation and emotion. 3 credits.

PSYU 322 Theories of Personality

Prerequisite: PSYU 101. 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

(Some schools list this course as Developmental Psychology) *Prerequisite: PSYU 101 or instructor's approval.* Study of 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

Prerequisite: PSYU 101 or instructor's approval. 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 325 Child Development Laboratory

Prerequisites: PSYU 101, PSYU 323 or PSYU 324 or can take concurrently. In depth study of children applying principles of development. 1 credit.

PSYU 328 Abnormal Psychology

Prerequisite: PSYU 101. 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. *This course may also be offered online.* 3 credits.

PSYU 336 Social Psychology

(Same as SOCU 345). *Prerequisite: PSYU 101.* 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 348 Psychological Approaches to Literature

Prerequisite: PSYU 101. A study of psychological theories of the 20th century and their influences on the criticism of literature and/or film. Psychologists such as Freud, Jung, and Lacan will be studied in connection with their approaches to textual analysis. The course may also focus on such psychological movements as Gestalt, Behaviorism, and archetypal analysis as they have affected understanding of literature and/or film. 3 credits.

PSYU 395 Topic Courses in Psychological Process

Prerequisite: PSYU 101. An examination of selected topics in the area of psychological processes and the foundations of psychological understandings of human behavior. Syllabi for additional topic areas must be approved by Department Chair and Curriculum & Academic Committee. Course may be repeated for credit. 3 credits.

Interpersonal Attraction and Romantic Love

A descriptive and empirical approach to understanding interpersonal attraction and romantic love. Current theories and empirical research on the nature of love, love styles and partner selection, developmental perspectives on the nature of love relationships over time, as well as the etiology and treatment of relationship problems will be emphasized.

Psychology, Ethics and the Law

Issues in ethical clinical practice, resolving ethical dilemmas, protecting vulnerable parties and forensic evaluations will be considered. Research in eyewitness testimony and jury decisions will be evaluated.

Pediatric Neuropsychology

An introduction and overview of pediatric neuropsychology emphasizing brain-behavior relationships in children. Biological, environmental, psychological, and developmental variables that affect neurobehavioral outcomes will be addressed. The following childhood disorders will be covered: Hydrocephalus, epilepsy, Tourette's syndrome, brain tumors, closed-head injury, meningitis, diabetes, leukemia, sickle cell disease, autism, and human immunodeficiency.

PSYU 415 Sports Psychology

Prerequisite: PSYU 101. An examination of the principles of psychology as they apply to an understanding of sports-related issues. Topics of interest to the sports world will be discussed according to theoretical constructs of psychology. The class is not designed to include any physical activity. It is designed for students interested in coaching at any level, athletes, and those interested in a more comprehensive analysis of issues underlying sports. 3 credits.

PSYU 416 Human Communications Workshop

Prerequisite: PSYU 101. A workshop course designed to assist the group members in identifying and understanding those factors in addition to "the facts" which influence the perceptions on which communication/interaction is based. The workshop will address issues related to interpersonal awareness, group interaction, the conceptualization of interpersonal relationships, and communication skills. 3 credits.

PSYU 418 Community Mental Health

Prerequisite: PSYU 101. A survey of major problems of mental health in the community, includes field trips to selected facilities where individuals and families may go for help. 3 credits.

PSYU 421 Cross-Cultural Psychology

Prerequisite: PSYU 101. An introduction to major issues and terminology used in cross-cultural psychology, an interdisciplinary approach that uses models and research methods from psychology, anthropology, and sociology. The course emphasizes a comparative approach. 3 credits.

PSYU 428 Introduction to Clinical Psychology

Prerequisites: PSYU 101, PSYU 328. Overview of the profession and practice of clinical psychology. The course will survey the field's history, clinical training, assessment procedures, therapeutic interventions, research approaches, ethical and legal issues, areas of specialization (i.e. forensic, behavioral medicine and child), and current issues and trends. 3 credits.

PSYU 432 Introduction to Psychological Measurement

Prerequisites: PSYU 101, PSYU 203 or equivalent. Concepts of test construction, standardization, validity, reliability as applied to a wide range of psychological instruments of intelligence, interests, values and personality. 3 credits.

PSYU 436 Health Psychology

Prerequisite: PSYU 101. An in-depth study of theories of health psychology, illness behavior, and behavioral medicine. The mind-body relationship and health treatment models (e.g., managed care) will be explored. 3 credits.

PSYU 440 Human Sexuality

Prerequisite: PSYU 101. A descriptive and empirical approach to understanding human sexuality. Physiological, psychological, and sociocultural factors influencing healthy human sexual expression will be emphasized. Gender identity, sex roles, variations in sexual behavior, love and attraction, and basic treatments for sexual dysfunction will be included. 3 credits.

PSYU 444 Psychology of the Lesbian and Gay Experience

Prerequisite: PSYU 101. A systematic study of the psychological issues affecting lesbians and gay men. The course integrates the most recent research-based information with life experiences of lesbian/gay people in such areas as development, psychosocial identity, relationships and clinical services. The course emphasizes an affirmative approach and is appropriate for gay, lesbian and heterosexual students. 3 credits.

PSYU 448 Psychology in Literature and Film

Prerequisite: PSYU 101. A study of the intriguing cross-influences between literature and psychological theory. Particular attention will be given to the works of literature and film that have provided basic materials for psychologists and to the reflective impact of psychological theory upon writers. Students will examine the use made by modern poetry, drama, fiction, and film of such psychological concepts as archetypes, unconscious processes, the Oedipal complex, role-playing, and symbol. 3 credits.

PSYU 450 Introduction to Counseling

Prerequisite: PSYU 101. 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

Prerequisite: PSYU 101. 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 478 Senior Project/Thesis I

Prerequisites: PSYU 101, PSYU 203, and PSYU 304. Senior standing in psychology major or approval of the instructor. The first semester of the senior project/thesis course. This course includes an in-depth didactic component together with extensive supervised experience in the development of a precise and complete research hypothesis and planning the proof of the hypothesis. Students will conduct a thorough review of the literature which leads to the hypothesis of the study or research question. At the course end, the student will have assembled a research proposal written in APA format including review of the literature, research hypothesis, and procedure section. This is the essential structure including references for her or his senior thesis/project. An Institutional Review Board (IRB) procedure must be followed and forms

submitted to CUIRB for studies involving human/animal subjects. Approval of IRB must be obtained prior to research being conducted with humans/animals. 3 credits.

PSYU 479 Senior Project/Thesis II

Prerequisites: PSYU 101, PSYU 478, and senior standing in psychology major. The course content of Senior Project I is continued in this second semester of the senior project/thesis course. At the end of this semester, the student will demonstrate integration of what she or he has learned in psychology through the production of a seminal written product. Whether research manuscript or thesis, this product serves both as the crowning achievement of the student's education and as an example of her or his capability for graduate studies or professional achievement. An Institutional Review Board (IRB) procedure must be followed and forms submitted to CUIRB for studies involving human/animal subjects. Approval of IRB must be obtained prior to research being conducted with humans/animals. 3 credits.

PSYU 481 Organizational Psychology

Prerequisite: PSYU 101. The application of psychological methods and techniques to understand, evaluate, and maximize human behavior in industrial and other organizations. 3 credits.

PSYU 492 Intern Program: Fieldwork Practicum in Psychology

Prerequisites: PSYU 101 and approval of academic advisor and internship supervisor. 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. Approval of academic advisor and program chair required. Graded pass/no pass. A student may take a maximum of 6 credits. 1-3 credits.

PSYU 495 Topic Courses in Psychological Application

Prerequisite: PSYU 101. An examination of selected topics in the area of psychological application and the foundations of psychological understandings of human behavior. Syllabi for additional topic areas must be approved by Department Chair and Curriculum & Academic Committee. Course may be repeated for credit. 3 credits.

Spirituality and Mental Health

A systematic study of the participation of religion and spiritual practices in the cultural construction of mental health, illness, diagnosis, and treatment. The course will present various models of consciousness and examine the reductionist, humanistic, dualistic, and monistic paradigms for mental health. Psychosomatic effects of spiritual systems and practices such as Shigion, Buddhism, Taoism, Vedanta, Yoga, Zen etc., will be analyzed in the context of the emerging reform in counseling and community mental health.

Survey of Forensic Psychology

Introduction to Forensic Psychology is an upper division undergraduate level one-semester course that 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.

Psychological Aspects of Terrorism: Perpetrators, Victims, and the Public
Psychological Aspects of Terrorism (Psychology 495) is an upper division undergraduate level one-semester course that introduces the student to the psychological complexities of terror, terrorists, and terrorism. Through didactic presentation and student research, the course will focus upon understanding terrorism, its motivations, and the psychodynamics of its social, political, and economic substrata. The course will also examine the "corporate structure" of terrorist groups, both foreign and domestic, as well as the various behavior and character structures associated with individual terrorists. Finally, considerable attention will be directed towards discussion of the effects of terrorist acts upon the mental health of direct and indirect victims in addition to primary, secondary, and tertiary prevention.

Behavior Modification

Examination of theories, principles, and techniques integral to applied behavior analysis and how it is used to help in a myriad of psychological problems. The course will examine how behavioral methods are utilized in psychology, humanities, and social science fields. There will also be an exploration of the effects of practical behavior management in everyday life.

PSYU 499 Independent Study

Prerequisites: PSYU 101 and approval of instructor, academic advisor, and chair. Supervised independent study or research on a special problem or in a selected area of psychology. Open to junior and senior psychology majors who have a 3.0 GPA. A student may take a maximum of 6 credits. 1-3 credits.

PSYU 501 The Counseling Process

A professionally supervised experience in counseling and related activities. Experience also includes correlated reading, workshops, lecture, and group activities. 3 credits.

PSYU 508 Life Span Development/Aging and Longterm Care

Theories related to the entire life span from conception through childhood, adolescence, adulthood, and dying are reviewed. Students focus on normal, psychological issues of healthy development at different ages such as play, school, relationships, parenting, work and self-acceptance. In-depth interviewing of one developmental stage is required. 3 credits.

PSYU 511 Psychological Assessment

A study of the theory and practice of psychological assessment procedures including the clinical interview, administration and interpretation of objective measures of intelligence and personality and the writing of clinical reports. Specific emphasis is on the administration, scoring and interpretation of the Wechsler Adult Intelligence Scale, the Wechsler Intelligence Scale for Children,

the Minnesota Multiphasic Personality Inventory-2/A and the Taylor-Johnson Temperament Analysis. Fee: \$25. 3 credits.

PSYU 532 Research and Bibliographic Methods

Students learn and practice the appropriate scientific methods of research leading to a bibliographic research in individual counseling and marriage and family therapy, culminating in a formal research proposal. 3 credits.

PSYU 533 Psychopharmacology

An 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 psychopathological dysfunction. 3 credits.

PSYU 541 Clinical Theories and Techniques of Marriage and Family Therapy

This graduate marriage and family therapy course is designed to study the major theoretical approaches to individual, marriage and family therapy. A major focus on family systems theory and therapy will be emphasized. In addition, students will study therapy from cognitive, behavioral and psychodynamic approaches, with a focus toward integration of these approaches in the conduct of therapy as a marriage and family therapist. 3 credits.

PSYU 556 Family Systems and Studies and Domestic Violence

Prerequisite: PSYU 541 or instructor's approval. This graduate marriage and family studies course provides fundamental introduction to the study of marriage and family systems theory. Theories and techniques of family therapy will be reviewed and practical application discussed. The structural family therapy approach is studied in depth. Theoretical perspectives are presented through readings, lectures, videotapes, classroom presentations and student demonstrations. 3 credits.

PSYU 561 Marital Systems and Studies

Prerequisite: PSYU 541 or instructor's approval. This marriage and family studies course is designed to focus upon the systems approach to marriage therapy. Other major marriage therapy theories will be discussed. 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. Students will master systems theory, marital dysfunction, diagnostic and treatment techniques. 3 credits.

PSYU 565 Child/Adolescent Psychopathology and Child Abuse Reporting

Prerequisite: PSYU 508 or instructor's approval. An examination of psychopathology in childhood and adolescence, with consideration of the major types of disturbances, assessment techniques and treatment approaches with children and adolescents. Behavioral observations, clinical-development interviews, non-directive and cognitive therapies and techniques for family systems therapy are reviewed for each major category of pathology. This course includes 7 hours 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

Prerequisite: PSYU 570 or instructor's approval. A comprehensive overview of assessment strategies, counseling techniques, and behavioral strategies typically used in the individual counseling setting. Lecture topics include intake evaluations, treatment plan, proficient listening and counseling skills and effective behavioral and cognitive interventions. Video demonstrations will also be presented to enhance student understanding of applications and relevance to the counseling process. 3 credits.

PSYU 578 Ethical and Professional Issues

This course examines ethical, legal and professional issues relevant to the practice of marriage and family therapy. Ethical responsibilities, legal responsibilities and liabilities are discussed within the context of relevant state regulations, professional ethical codes and the importance of interdisciplinary cooperation. Ethical decision-making, commitment to the profession, and other socialization issues are emphasized. 3 credits.

PSYU 581 Assessment and Treatment of Sexual Disorders

Students examine normal sexual functioning and common types of sexual dysfunction and deviation which would be disclosed within a psychotherapy framework. Students learn counseling techniques effective in the development of satisfactory sexual functioning within a committed relationship. The criteria for appropriate choice of technique and appropriate professional consultations are particularly emphasized. 3 credits.

PSYU 586 Assessment and Treatment of Substance Abuse

An overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of alcoholism and other chemical dependencies. Students review current research and program design from a clinical perspective with the goal of increasing professional awareness and skills in treating the chemically dependent individual and/or family. 3 credits.

PSYU 613 Clinical Issues in Human Diversity

An advanced study of multicultural counseling emphasizing understanding and respect for the diversity of human beings, particularly with regard to matters of race, ethnicity, gender, socioeconomic status, and sexual orientation. The course will analyze the cultural context of family, behavior, psychopathology, cultural strengths, assessment and psychotherapy. Utilization of mental health services by culture-specific groups will be addressed. Critical analysis will be given to ethnocentrism, racism, sexism, and heterosexism in society, psychology and traditional culture-bound assessment and psychotherapy approaches. The course features knowledge, skills and experiential components. 3 credits.

PSYU 617 Transition to Work and Career

This course focuses upon the process of career choice, mid-life career changes, employment projections and the problems unique to the underemployed. Links will be made to "marginalized workers" and employees with mental health problems. 3 credits.

PSYU 652 Theory and Practice of Group Counseling

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 678/679 Master's Thesis Research I, II

Students must have a cumulative GPA of 3.00 "B" to meet the minimum eligibility requirements to enroll in the thesis/project option. (See the Academic Policies and Procedures section for additional guidelines.) Individually supervised master's thesis research. Master's Thesis is not a substitution for comprehensive examinations. 3/3 credits.

PSYU 688/689/690 Practicum I, II, III

Prerequisites: candidacy standing in the M.F.T. or Counseling degree program and instructor's approval. The clinical experience of the master's degree candidate with an M.F.T. or counseling emphasis. It is intended as the final preparation for entry into a career in the mental health field at the master's level. For students in California, a total of 80 supervised direct counseling hours are required for each practicum. For students in Washington, a total of 100 supervised direct counseling hours are required for each practicum. Graded on a pass/no pass basis. 3/3/3 credits.

PSYU 691 Practicum IV

Prerequisite: candidacy standing in the M.F.T. or Counseling degree program and faculty or program manager approval. The clinical experience of the master's degree candidate with an M.F.T. or counseling emphasis. It is intended as the final preparation for entry into a career in the mental health field at the master's level. This course is utilized for elective units or continuation of hours in the degree program. Graded on a pass/no pass basis. 1-3 credits.

PSYU 695 Advanced Topic Courses in Marriage and Family Therapy/Counseling Emphasis
3 credits.

PSYU 699 Independent Study

Advanced supervised independent study or research on a special problem or in a selected area. 1-3 credits.

RELIGIOUS STUDIES

RELU 110 Religion and Values

A thematic study of religious values as they come to expression particularly within the Judeo-Christian-Islamic heritage: basic beliefs and practices, and their relevance to human problems today. 3 credits.

RELU 115 Living Religions of the World

A survey of religious traditions of the world including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Judaism, Christianity, and Islam: basic beliefs and practices, and their relevance to problems today. 3 credits.

RELU 120 Global Ethics and Religion

(Same as PHLU 120) An introduction to ethical issues from the perspective of world religions: What is the relationship between religion and ethics? Why do

people suffer? How do the religions differ on ethics? Are there universal religious ethical values? 3 credits.

RELU 125 Philosophy of Religion

(Same as PHLU 125; formerly REL 209/PHIL 209) An introduction to philosophical issues in the world religions. Comparisons and contrasts between Western and Asian philosophy of religion are emphasized: What is the meaning of life? How do resurrection and reincarnation differ? Does God exist? How could a good God allow evil? Could only one religion be right? 3 credits.

RELU 200 Introduction to the Hebrew Scriptures (Old Testament)

Tradition, history, and literature in Israel: the development of the Hebrew scriptures in their various genres within the context of evolving ideas, values, and social concerns from Hebrew beginnings through the prophets to post-exilic times. 3 credits.

RELU 201 Introduction to the New Testament

Students examine the Jesus of the gospels, gospel tradition, rise of the Christian community, life and letters of Paul, later books of the New Testament. 3 credits.

RELU 304 The Ancient World

(Same as HISU 304) Students survey the history of the ancient Mediterranean world by examining the Egyptian, Greek, Roman, and Byzantine civilizations. The historical and artistic accomplishments of these ancient peoples are highlighted, with particular attention given to the development of religious thought and philosophical inquiry, archeological research, and museum studies. 3 credits.

RELU 306 The Middle Ages

(Same as HISU 306) Lords and ladies, peasants and popes, soldiers and saints—this course examines the history of the Middle Ages, 500–1500, through the themes and events that shaped the period. Students discuss feudalism, the development of scholastic theology, the launching of the Crusades, and the creations of Romanesque and Gothic architecture. 3 credits.

RELU 307 Germany and the Holocaust: From Anti-Semitism to Final Solution

(Same as HISU 307) An examination of the Holocaust within its context in the history of Germany and World War II. The origins of the Holocaust, the implementation of the Final Solution, resistance to the Nazis, and the legacy of the Holocaust will be studied with the experiences of survivors, members of the Resistance, and "righteous Gentiles." 3 credits.

RELU 308 God, the Good Life, and Sex

(Same as PHLU 308) An interdisciplinary course focusing on the relation between Ultimate Reality and the Good. Questions in cross-cultural metaphysics, aesthetics, and ethics (especially sexual ethics) are addressed. 3 credits.

RELU 310 From Socrates to Aquinas

(Same as PHLU 310) An interdisciplinary study of philosophical and religious thinkers from the earliest Greek philosophers through the Middle Ages. The ideas of Socrates, Plato, Aristotle, Augustine, and Aquinas are examined to see how they change over time, and how they are relevant to our contemporary search for moral and religious values. 3 credits.

RELU 311 Descartes to Kierkegaard
(Same as PHLU 311) An interdisciplinary study of the great philosophical and religious thinkers from the Reformation to the 20th century whose ideas form the basis for modern thought. Prominent works of Martin Luther, John Calvin, René Descartes, David Hume, Immanuel Kant, Friedrich Schleiermacher, and Søren Kierkegaard are critically examined. 3 credits.

RELU 318 The Reformation
(Same as HISU 318) Students examine the events and ideas of the sixteenth-century Reformation. This course analyzes the transition from a medieval to a modern world view and the impact of the Reformation on education, politics, science, art, and the roles of men and women in society. 3 credits.

RELU 330 Women and Religion
Students examine women's place in religious traditions, ways of being religious, and religious leadership, as well as the recovery of women's voices from the past and the transformation of these traditions today. 3 credits.

RELU 335 Hinduism and the Religions of India
A study of the historical development of Hinduism; the texts, practices, and world views that characterize its various paths to liberation; and the religious traditions that emerge as reactions to it and/or with which it interacts (Buddhism, Jainism, Sikhism, and Islam). 3 credits.

RELU 336 Buddhism
A study of the Buddha and the historical and philosophical development of Theravada, Mahayana, and Vajrayana Buddhism, exploring their understanding of the human predicament and the solutions they offer as well as ritual and meditative practices, and the interaction between Buddhism and existing traditions in the cultures in which it thrives. 3 credits.

RELU 365 Topics in the Holocaust
(Same as HISU 365) Students examine selected topics within the study of the history of the Holocaust, such as the role of doctors; persecution of non-Jewish groups, including homosexuals and gypsies; theologians and religion under Hitler; and the experiences and choices of perpetrators, victims, and bystanders. 3 credits.

RELU 375 Violence and Nonviolence in Society and Religion
(Same as PCSU 375) An examination of the religious, philosophic, economic, and biological roots of aggression, violence, and nonviolence among individuals and social groups. The approach will be inter-disciplinary, and the methods employed will range from the study of religious texts through the exploration of cultural tradition. 3 credits.

SOCIAL SCIENCE

SSCU 497: Integrative Seminar for the Social Sciences I
Prerequisites: completion of or concurrent enrollment in all required Social Science core and emphasis area requirements, senior standing. Each social science major is required to complete a significant research project, usually

resulting in a research paper. Choice of topics will be made in conjunction with instructor and cross-disciplinary studies are encouraged. Social Science 497 is the first semester of the two semester integrative seminar. This course includes a review of the field of social science. Students will complete a biographical career statement, an extensive annotated bibliography and a research proposal. 3 credits.

SSCU 498: Integrative Seminar for the Social Sciences II
Prerequisites: completion of all required core and emphasis area requirements, completion of SSCU 497, senior standing. The continuation of coursework begun in Social Science 497. At the end of this course, the students will demonstrate the integration of what he or she has learned in social science by completion of a seminal written paper or project. A collection of student work will be compiled in a career portfolio for use in future education or career. 3 credits.

SOCIOLOGY

SOCU 101 Introduction to Sociology
An examination of the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Discovery of how social patterns are created, how they become organized and established, and how they change. *This course may also be offered online.* 3 credits.

SOCU 102 Cultural Anthropology
The study of how human civilizations adapt to living situations by forming group identity, family, language and symbols. The examination of how civilizations create world views and concepts of progress, culture, community and social interaction. Students will explore these questions using models from cultures foreign and familiar. 3 credits.

SOCU 201 Social Research Design
Prerequisite: SOCU 101. 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. *This course may also be offered online.* 3 credits.

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

SOCU 211 Social Problems
Society is beset by numerous social problems such as crime, war, hunger, homelessness, divorce, ethnic/gender conflict, violence, and economic power struggles, political corruption, and overpopulation. The class will focus on how we define, treat, and solve social problems. 3 credits.

SOCU 293 Introduction to Social Work

Prerequisite: *SOCU 101*. This course will provide an introduction to the ecological perspective of the social work profession. The focus of the course will be on the various levels of social work practice: individual and group casework, community organization, cultural diversity and policy-making practice arenas with an emphasis on the interaction between human behavior and the social environment. 3 credits.

SOCU 305 Social and Political Theory

Prerequisite: *SOCU 101*. How is society possible? How does society change? Critical study of contributions of social and political philosophers and contemporary theorists in sociology to these questions. Emergence and evolution of sociology as a systematic discipline. Emphasis on macrostructural theory. Reading of more recent critical theorists, black theorists, feminist theorists and post-modernists. 3 credits.

SOCU 310 Society and Advertising

Prerequisite: *SOCU 101*. An interdisciplinary investigation into the foundations of advertising. Topics include historical origins of advertising; the economics of advertising; legal, social, and ethical issues; advertising as a global philosophy; the politics of consumerism; decoding the hermeneutics and semiology of advertising; advertising as behavior modification and manipulation; subliminal advertising; advertising's influence on the experience of self in modern society; advertising as the modern art form. 3 credits.

SOCU 311 Society and Mass Communications

Prerequisite: *SOCU 101*. An analysis of mass communications media as a social institution. The course employs an interdisciplinary approach asking what are the origins, history, evolution, and social functions of the mass media; the impact of the media on the social self; the transitions from oral to print to electronic media; the view that the medium is the message. Strong emphasis on electronic media and the impact of media on the social construction of reality. 3 credits.

SOCU 320 Sociology of Death

Prerequisite: *SOCU 101*. An interdisciplinary investigation of death, dying, and the grieving process. Topics include the American way of death as a social institution; dying as a psychological process; how society conditions us to deny death and repress grief and loss; how I relate to my own death and the death of significant others. How the experience, fear, and quality of death has changed historically over the centuries. 3 credits.

SOCU 321 Getting Love Right: Romantic Relationships in Contemporary Society

This course is intended to be a workshop, highly participatory and highly exploratory, rather than a lecture series. We will address our current media-permeated models of romantic love – we're in love with "falling in love." We will explore the distinction between "falling in love" and "loving," the role of commitment versus feelings within a relationship, and the model of friendship and its bearing on romantic, sexual relationships. (Graded on a pass/no pass basis.) 1 credit.

SOCU 326 Topics in Sociology of Religion

Prerequisite: *SOCU 101*. An examination of selected topics in the sociology of religion. The topics may be relatively narrowly focused and involve an intensive study of a single religion or more broadly focused involving the study of issues across religions. Courses that treat different themes may be repeated for credit. 3 credits. Some examples are:

Society and Religion

How does social structure quietly yet powerfully shape religious beliefs? How do religious beliefs in turn affect social organizations and cultural and political values?

The Quest for a New Age: Contemporary Spiritual Movements in the West
An examination on both a critical scientific and a personal level of what William James has called the "varieties of religious experience" that human beings have undergone, cultivated, and institutionalized with particular emphasis on modern Western society. We will look at the proliferating variety of both exotic and familiar spiritual experiences and traditions currently growing all around us.

SOCU 328 Social Inequality/Stratification

Prerequisite: *SOCU 101*. Inequality among members of the American and international community. Theoretical emphasis on class, racial/ethnic, occupational, age, and sexual inequality. Students examine the social/structural bases of inequality and theories to explain the creation of systems and ideologies of subordination. 3 credits.

SOCU 329 Experimental Course

(Same as HISU 329/POSU 329) *Prerequisite:* *SOCU 101*. Designed to provide additional opportunities to explore experimental areas and subjects of special interest. May be repeated for credit provided the course content is different. 3 credits.

SOCU 335 Society and the Environment

Prerequisite: *SOCU 101*. The air is thick with smog, famine breaks out with frightening regularity, and resources continue to accumulate in selected regions. Yet, in the long run, we are all citizens of this planet and must manage to survive on it and with each other. What are the key issues in this crucial debate that will determine all our futures? What ideas underlie environmentalism, what policies have to be debated, and what are the costs and benefits of different solutions to these problems? 3 credits.

SOCU 345 Social Psychology

(Same as PSYU 336) *Prerequisite:* *SOCU 101*. 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. Focus is on microsocial theory. 3 credits.

SOCU 347 Society, Culture, and Literature

(Same as ENGU 347/HUMU 347) *Prerequisite:* *SOCU 101*. An exploration of the sociological and/or anthropological contexts of literature. The course varies in content depending on the instructor, but the topics to be selected might include

the following: urban literature and life; rural, pastoral, or utopian environment; literature and sex roles; the literature of work; the influence of anthropological works on 20th-century literature; poetry and narrative in preliterate society; and the Cambridge School of Classicists and their theories about various myths of the hero. 3 credits. Some examples are:

Literature of Peace and Justice

Under conditions of violence and oppression, literature often may be one of the few means to challenge injustice and promote peace. Literature may serve as a voice against censorship; it may preserve the humanity of the victim; it may rally those striving for justice. This course is designed to explore the literatures of different cultures as they treat issues of racism, sexual oppression, or economic exploitation.

The Passionate Pair

This class presents the dual perspectives of sociological and literary views of man and woman in their loving struggle to define themselves as individuals, partners, and as members of society. This course includes films, videotapes, visits to museums and/or theatrical events (when appropriate), as well as field research.

SOCU 366 Area Studies

Prerequisite: SOCU 101. These courses are designed to give a more in-depth examination of the cultures of a given area of the world. Courses which cover different areas may be repeated for credit. 3 credits. Some examples are:

North and Middle American Indians

Origins, archaeology, ethnology, and linguistic relationships of the Indians of North and Middle America; Mexican peasant culture; contemporary Indian problems.

Latin American Societies

Students examine the cultures of South and Central America both modern and ancient. Mayan, Quiché, Aztec, Inca, Miskito, and Yanomamo are a few of the societies covered.

Pacific Island Cultures

Study of the geography, anthropology, and socioeconomic history of the Pacific Islands, a largely oceanic region characterized by diversity in the environment and culture. Colonial relationships and more recent political transformations are examined. Polynesian, Micronesian, Melanesian, and indigenous Australian peoples are discussed.

SOCU 367 Public Interest Research

(Same as POSU 367) Students in this class learn quantitative and qualitative research methods by applying them in contemporary practical and academic research projects. Students conduct research that will help policy-makers, community activist, leaders, and citizens find solutions to current social and political problems and improve the lives of area residents. The course is designed to increase students' practical skills in areas like survey research and the use of computers in social, political, and historical analysis, making them more

attractive as job applicants. The course is appropriate for students interested in careers in community-based, public, nonprofit, business and educational organizations. 3 credits.

SOCU 372 Images of American Indians

Prerequisite: SOCU 101. Students explore the artistic, political, folk, and scientific images of American Indians as demonstrated in literature, art, anthropology, film, and folklore. The accuracy or inaccuracy of these images will be examined along with reasons for their formation. The impact of these images on popular culture and on American Indian societies will be examined. 3 credits.

SOCU 380 Correctional Systems

(Same as CJCU 380) *Prerequisite: SOCU 101.* Criminals and institutional personnel involved in corrections at all levels will be reviewed in depth. History, politics, and contemporary corrections issues such as punishment theories, sentencing alternatives, prison experience and prisoner rights, female and juvenile incarceration problems, overcrowding, and 21st century corrections will be examined. 3 credits.

SOCU 381 Sociology of Sex and Gender

Prerequisite: SOCU 101. Students examine the ways in which macro institutions, (e.g., educational or work systems) and micro institutions, (e.g., ways of conversing) structure gender relations in society, and how gender in turn structures and stratifies the social order. From the perspective of personal identity, we will ask how it is that we experience ourselves as male and female. The social consequences of gender stratification are considered, including such substantive topic areas as the sexual division of labor, sexual politics, and sexual violence. 3 credits.

SOCU 382 Women and Criminal Justice

(Same as CJCU 382) *Prerequisite: SOCU 101.* Examines how women's involvement with criminal justice, whether as offenders or victims, reflects prevailing ideology about women's place and function in the wider society. Particular attention is paid to the differential "justice" made on the basis of sex, as well as class and race. 3 credits.

SOCU 383 Sociology of Deviant Behavior

Prerequisite: SOCU 101. 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. *This course may also be offered online.* 3 credits.

SOCU 390 Socialization Through the Life Span

Prerequisite: SOCU 101. A comprehensive birth through old age study of human growth and behavior tracing the psychosocial development stages. Students survey the social and environment factors including the influences of society, culture, small groups, and the family on development of the person. 3 credits.

SOCU 395 Topics in Sociology

Prerequisite: SOCU 101. An examination of selected topics in sociology. Courses that treat different themes may be repeated for credit. 3 credits. Some examples are:

The Sociology of Self

A sociological investigation of the persistent question, "Who am I?" Students explore the extent to which answers are drawn from the social construction of status and role thus driving the experience of a real self undercover.

Population and Demography

At current rates, the 5.7 billion population of the planet will double in 40 years making current problems of overpopulation even worse. This course examines the size and composition of human populations as determined by births, deaths, and migration. Age-sex profiles and the theory of demographic transition are examined, as are policy issues such as birth control, family planning, and national and global population policies.

Social Movements in the Sixties

Through film, literature, and direct commune-experimentation a fresh look with beginners eyes at this most outrageous decade, this most idealized and despised decade, this most creative and anarchic decade. Protests, civil rights, Vietnam, sex, drugs, and rock 'n' roll.

Women at Work

A redefinition of "work" on the part of those who do it and those who study it might facilitate a better understanding of the work lives of women. Students examine the concept of "work force" as a male category which has consigned women to a residual place. Specific topics will include paid and unpaid labor in public and private settings, the division of labor in the home, the gendered wage-gap, global social change and women's work, and the meaning of work in women's lives.

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.

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.

SOCU 401 Field Research Methods

Prerequisite: SOCU 101. An introduction to field research in naturally-occurring settings. Data collection through participant observation and interviewing with emphasis on the construction of field notes. Ethics of field research, entree to the field site, maintenance of the research relationship, and closure are emphasized through classroom discussion and activity in selected field sites.

Analysis of data using the comparative method of grounded theory is introduced. 3 credits.

SOCU 402 Quantitative Data Analysis

Prerequisite: SOCU 201. Students will analyze data from a national survey of Americans and make original discoveries about the nature of social life. Students will learn to use SPSS, the computer program used widely by professional sociologists. Each student will prepare an original research report modeled after published journal articles, and especially good papers from this course may be suitable for publication. 3 credits.

SOCU 403 Police and Society

(Same as CJCU 403) *Prerequisite: CJCU 250 or SOCU 101.* This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, user of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.

SOCU 404 Global Family Systems

Prerequisite: SOCU 101. Students examine the concept of family from the perspective of culture. Every society has families which vary widely in their structure. How is the family related to the structure and function of the larger society? What forms does the family take and why? 3 credits.

SOCU 410 Topics in Criminology and Deviance

Prerequisite: SOCU 101. Students examine selected topics in criminal justice. Topics may include a range and variety of courses such as gangs, women in criminal justice, pornography, violence, government, victimless crime, organized crime, and criminal careers. The topics may be narrowly focused and involve an intensive study of a single issue or application, or more broadly oriented toward the study of a subject. Courses that treat different themes may be repeated for credit. *This course may also be offered online.* 3 credits. Some examples are:

Gangs and Gang Behavior

(Same as CJCU 410) This course addresses theories of gang behavior, modes of law enforcement, and correctional intervention dealing with street gang formation and activities (e.g., Latino, Samoan, Vietnamese, Armenian, Filipino), as well as characteristic differences among Gangbangers, Taggers, and others.

Victimless Crimes

(Same as CJCU 410) This course examines various criminal offenses that often lack a complaining "victim" in the usual sense that tend to generate intense social debate due to the consensual nature of these crimes (e.g., drug use, prostitution, certain sexual activities, gambling). The societal implications of social control policies will be discussed.

Death and the Law

(Same as CJCU 410) This course provides an introductory view of the various components of a medicolegal death investigation with emphasis on the resultant societal impact. The student will examine their personal perspectives as they study types of death which come to the attention of the

Coroner's Office. The course also introduces the student to assorted career opportunities available within forensic science and related careers.

SOCU 415 Sociology of Organizations and Institutions

(Same as CJCU 426) *Prerequisite: SOCU 101.* 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 antipoeitic systems, etc. 3 credits.

SOCU 425 Social Change

Prerequisite: SOCU 101. Human social structures are constantly in a state of flux. This course looks at how and why these changes occur, and the role we all play as actors in this ever-changing drama. Analysis of social and technological change and its consequences for major systems of society. Discussion of the future of social and technological change in post-industrial societies. 3 credits.

SOCU 426 Crime and Delinquency

(Same as CJCU 426) *Prerequisite: SOCU 101.* Crime and delinquency are integral parts of human society. This class scrutinizes the causes of crime, crime prevention and control, and the treatment of criminals. Emphasis on the sociological causes, extent, constraint and deterrence of juvenile delinquency and juvenile crime. Topics include bio/psycho/sociogenic causation, youth criminalization, professional versus amateur criminals, violence and sexual crimes, victims and juvenile punishment alternatives. 3 credits.

SOCU 440 Drugs and Society

(Same as HSCU 440) *Prerequisite: SOCU 101.* Study of drug use from a sociological perspective. Discussion will include the effects and toxicity of legal drugs such as alcohol, nicotine, caffeine, and over-the-counter pharmaceuticals, as well as illegal drugs such as marijuana, cocaine, ecstasy, and heroine. Course topics include the integration of drugs with everyday life, the prescription drug industry as a social problem, addiction, recovery as the trope of popular culture, drug-testing, HIV/AIDS and intravenous drug use, criminal behavior and drug use, drug legalization debates and other policy issues. 3 credits.

SOCU 453 Sociology of Social Conflict, Analysis, and Resolution

(Same as PCSU 453, formerly SOC 430.) *Prerequisite: SOCU 101.* Social conflict is evident in the news each day. For many of us it is a part of our personal experiences and daily lives. This course focuses on the analysis of conflict from an interdisciplinary perspective. What is conflict? How do we develop and change our identities, attitudes, emotions, and behavior regarding conflict? How do these processes vary across social groups? To answer these questions, this class will present a variety of ways that third parties and organizations intervene in an attempt to de-escalate conflict. Theories of conflict, methods of conflict management, and an examination of case studies and historical interventions will provide the student with tools for analysis of conflicts in his or her personal life and on the international front. Through simulations, role-playing and skills-training, each student will experience the basic concepts, principles, and methods of conflict resolution. Towards the end of this upper division course, the

student should be able to map out and analyze conflict situations, using theoretical concepts and frameworks. 3 credits

SOCU 460 White Collar Crime

(Same as CJCU 460) *Prerequisite: SOCU 101.* 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.

SOCU 480 Topics in the Sociology of Health

Prerequisite: SOCU 101. Health care is presently in crisis, and the solution of that crisis requires that health care and medical systems be re-examined from a critical perspective. These courses examine problems of health and illness in society and the world in relation to structural correlates (economics, social organization, culture) and in respect to how health and illness is experienced by individuals and groups. Courses that treat different topics may be repeated for credit. 3 credits. Some examples are:

Holistic Health

Analysis of the socio-cultural correlates of health and illness with emphasis upon cross-cultural belief systems of etiology, diagnosis, and intervention strategies. Focus of study is upon widely diverse belief systems, including, but not limited to allopathic, homeopathic, Oriental, Aboriginal, and Native American. "Hands-on" in-class activities and field trips, as well as traditional pedagogical approaches.

Women, Health, and Healing

An exploration of the way in which lay, medical, and research assumptions about women have influenced clinical care and scientific inquiry. The course focuses on the health status and health needs of women, including chronic illness, reproductive health and childbirth, occupational health hazards, mental health, AIDS, physical and sexual abuse, and addictive disorders relating to food, alcohol and drugs.

Medical Sociology

An introduction to health and medicine as a social institution. A number of sociological concepts are examined: social epidemiology, comparative definitions of health and healing, the social organization of medical care, ideology of the health professions, the doctor-patient relationship, and the social psychology of the sick role.

Political Economy of Health and Medicine

An examination of health, illness and medical care in the context of the social and political structure of society. The health care delivery system is analyzed at the macrosocial and microsocal levels in visits to key health care sites in Orange County. Topics include the crisis in health care funding, allocation of resources, the ways in which power is distributed in the health care arena and the outcome for the health and well-being of adults and children.

SOCU 482 Gerontology

Prerequisite: SOCU 101. We live in a rapidly aging society. The elderly are confronted by pressing issues of economic support, social support, chronic illness, and medical care. The course provides an introduction to major issues affecting the aged, to gerontological theories, and to public opinion and public policy regarding aging. In addition, specific topics such as aging and race and gender, Alzheimer's disease, elder abuse, and death and dying will be considered. 3 credits.

SOCU 490/491 Independent Internship/Cooperative Education

Prerequisites: SOCU 101, SOCU 102, SOCU 211. Supervised experience in an approved setting where sociological services are provided. 1-3 credits.

SOCU 492 Social Work Field/Practicum

Prerequisite: SOCU 293. Students begin supervised fieldwork in a human service agency concentrating on the practical application of skills and techniques in case planning and organizational analysis. This course also provides classroom analysis of the fieldwork practicum focusing upon establishing basic casework and organizational skills and techniques of the social work profession. 3 credits.

SOCU 497 Integrative Seminar I

Prerequisite: completion or concurrent enrollment of all required sociology courses. Each sociology major is required to do a senior project, usually resulting in a significant social research paper. Choice of topics will be made in consultation with the instructor. This two course sequence serves as the capstone experience as students complete their undergraduate studies. The first half of the sequence will typically include review of the relevant literature and completing a proposal to conduct the project of the student's choice. 3 credits.

SOCU 498 Integrative Seminar II

Prerequisites: SOCU 497 and completion of an approved project proposal. Each sociology major is required to do a significant research project, usually resulting in a significant research paper. Choice of topics will be made in consultation with the instructor. This two course sequence serves as the capstone experience as students complete their undergraduate studies. During the second half of the sequence, the student will conduct an independent project usually involving conducting a social research analysis and prepare a final paper describing this project. 3 credits.

SOCU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

THEATRE AND DANCE

THDU 110 Introduction to Acting

A beginning acting course for students not majoring in theatre performance. The course includes relaxation work, ensemble exercises, beginning scene work, and an introduction to character building. 3 credits.

THDU 150 Introduction to the Theatre

A study of theatre as popular entertainment and as a reflection of world social and cultural expression from its beginning to the present. The relationship between theatre practice in several countries is explored, and the development of philosophy and style as product of religious influence and historic events is emphasized. Fee: \$ 75. 3 credits.

THDU 251 Humanities Through the Arts

Designed to promote appreciation of the forms, styles, and media of music, art, dance, drama, cinema, and architecture. 3 credits.

Extended Education

The mission of Extended Education is to provide high-quality personalized education for those seeking education and training beyond a degree program. The department provides opportunities for upgrading professional skills which help meet the changing needs of the professional, educational, and technical world. This is done by offering a constantly changing mixture of specially designed courses for credit, developing unique non-credit classes, and facilitating special symposiums, workshops, lectures and online interaction. These opportunities are available through many University College Campus locations. Course styles vary and can include traditional classes, independent study, and online and videotape courses.

Course offerings focus on three major areas:

- Professional Development for Teachers
- Business/Corporate Development
- Information Technology

Program & Course Descriptions

Professional Development for Teachers

Through the Department of Extended Education, University College offers a comprehensive group of professional development courses for current K-12 teachers. These graduate-level courses are designed to fulfill requirements for certification renewal and salary advancement. They are not intended for use in degree programs. Topics include:

- Behavior and Learning Styles
- Diversity and Special Needs
- Educational Technology
- Health, Physical Education and Safety
- Language Arts/Social Studies
- Paraprofessional Program
- Science/Math
- Other Programs

The courses listed below are available in the following formats: Online, CD-ROM, on-site, independent study, seminar practicum. The courses are listed by topics, and the formats are noted. Visit the website at www.chapman.edu/k12 to view the most current information.

BEHAVIOR AND LEARNING STYLES

ED/A 9477 Violence in Schools: Identification, Prevention, and Intervention Strategies

This course provides a foundation for understanding violence and the motivation behind aggression. The course teaches identification and intervention approaches to working with out-of-control behaviors. Each student receives information on national resources available for both parents and teachers. 3 credits. CD-ROM.

ED/A 9474 Behavior Is Language I: Strategies For Managing Disruptive Behavior

Learn behavioral techniques and intervention strategies that reduce disruptive behavior and power struggles while increasing classroom control. Gain a new perspective on students' behavior and learn effective tools to facilitate positive student changes. Then, practice your new skills with the simulated classroom scenarios presented in the program. 2 credits. CD-ROM.

ED/A 9475 Behavior Is Language II: More Strategies For Managing Disruptive Behavior

Prerequisite: Behavior Is Language I: Strategies For Managing Disruptive Behavior. This sequential course presents new behavioral techniques and intervention strategies to help you gain more control in the classroom with less time and effort. It expands on the concepts learned in "Behavior Is Language I" and then presents ten new intervention strategies to help deal with disruptive students both in and out of the classroom. You will have the chance to practice your new skills in the same simulated classroom setting with the same students as in BIL I. 2 credits. CD-ROM.

ED/A 9659 Reaching Difficult Students

For decades, teachers have been frustrated with "high-maintenance" students. This course explores how to reach these difficult students and to turn the school year into a positive, rewarding experience for the teacher and the students. 3 credits. Online.

ED/A 9851 Functional Analysis: Intro to Completing Behavior Assessments

The *Functional Analysis* course will include an overview of the hierarchy of assessment procedures used to conduct Functional Behavioral Assessments. The course will also cover a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis will be placed on reinforcement-based interventions and dimensions of reinforcement. This course will be particularly useful for educators who work with children with disabilities. 2 credits. CD-ROM.

ED/A 9948 Understanding Aggression: Coping w/ Aggressive Behavior

The course will consider the many forms of aggression, both criminal and otherwise; its costs and motivation; its perpetrators and targets; its likely and unlikely locations; its impact on our schools, the children; and, most especially, its several causes and promising solutions. 2 credits. CD-ROM.

DIVERSITY AND SPECIAL NEEDS

ED/A 9740 Cultural Diversity

This course looks at cultural conflicts and resolution strategies for educators. The course addresses: 1) How to regard each individual as a culturally diverse entity, 2) how to recognize stereotypes, 3) and how to develop a personal awareness of exclusion. 1 credit. CD-ROM.

ED/B 9142 Theories in Language Development

This course explores current theories of language acquisition and focuses on issues affecting first and second language development and comparative/contrastive linguistics and its influence on second language acquisition. This credit is NOT applicable to a degree program. It is designed specifically to meet the requirements for the professional clear credential under the Ryan Act. 3 credits. Online.

ED/B 9143 English Language Development

This course focuses on applying theoretical models to the learning of English and provides opportunities for students to create instructional environments appropriate for language learning. This credit is NOT applicable to a degree program. It is designed specifically to meet the requirements for the professional clear credential under the Ryan Act. 3 credits. Online

ED/B 9144 Content-Based Instruction for Linguistic Minority Students: Sheltered English

This course examines the current strategies appropriate for content-area instruction through specially designed academic instruction delivered in English (sheltered English). Course work includes learning/teaching processes, social interactions, teacher delivery approaches, and alternative assessment. This credit is NOT applicable to a degree program. It is designed specifically to meet the requirements for the professional clear credential under the Ryan Act. 3 credits. Online.

ED/B 9077 Child Abuse: Working with Abused & Neglected Children

This is an interactive course designed to help participants identify and effectively teach students affected by child abuse and/or neglect. This course teaches how to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. 2 credits. CD-ROM.

EDUU 9408 or PSYU 9029 Scotopic Sensitivity Syndrome Screener Certification

Prerequisites: Participants must hold a Bachelor's Degree and have a minimum of two years experience in an educational-related field OR hold a graduate degree in psychology or counseling. This is a full two-day training seminar to certify participants as screeners to assess students for a visual-perception problem called Scotopic Sensitivity Syndrome (SSS). Participants will learn how to administer the Irlen Reading Perceptual Scale (IRPS), to identify

perceptual symptoms related to SSS, and the use of color overlays to remediate these problems. For professionals, this is an additional tool to help address another "piece of the puzzle" in reading intervention. 1.0 CEU. Concord Campus ONLY.

ED/A 9610 Learning Disabilities: Practical Information for Classroom Teachers

This course lays the foundation for appropriate assessment and evaluation of students, provides direction for program planning and implementation, discusses the importance of a close partnership with parents (or alternative-care givers), and considers ways to ensure that the home-school axis is effective. The course also addresses major trends and unresolved issues in the field of learning disabilities. 3 credits. CD-ROM.

ED/A 9476 Attention Deficit Disorder: Information & Interventions for Effective Teaching

This course gives students a complete history of ADD along with accepted and experimental treatment methods, reviews current treatments of the disorder and practical intervention strategies designed to decrease disruptive and inappropriate behaviors in the classroom. 2 credits. CD-ROM.

ED/A 9849 Inclusion: Working w/Special Needs Students

This course is designed to help special and general educators like you gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education classroom. 1 credit. CD-ROM.

ED/A 9850 Autism & Asperger's Disorders: Information & Effective Intervention Strategies

This course provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with students with autism spectrum disorders. The course helps explain why individuals with autism spectrum disorders act the way they do and what you can do to enhance more appropriate behavior. This course also lists multiple resources. 2 credits. CD-ROM.

ED/A 9947 Talented & Gifted: Working with High Achievers

This course is designed to help you achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. The course provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. 2 credits. CD-ROM.

EDUCATIONAL TECHNOLOGY

ED/B 9045 Teaching with Technology, Level II

Prerequisites: EDUC 551: Educational Applications of Computers or equivalent or passing score on the Preliminary Educational Technology SSAT Exam. This credit is NOT applicable to a degree program. It is designed specifically to meet the requirements for the professional clear credential under

the Ryan Act. This course builds on the knowledge and skills acquired in a Technology Level I course. The instructor will take students deeper into the world of technology and its applications to teaching and learning. The purpose of the course is not only to expose students to the wide variety of technological tools that can be used in teaching, but also to bring each student to the point at which he or she is able to use these tools with proficiency. Assignments will be project-based. Students will develop curriculum plans, design instructional units, and create technology-rich environments that effectively utilize constructivist teaching strategies and promote active learning. 3 credits. Online.

ED/A 9422 Internet Search Strategies for Teachers: Finding a Needle in a Haystack!

In this course, teachers explore search engines useful in finding Internet classroom resources and practice narrowing topics using Boolean search terms. Teachers participate in online scavenger hunts and create hunts for their students based on popular themes. 3 credits. Online.

ED/A 9423 Technology Projects for Students & Teachers

Participants design and create a sample multimedia project to use in their classrooms to introduce a concept or theme. Then, they create word-processing and multimedia project ideas for their students, along with assessment tools to evaluate those projects. Multimedia portfolios will also be introduced. Participants need HyperStudio or PowerPoint in order to complete the projects. A thorough review and tutorial of these programs will be provided. 3 credits. Online.

ED/A 9249 Computer Skills for K-12 Teachers

This class teaches participants how to use of the most popular kinds of personal computer programs (word processors, spreadsheets, and graphics programs) to create classroom materials such as parent form letters, instructional handouts, tests, and grade books. Basic typing skills are strongly recommended. Software Requirements: Windows 95 or Windows 98 (operating system) and Microsoft Office which includes: PowerPoint, Microsoft Word, Excel, and Microsoft Explorer. 3 credits. Online.

HEALTH, PHYSICAL EDUCATION AND SAFETY

ED/B 9145 Health Education for Teachers

This course identifies and explores modern concepts of health and health education in schools. Participants will examine current health issues, common health problems in children and adolescents, good nutritional health habits, and the effects of chemical use. This credit is NOT applicable to a degree program. It is designed specifically to meet the requirements for the professional clear credential under the Ryan Act. 3 credits. Online.

ED/B 9076 HIV/AIDS: Prevention & Education for the 21st Century

This is an interactive course designed to help participants achieve a greater understanding of HIV/AIDS Prevention Education. This course will address sensitive issues around HIV/AIDS, including risky behaviors, intravenous drug use, etc. The course also provides a basic overview, history and statistics related to the disease. 1 credit. CD-ROM.

ED/A 9852 Sexually Transmitted Infections: Information for Education Faculty & Personnel

This course is designed so that teachers, aides, counselors, administrators and other education professionals can understand and learn about the sexually transmitted infection epidemic that affects so many students each year. 1 credit. CD-ROM.

ED/A 9741 Gang Training for Educators

This course is designed to help educators learn how to identify and contend with street gangs and the crimes they commit. This course looks at modern street gangs, their origins, and their socioeconomic impact on urban and rural neighborhoods, schools, athletics, and music. Gang clothing, graffiti, hand signs, language, and lifestyles are presented in detail. The course helps educators assess and deal with gang activity in their environments. 1 credit. CD-ROM.

ED/A 9743 Preventing School Violence

Throughout this course, educators learn how to identify potentially violent students as well as prevention and preparation methods. Participants receive an overview of law enforcement's tactical response techniques to violence on school campuses to better understand the necessary cooperative partnership between teachers and law enforcement to create safe places where children can learn and grow. 1 credit. CD-ROM.

ED/A 9611 Harassment in Schools: Guidelines & Policies for Prevention

This course is designed to help participants achieve a better understanding of the issues surrounding harassment in the schools and to offer effective intervention strategies that can assist teachers in protecting themselves from harassment. 1 credit. CD-ROM.

ED/A 9609 Drugs and Alcohol in Schools: Understanding Substance Use/Abuse

This computer-based course is designed to give teachers a more comprehensive understanding of alcohol, drugs and their influence in the classroom. It provides a framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. 2 credits. CD-ROM.

ED/A 9744 Rave Drugs

This course is designed to cover the various aspects of club drugs, including the specific drugs, GHB, ketamine, Ecstasy, and Rohypnol. User profiles, raves, club drugs, rape, investigation techniques, and the laws governing club drugs are presented in detail. Throughout this course, educators learn about the properties and effects of these trendy drugs. 1 credit. CD-ROM.

ED/A 9742 Drug Recognition

This course is designed to cover the varying aspects of the drug recognition process. Educators learn how the Drug Recognition Expert Program began and its importance in educational institutions. Participants will be instructed about the effects of drugs on the body, and how to recognize symptoms of use and abuse. 1 credit. CD-ROM.

LANGUAGE ARTS/SOCIAL STUDIES

ED/A 9419 Language Arts, Technology, and the Internet:
A Winning Combination

This course will explore the resources available on the Internet to enhance and support the language arts curriculum. Teachers will be expected to revise existing lesson plans, thematic units, and activities to incorporate online resources and references. Teachers will also learn how to create a WebQuest that emphasizes language arts skills. 3 credits. Online.

ED/A 9595 Using WebQuests for Teaching and Learning Language Arts
“WebQuest” courses focus on teaching participants how to design WebQuests. Emphasis is on finding appropriate resources, using effective search strategies, and creating the WebQuest from start to finish. 3 credits. Online.

ED/A 9418 Social Studies, Technology, and the Internet:
A Winning Combination

This course explores the resources available on the Internet to enhance and support the social studies curriculum. Teachers will be expected to revise existing lesson plans, thematic units, and activities to incorporate online resources and references. Teachers will also learn how to create a WebQuest that emphasizes a social studies theme of their choice. 3 credits. Online.

ED/A 9596 Using WebQuests for Teaching and Learning Social Studies
“WebQuest” courses focus on teaching participants how to design WebQuests. Emphasis is on finding appropriate resources, using effective search strategies, and creating the WebQuest from start to finish. 3 credits. Online.

PARAPROFESSIONAL PROGRAM

This program was specifically designed to meet the paraprofessional requirements of the “No Child Left Behind Act.” Paraprofessionals have the option of taking any of the four courses offered, or taking all the courses and receiving a Certificate of Completion. Each course is worth one semester unit of undergraduate elective credit (this credit is designed for professional development and may not transfer into a bachelor degree program).

EDUC 8009 Teaching Reading for Paraprofessionals

This four-week online course focuses on helping paraprofessionals work with students on key reading skills. The emphasis is on teaching students an explicit, systematic approach to phonics. The course will also address the other key reading elements including phonemic awareness, fluency, comprehension, and vocabulary. 1 credit. Online.

EDUC 8010 Teaching Writing for Paraprofessionals

This four-week online course focuses on helping paraprofessionals work with students on basic writing skills. Paraprofessionals will learn many practical strategies they can use to help young writers. They will become familiar with: writing standards for their state, the developmental stages of writing, and the four writing domains. Paraprofessionals also gain many other resources for teaching writing. 1 credit. Online.

EDUC 8011 Teaching Math for Paraprofessionals

This four-week online course focuses on helping paraprofessionals work with students on basic math skills. Paraprofessionals will learn many useful and practical strategies they can use to help students. Paraprofessionals will become familiar with: math standards for their state, math manipulatives, teaching strategies and more. 1 credit. Online.

EDUC 8012 Classroom Management for Paraprofessionals

This four-week online course focuses on helping paraprofessionals with classroom management strategies. Paraprofessionals will learn many useful and practical techniques for working with students. The course addresses creating a positive classroom environment, working with teachers and parents on discipline, dealing with difficult students and much more. 1 credit. Online.

SCIENCE/MATH

ED/A 9420 Science, Technology, and the Internet: A Winning Combination
This course helps educators explore the resources available on the Internet to enhance and support the curriculum. Teachers are expected to revise existing lesson plans, thematic units, and activities to incorporate online resources and references. Teachers also learn how to create an online scavenger hunt that emphasizes science skills. 3 credits. Online.

ED/A 9594 Using WebQuests for Teaching and Learning Science
“WebQuest” courses focus on teaching participants how to design WebQuests. Emphasis is on finding appropriate resources, using effective search strategies, and creating the WebQuest from start to finish. 3 credits. Online.

ED/A 9421 Math, Technology, and the Internet: A Winning Combination
This course will explore the resources available on the Internet to enhance and support the mathematics curriculum. Teachers will be expected to revise existing lesson plans, thematic units, and activities to incorporate online resources and references. Teachers will also learn how to create a WebQuest that emphasizes math skills. 3 credits. Online.

ED/A 9593 Using WebQuests for Teaching and Learning Math
“WebQuest” courses focus on teaching participants how to design WebQuests. Emphasis is on finding appropriate resources, using effective search strategies, and creating the WebQuest from start to finish. 3 credits. Online.

OTHER PROGRAMS

Independent Study

A variety of unique independent study offerings are available. For information, contact sjpotter@chapman.edu.

Seminar Practicum

Chapman University partners with a number of national professional development organizations that offer seminars and workshops nationwide. Participants that attend specified workshops may earn credit by completing a follow-up practicum, based on the contents of the workshop. For more information, please visit www.chapman.edu/k12.

Business/Corporate Development

Chapman University College offers a variety of programs for business professionals. There are several programs that prepare experienced workers to challenge nationally-recognized certification examinations and there are some that provide basic instruction on skills and knowledge needed by those entering new fields. In most cases, Continuing Education Units (CEUs) are awarded upon successful completion. Topics and curriculum providers include:

- Payroll (APA and Lambert)
- Human Resources (SHRM)
- Training and Development (ASTD)
- Employee Benefits (IFEBP)
- Miscellaneous/Career Planning

Courses are generally instructor-led classroom-style, but a few are also offered on-line. Courses are listed by topics and exceptions to basic classroom-style noted. Call (800) 392-8704 option 6, or visit the website at www.chapman.edu/enhance for more detailed information.

PAYROLL

American Payroll Association Exam Preparation Series

Designed for the busy professional who wishes to enhance their payroll expertise through continuing education or to prepare for the American Payroll Association's Fundamental Payroll Certification (FPC) or Certified Payroll Professional (CPP) Certification Examinations. The Payroll Professional Learning Series (PPLS) provides comprehensive payroll training through a three-course instructor-led Learning Series. Successful completion of the program entitles participants to receive a Certificate of Completion.

ORGU 0009: Primary Payroll Skills

Participants who successfully complete the course can expect to function competently as entry-level payroll practitioners and should be able to: 1) perform basic calculations to correctly generate employee paychecks; 2) understand data-input variables and accurately complete W-2 forms; and 3) utilize critical customer service and communication skills to manage internal/external customer satisfaction. In addition, participants will have been tested on many of the FPC and CPP body-of-knowledge concepts and skills covered in the certification examinations. 2.4 CEUs.

ORGU 0010: Essential Payroll Skills

Participants who successfully complete the course can be expected to confidently assume greater responsibility in their payroll organizations and should be able to: 1) correctly identify the appropriate payment categories of employees, whether exempt or non-exempt, and demonstrate accuracy in processing paychecks, taxes and reports for various employee requirements; 2) accurately input various payroll journal entries and accurately balance and reconcile accounts; and 3) understand basic employee benefits and perform

correct and accurate processing of benefits and taxes based on benefits provided to employees. In addition, participants will have been tested on many of the FPC and CPP body-of-knowledge concepts and applications covered on the certification examinations. 2.4 CEUs.

ORGU 0011: Advanced Payroll Skills

Participants who successfully complete the course can be considered for advancement to supervisory and managerial positions in payroll and should be able to: 1) successfully administer complex benefits and tax applications by accurately processing paychecks, taxes, and financial and federal reports for various employee requirements; 2) accurately complete all federal compliance documentation, conduct audits, identify errors, and manage inquiries and penalties with appropriate skills for IRS problem resolution; 3) demonstrate knowledge and leadership in evaluating and implementing a new information system solution; and 4) demonstrate competency in planning and managing a department or staff by creating policies and procedures appropriate for the organization and applying managerial skills learned to various department and staff situations. In addition, participants will have been tested on many of the CPP body-of-knowledge concepts and applications covered on the certification examination. 3.0 CEUs.

Payroll Practice & Management Program

Payroll is a quickly changing career field, with constant fluctuation in government rules and regulations that make it difficult to keep up. The objective of this five-course program is to instruct the practitioner in all facets of payroll from the basics of "what are wages" to the intricate complexity of fringe benefits taxation and garnishments. It teaches solid skills and knowledge of payroll rules and regulations to the beginner and will increase or refresh the skills of the more experienced professional. This program is offered online only. 4.0 CEUs total.

ORGU 0018: Federal Wage and Hour Law

Gain knowledge of and skills in federal wage and hour law as it pertains to payroll preparation. Learn what areas of payroll are covered by federal wage and hour laws and which are not. Learn how to properly calculate overtime and gross pay according to federal requirements. Understand what constitutes an employee and the difference between exempt and salaried employees and how it reflects in calculating their pay. Understand what can be deducted from an employee's paycheck and what postings must be displayed to prevent penalty assessments. 0.8 CEUs. On-line only.

ORGU 0019: State Wage and Hour Law

Gain knowledge of and skills in state wage and hour law as it pertains to payroll preparation. This course is a continuation of the topics learned in the Federal Wage and Hour Law course. Learn what areas of wage and hour law are covered by state requirements and which are not. Understand when state law applies and when federal wage and hour laws must be followed. 0.8 CEUs. On-line only.

ORGU 0020: Taxation and Compensation

Gain knowledge of and skills in federal and state payroll taxation. Learn what taxes are required to be withheld from the employee and which the employer

pays directly. Learn when taxes must be deposited and reported and the methods available. Understand how to research and determine multi-state taxation requirements. Learn how to handle Form W-4 and what constitutes taxable and nontaxable wages. Learn when wages are considered supplemental and how pay periods effect taxation requirements. 0.8 CEUs. On-line only.

ORGU 0021: Fringe Benefits, Compensation and Taxation

Gain knowledge of and skills in understanding the basics of fringe benefits, including law requirements, taxation and reporting. Learn what methods are available for calculating the personal use of a company vehicle and when relocation is taxable. Understand how third party sick pay is reported and what taxes expatriates and nonresident aliens are subject to. 0.8 CEUs. On-line only.

ORGU 0022: Payroll Management and Year-end Reporting

Gain knowledge of and skills in managing a payroll department. Whether or not it is a large or small payroll department management is the key to success. Learn how to write department procedure manuals, handle IRS notices and research payroll regulations using the Internet. Understand the regulations concerning garnishments and what records to retain. Learn how to properly prepare for and complete year-end including required year-end memos and notices, Form W-2 submission and corrections, and Form 940 reporting. 0.8 CEUs. On-line only.

HUMAN RESOURCES

HRCU 0001: PHR/SPHR Exam Preparation Course

The program is offered in cooperation with the Society for Human Resource Management (SHRM) as a preparation for the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) national certification examinations administered by the Human Resource Certification Institute (HRCI). It utilizes the SHRM Learning System materials to provide Human Resource professionals with a review of key areas in human resource management. 4.0 CEUs. Also offered On-line.

HRCU 0034: Fundamentals of Human Resource Management

This course provides an overview of the body of knowledge defined by the Society for Human Resource Management (SHRM) for those who desire a clear understanding of the responsibilities and legalities of HR functions. The SHRM federal point-of-view is supplemented by highlights of pertinent California law. 1.5 CEUs.

HRCU 0036: International Human Resource Practices

This is an individual course designed to complement the SHRM Learning System. The focus is on management of international assignments from primarily a U.S. perspective. Checklists, case examples, and "world view" global perspectives are interspersed throughout the course. Topics include international HR management, staffing international assignments, cross-cultural dynamics, assignment management, performance management, assignment compensation and benefits, labor relations and employee safety. 2.1 CEUs.

TRAINING & DEVELOPMENT

Human Performance Improvement Certificate Program

This program offers the curriculum of the American Society for Training and Development (ASTD) in a five-course series designed to identify and analyze gaps in human performance in business settings and to design and implement beneficial improvements and to measure results.

HRCU 0020: Human Performance Improvement in the Workplace

The student will learn the HPI process to guide your clients to articulate their business goals, link these goals to human performance, diagnose the current state of performance in the organization, find the root causes for performance deficiencies, implement solutions, and evaluate the results of the interventions. The student will also experience the task of performance consulting and what it takes to manage the change that accompanies interventions, and will identify the core skills necessary to be a performance consultant. This course is the prerequisite for all other HPI Certificate Program courses. 2.8 CEUs.

HRCU 0037: Analyzing Human Performance

Prerequisite: HRM/HRCU 0020. The student will learn a systematic approach to the identification of the root causes and the analysis of performance gaps. Developed in partnership with Human Performance Technologies, Inc., this course will introduce you to the profession's standard front-end analysis tools. These proven tools have been developed, tested, and refined by Dr. Joe Harless, the leader of front-end analysis. These analysis processes are closely linked to the foundation of HPI established through the work and theories of Thomas Gilbert. 2.8 CEUs.

HRCU 0038: Evaluating Performance Improvement Interventions

Prerequisite: HRM/HRCU 0020. Assess the evaluation theories you already know and see how they apply to the HPI process. Learn the strengths and limitations of familiar evaluation models and how the Performance Improvement Intervention Model blends the best of other evaluation models and ties directly to Human Performance Improvement work. Learn how to plan and implement the evaluation process, and learn how to select the correct measurement indices for different situations. 2.8 CEUs.

HRCU 0039: Selecting & Designing Performance Improvement Interventions

Prerequisite: HRM/HRCU 0020. Learn how to link root causes to interventions that fall into one of six categories – knowledge, information, physical resources, structure/process, motives, and wellness, and then how to locate and contract with specialists in these areas. You will learn how to monitor and manage the implementation process from start to finish, to ensure that the interventions are following the proscribed plan. This skill-building class will give you practical tools to build a seamless delivery system for your interventions. 2.8 CEUs.

HRCU 0040: Transitioning to Human Performance Improvement

Prerequisites: You must complete all of the other four HPI Certificate Program courses prior to participating in this course. This hands-on program will give you skills to gauge your organization's readiness for the change and techniques for keeping the improvement momentum alive. You will create a transition plan for

your own organization that, when put into action, will foster an environment that supports the ideals of the HPI movement. Feedback on your transition plan will be provided before you present it to your stakeholders. 2.8 CEUs.

HRCU 0041: Learning Technologies For Improving Performance

Prerequisite: HRM/HRCU 0020. This optional course will help you match your needs with available learning technologies by giving you basic decision-making tools to help you choose the best and most cost-effective technology to achieve your performance improvement goal. 2.8 CEUs.

EMPLOYEE BENEFITS

Certified Employee Benefit Specialist Program (CEBS)

The Certified Employee Benefit Specialist program is an eight-course curriculum covering the entire spectrum of employee benefits. It is designed to help individuals develop a comprehensive understanding of employee benefit principles and concepts and to prepare to challenge the national examinations established for each of the courses. Those who pass all eight exams earn the professional designation Certified Employee Benefit Specialist (CEBS), the most widely recognized and highly respected designation in the employee benefits field. The six required courses are CEBS #s 1, 2, 3, 4, 8 and COMP 1. Two electives must be chosen from among any of the remaining courses.

There are three sub-certifications available:

Group Benefits Associate: Students can earn the GBA designation after passing the tests for CEBS course #s 1, 2, 9 and either 8 or Personal Financial Planning 1.

Retirement Plans Associate: Students can earn the RPA designation after passing the tests for CEBS course #s 3, 4, 7 and either 8 or Personal Financial Planning 1.

Compensation Management Specialist: Students can earn the CMS designation after passing the tests for courses COMP 1, COMP 2 and CEBS 8.

HRCU 0021: CEBS 1: Employee Benefits: Concepts and Health Care Benefits
The coverage of health care benefits begins with a discussion of the environment of health care and health care plans, followed by health plan designs and cost-control techniques. 3.0 CEUs.

HRCU 0022: CEBS 2: Employee Benefits: Design, Administration and Other Welfare Benefits

Following coverage of the various forms of life insurance benefits provided through the employment relationship, Course 2 examines a wide variety of other welfare benefits including dependent care and family leave benefits; work/life benefits—such as financial planning, legal services, property/liability insurance and education assistance; and vacation and other time-off benefits. 3.0 CEUs.

HRCU 0030: CEBS 3: Retirement Plans: Basic Features and Defined Contribution Approaches

This course reviews the historical development of retirement plans, analyzes various sponsor objectives served by the creation of qualified retirement plans and then provides a detailed analysis of both the tax and non-tax qualification

requirements. It is also designed to give candidates an understanding of the types of individual account retirement plans available. 3.0 CEUs.

HRCU 0023: CEBS 4: Retirement Plans: Defined Benefit Approaches and Plan Administration

Course 4 is designed to teach the contemporary fundamentals of pension plans with particular emphasis on the defined benefit approach to providing retirement income. It examines such complex retirement issues as the creation of hybrid plans, offering early retirement incentives and structuring retirement plans to meet the special needs of executives. 3.0 CEUs.

HRCU 0024: CEBS 5: Contemporary Legal Environment of Employee Benefit Plans

This is a survey course of the legal environment of employee benefits. The course has been designed to provide a general understanding of those legal concepts and principles of significance in employee benefit planning and administration. 3.0 CEUs. This course is being discontinued.

HRCU 0025: CEBS 6: Financial Concepts and Practices

This course's emphasis is on accounting and financial concepts with an introduction to fundamental economic principles and macroeconomic forces. The economics section provides background necessary to understand the environment in which business activities take place. 3.0 CEUs. This course is being discontinued.

HRCU 0026: CEBS 7: Asset Management

The course introduces asset management in the context of setting investment objectives for pension plan assets. The course then provides the necessary background on financial markets, how they are organized and how they operate. 3.0 CEUs.

HRCU 0027: CEBS 8: Human Resources and Compensation Management

The legal and managerial requirements that human resource and compensation decisions be made in a nondiscriminatory manner are examined, the processes for carrying out effective recruitment and retention are presented, and issues related to creating effective training and development programs and dependable performance assessment systems are emphasized. 3.0 CEUs.

HRCU 0028: CEBS 9: Health Economics

The course presents an overview of the health care systems in the United States and other countries and discusses the role of third-party payers and their reimbursement methods. The course examines the determinants of good health in the United States and considers the variables including insurance that affect the demand curve for medical services. 3.0 CEUs.

HRCU 0029: CEBS 10: Contemporary Benefit Issues and Practices

Topics covered in this course deal with the contemporary challenges employers face as they pursue their human resource objectives and adapt employee benefit plans to changing workforce needs and an evolving global business environment. It includes an analysis of major legislation including the Health Insurance Portability and Accountability Act and the Small Business Job Protection Act. 3.0 CEUs.

HRCU 0035: Personal Financial Planning 1

This course introduces the concepts and principles of personal financial planning, including the steps in the planning process and the importance of formulating quantifiable client objectives. It also describes sources of information and tools used by the planner. This course also describes relevant ethical issues and principles of professionalism required of the financial planning practitioner. 3.0 CEUs.

HRCU 0042: COMP 1: Compensation: Concepts and Principles

This course provides a framework for understanding various types of compensation approaches. Methods for decision-making regarding pay level, pay mix and pay structures are explored. The course also examines the compensation of special groups, external market forces that impact compensation, the collective bargaining process, and the role of government and legal compliance issues in determining compensation practices. 3.0 CEUs.

HRCU 0043: COMP 2: Executive Compensation and Compensation Issues

This course presents an overview of executive compensation issues and practices. The course describes the various components of executive compensation including direct pay, employee benefits, perquisites, short-term incentives, and long-term incentives. Design considerations in using these alternate forms of pay and the business objectives they seek to achieve are discussed. 3.0 CEUs.

MISCELLANEOUS**BUSU 0011: Team-Based Career Coaching**

A comprehensive career development and job search course for those dedicated to maximizing their short and long term career potential. Students work as a team lead by a career and transition coaching professional and focus on step-by-step facilitation using a 180-page career development manual. It is a semester-length course, allowing enough time to select an appropriate goal and implement a strategy to reach that goal. Students are coached through the entire career development process, from assessment instruments and targeting to implementing a career advancement campaign.

Information Technology

Chapman University College offers a comprehensive collection of programs for information technology professionals. Several programs prepare experienced workers to challenge nationally-recognized certification examinations. Programs also include theoretical courses that supplement these certification courses to yield a Chapman Certificate. Professional Development Degree Credit or Continuing Education Units (CEUs) may be awarded upon successful completion. Topics include:

- A+
- Network+

- CISCO (CCNA, CCNP, CCDP)
- Microsoft Certified Systems Administrator/Engineer
- Database Technology and Administration (Oracle and Microsoft)
- Information Technology Project Management
- Certified Internet Webmaster
- Security Certified Program

Courses are instructor-led lab-style and are listed by topics. Call (800) 392-8704, or visit the website at www.chapman.edu/it for more detailed information.

CSCU 0026: A+ Certification

Our A+ course is intended to be the first course in any networking, Microsoft Certified Professional (MCP), Microsoft Certified Systems Engineer (MCSE), or CISCO certification track. A+ Certification training will help the student troubleshoot PC hardware and software problems, install operating systems and applications, use DOS, windows 98, NT 4.0, and Windows 2000 operating systems, and master skills in formal problem-solving. Students will also learn about computer hardware components such as CPU's memory, storage media, modems, network interface cards (NICs) and peripherals.

CSCU 0086: Network+ Network and Operating Systems Fundamentals

Prerequisites: A+ Certification or equivalent of experience. This course provides individuals who are new to Microsoft Windows 2000 with the knowledge necessary to understand and identify the tasks involved in supporting Windows 2000 networks. This is an introductory course designed to provide an overview of networking concepts and how they are implemented in Windows 2000 and NT 4.0.

CISCO Certification

CISCO certification ensures high standards of technical expertise. Achieving CISCO certification-at any level-means joining the ranks of skilled network professionals who have earned recognition and respect in the industry. CISCO provides three levels of certification for IT professionals with several different tracks to meet individual needs. Chapman University offers training courses to prepare the student for both the Associate (CCNA) and Professional (CCNP, CCDP) levels of the CISCO certification hierarchy.

CSCU 0061: CCNA Networking Fundamentals

Prerequisites: CompTIA Network+ Certification or equivalent experience. This course is a prerequisite for the CSCU 0062 Cisco Certified Network Associate Exam Preparation. CCNA Fundamentals provide students with in-depth knowledge of the TCP/IP protocol suite, advanced subnet masking, and the OSI Reference Model. Pre-CCNA lays the foundation for all advanced studies of CISCO routers and switches. The student will learn Ethernet networking concepts and standards; will explore the basics of the Open Systems Interconnection model using the CISCO three-layer hierarchical model; and will select CISCO equipment based on this model. The student will also learn advanced TCP/IP concepts starting with the TCP/IP protocol stack's network access layer through IP addressing and subnetting.

CSCU 0062: CCNA Interconnecting Cisco Network Devices

The CCNA certification (CISCO Certified Network Associate) indicates a foundation in and apprentice knowledge of networking. CCNA certified professionals can install, configure, and operate LAN, WAN, and dial access services for small networks (100 nodes or fewer), including but not limited to use of these protocols: IP, IGRP, Serial, Frame Relay, IP RIP, VLANs, RIP, Ethernet, Access Lists. This course prepares the student to take CISCO Exam 640-607.

CSCU 0101: Building Scalable CISCO Internetworks

This course provides the student with the knowledge and skills to manage large, multiprotocol internetworks using access lists, queuing, tunneling, route distribution, router maps, BCP, OSPF, and route summarization. In addition, this course helps prepare the student for the CISCO Certified Network Professional (CCNP) examination No. 642-801: Routing.

CSCU 0087: Building CISCO Multilayer Switched Networks

Prerequisites: Network+ Certification or CCNA Status. This course provides the student with the knowledge to implement switches in a network and the skills to configure and troubleshoot the CISCO 1900 and 5000 series of Catalyst switches. In addition, this course helps prepare the student for the CISCO Certified Network Professional (CCNP) examination No. 643-811: Switching.

CSCU 0102: Building CISCO Remote Access Networks

Prerequisites: Network+ Certification or CCNA Status. This course provides the student with the knowledge and skills to install, configure, monitor, and troubleshoot Frame Relay and CISCO ISDN and dial-up access products. In addition, this course helps prepare the student for the CISCO Certified Network Professional (CCNP) examination No. 642-821: Remote Access.

CSCU 0103: CISCO Internetwork Troubleshoot Support

Prerequisites: Network+ Certification or CCNA Status. This course provides the student with the knowledge and skills to troubleshoot Ethernet and Token Ring LANS, IP, IPX, and AppleTalk Networks, as well as ISDN, PPP, and Frame Relay networks. In addition, this course helps prepare the student for the CISCO Certified Network Professional (CCNP) examination No. 642-831: Support.

Microsoft Certified Systems Administrator (MCSA Certificate Program)/Microsoft Certified Systems Engineer (MCSE)

Microsoft's MCSA and MCSE 2000 certifications are the best way to show employers, clients and colleagues that you're an expert who has what it takes to meet the IT industry's demands. Microsoft's certification program is one of the industry's most comprehensive programs for assessing and maintaining software-related skills and is recognized by technical managers worldwide as a mark of quality and knowledge.

MICROSOFT CORE**CSCU 8152: Supporting MS Windows 2000 Professional and Server (Exams 70-215 & 70-210)**

Prerequisites: Network+ Certification or equivalent of experience. This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows 2000 Professional on stand-alone and client

computers that are part of a workgroup or domain. In addition, this course provides the skills and knowledge necessary to install and configure Windows 2000 Server to create file, print, web, and terminal servers. It also provides students with the prerequisite knowledge and skills required for Course 8153, Implementing a Microsoft Windows 2000 Network Infrastructure.

CSCU 8210: Installing, Configuring, and Administering Microsoft Windows 2000 Professional (Exam 70-210)

Prerequisites: Network+ Certification or equivalent of experience. This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows 2000 Professional on stand-alone and client computers that are part of a workgroup or domain. It also provides students with the prerequisite knowledge and skills required for Course 8153, Implementing a Microsoft Windows 2000 Network Infrastructure.

CSCU 8215: Installing, Configuring, and Administering Microsoft 2000 Server (Exam 70-215)

Prerequisites: Network+ Certification or equivalent of experience. This course provides the skills and knowledge necessary to install and configure Windows 2000 Server to create file, print, web, and terminal servers. It also provides students with the prerequisite knowledge and skills required for Course 8153, Implementing a Microsoft Windows 2000 Network Infrastructure.

CSCU 8153: Supporting MS Windows 2000 Network Infrastructure Exam 70-216)

Prerequisites: CSCU 8152 or equivalent experience. This course is for students who are new to Microsoft Windows 2000 and will be responsible for installing, configuring, managing, and supporting a network infrastructure that uses the Microsoft Windows 2000 Server products. It also provides students with the prerequisite knowledge and skills required for CSCU 8154, Implementing and Administering MS Windows 2000 Directory Services.

CSCU 8154: Implementing and Administering MS Windows 2000 Directory Services (Exam 70-217)

Prerequisites: CSCU 8152, 8153, or equivalent experience. This course is designed to provide students with the knowledge and skills necessary to install, configure, and administer Microsoft Windows 2000 Active Directory™ directory services. The course also focuses on implementing Group Policy and performing the Group Policy-related tasks that are required to centrally manage users and computers.

CSCU 8218: Managing a Microsoft Windows 2000 Network Environment (Exam 70-218)

Prerequisites: CSCU 8151, 8152, or equivalent experience. This course provides the knowledge required by system administrators, network administrators, and IT professionals who implement, manage, and troubleshoot existing network and server environments based on the Microsoft Windows 2000 operating system.

MICROSOFT ELECTIVES**CSCU 8561: Designing a MS Windows 2000 Directory Services (Exam 70-219)**

Prerequisites: equivalent knowledge or skills. This course provides students with the knowledge and skills necessary to design a Microsoft Windows® 2000

directory services infrastructure in an enterprise network. Strategies are presented to assist the student in identifying the information technology needs of an organization, and then designing an Active Directory™ structure that meets those needs.

CSCU 8562: Designing a MS Windows 2000 Network Infrastructure (Exam 70-221)

Prerequisites: CSCU 8154 or equivalent knowledge. This course provides students with the information and skills needed to create a networking services infrastructure design that supports the required network applications. Each module provides a solution based on the needs of the organization.

CSCU 8150: Designing a Secure Microsoft Windows 2000 Network (Exam 70-220)

Prerequisites: CSCU 8561, 8154, or equivalent experience. This course provides students with the knowledge and skills necessary to design a security framework for small, medium, and enterprise networks by using Microsoft Windows 2000 technologies.

CSCU 8227: Installing, Configuring, and Administering Microsoft Internet Security and Acceleration (ISA) Server 2000 (Exam 70-227)

Prerequisites: CSCU 8152, 8153, or equivalent experience. The goal of this course is to provide Information Technology (IT) professionals with the knowledge and skills to deploy and manage Microsoft Internet Security and Acceleration (ISA) Server 2000 in an enterprise environment.

CSCU 8224: Installing, Configuring, and Administering Microsoft Exchange 2000 Server (Exam 70-224)

Prerequisites: CSCU 8154 or equivalent experience. The goal of this course is to teach the students the knowledge and skills necessary to install, configure, and administer Microsoft Exchange 2000.

CSCU 8072: Administering a Microsoft SQL Server 2000 Database (Exam 70-228)

Prerequisites: Network+ Certification or equivalent experience. This course provides students with the knowledge and skills required to install, configure, administer, and troubleshoot the client-server database management system of Microsoft SQL Server™ 2000.

CSCU 8007: Secure Web Access Using Proxy Server (Exam 70-088)

Prerequisites: CSCU 0086 or equivalent experience. This course provides students with the knowledge and skills required for installation, configuration, and troubleshooting. In addition, this course has been updated to reflect new features including web publishing enhancement of reverse hosting and proxy, hierarchical and distributed arrays, and packet filtering.

Database Technology and Administration

The Certificate Program in Database Technology and Administration is a course of study that seeks to ground the student in the fundamentals of Database Management Systems (DBMS) prior to certification as either an MCDBA or Oracle 9i DBA. All students must first complete both CSCU 0117 and CSCU 0118 before

electing to specialize in either the Oracle 9i DBA or Microsoft MCDBA track.

CSCU 0117: Introduction to Database Management Systems

This course introduces students to techniques of data analysis involved in designing relational databases and how to apply them effectively. Students will learn how to design an efficient relational database by creating relational constructs, normalizing tables, creating joins and views, optimizing the database's physical design, and avoiding common database design mistakes.

CSCU 0118: Advanced Database Management Systems

Prerequisites: CSCU 0117. This course provides new users of relational databases with a solid introduction to SQL. Students are required to build a database and access stored information by performing queries. By the end of the course, students will have the requisite skills to retrieve, add, and delete data from an SQL-compliant database.

Oracle 9i

This is a hands-on program that helps the student prepare for both a new career in database administration and Oracle's certification as an Oracle 9i Certified Database Administrator. In the Oracle 9i training you will learn the skills needed to become a DBA and learn how to manage, administer, backup and tune an Oracle 9i database.

CSCU 0119: Introduction to Oracle 9i: SQL (Exam 1Z0-007)

This course introduces the student to basic SQL select statements, displaying data from multiple tables, single row functions, controlling user access, conducting sub-queries and producing readable output with iSQL Plus.

CSCU 0120: Oracle 9i: DBA Fundamentals I (Exam 1Z0-031)

Topics include Oracle architectural components, Oracle Server, managing an Oracle instance; data dictionary content and usage, maintaining redo log files and the control file.

CSCU 0121: Oracle 9i: DBA Fundamentals II (Exam 1Z0-031)

Topics include an overview of Oracle Net Architecture, Net Server-Side configuration, usage and configuration of the Oracle Shared Server and Oracle Net Services Client-Side configuration, RMAN backup and recovery, transporting and loading data, recovery and catalog creation.

CSCU 0122: Oracle 9i: Performance Tuning (Exam 1Z0-033)

This course provides an overview of diagnostic and tuning tools including sizing the buffer cache, tuning rollback segments, monitoring and detecting lock contention, tuning Oracle Shared Server and application tuning.

Microsoft Certified Database Administrator (MCDBA)

The Microsoft Certified Database Administrator (MCDBA) on Microsoft SQL Server 2000 credential is the premier certification for professionals who implement and administer Microsoft SQL Server™ databases. This certification is appropriate for individuals who derive physical database designs, develop logical data models, create physical databases, create data services by using Transact-SQL, manage and maintain databases, configure and manage security, monitor and optimize databases, and install and configure SQL Server.

CSCU 8215: Installing, Configuring, and Administering Microsoft 2000 Server (Exam 70-215)

Prerequisites: Network+ Certification or equivalent of experience. This course provides the skills and knowledge necessary to install and configure Windows 2000 Server to create file, print, web, and terminal servers. It also provides students with the prerequisite knowledge and skills required for Course 8153, Implementing a Microsoft Windows 2000 Network Infrastructure.

CSCU 8153: Supporting MS Windows 2000 Network Infrastructure (Exam 70-216)

Prerequisites: CSCU 8152 or equivalent experience. This certification exam measures the ability to install, manage, monitor, configure, and troubleshoot DNS, DHCP, remote access, network protocols, IP routing, and WINS in a Windows 2000 network infrastructure. In addition, this course measures the skills required to manage, monitor, and troubleshoot Network Address Translation and Certificate Services. 3 credits.

CSCU 8072: Administering a Microsoft SQL Server 2000 Database (Exam 70-228)

Prerequisites: Network+ Certification or equivalent experience. This course provides students with the knowledge and skills required to install, configure, administer, and troubleshoot the client-server database management system of Microsoft SQL Server™ 2000.

CSCU 8073: Programming a Microsoft SQL Server 2000 Database (Exam 70-229)

Prerequisites: CPSC8151, 8152, or equivalent of experience. This course provides students with the technical skills required to program a database solution by using Microsoft SQL Server™ 2000.

Information Technology Project Management

CSCU 0116: Introduction to Information Technology Project Management

An introductory course to the concepts of project management with an emphasis on applying the project management processes to information technology projects. Topics overviewed include the project management knowledge areas of integration, scope, time, cost, quality, procurement, human resource, risk and communications management.

Certified Internet Webmaster (CIW)

CSCU 0084: I-Network+ (Foundation Course)

Prerequisites: understanding of Windows is required. This course introduces technical terms and concepts related to the Internet and are geared toward marketing, sales, training and human resources careers. The course prepares students for configuring the necessary networking components of intranets, extranets, VPSS, and Internet connections and how to understand the differences between them. It also prepares students for the development of Web pages that can be published to a Web site.

CSCU 0080: CIW Professional Site Design

Prerequisites: I-Network+. This course teaches students how to create and manage Web sites using FrontPage 2000, Macromedia Dreamweaver 3.0, Flash 4.0, Dynamic HTML, and various multimedia and CSS standards. Students will also implement the latest strategies to develop third-generation Web sites, evaluate design tools, discuss future technology standards, and explore the incompatibility issues surrounding current browsers. The course focuses on theory, design and Web construction, along with information architecture concepts, Web project management, scenario development and performance evaluations.

CSCU 0081: CIW Professional eCommerce Designer

Prerequisites: I-Network+. This course focuses on standards, technologies and practices in electronic commerce. This course examines the relationships among cardholders, issuers, merchants, acquirers, payment gateways, and third parties through the use of Secure Electronic Transactions (SET), cryptography standards, Certificate Authorities, and services such as VeriSign and CyberCash. During this class, students will build a functional site through a series of labs that cover the various aspects of a commercial site.

CSCU 0082: CIW Professional Server Administration

Prerequisites: I-Network+. This course focuses on managing and tuning the corporate infrastructure to support e-business solutions including Web server systems, FTP, and news and mail servers for midsize to large businesses. Server Administration will provide students with the skills to configure, manage, and deploy business solution servers.

Security Certified Program

The Security Certified Network Professional (SCNP) program is a series of courses designed to validate the security skills of IT professionals. During the two-course track, students will focus on defense of a network. To become a SCNP, there is one test that must be passed.

CSCU 0112: Network Security Fundamentals

Prerequisite: CompTIA Network+ or equivalent experience. This course is designed to provide both Windows NT and Unix network administrators an awareness of security related issues and the essential skills they need to implement security in such networks. Topics covered include Fundamental and Advanced TCP/IP, Router Security, Internet Security, General & Specific Attack Methods and Implementing Security.

CSCU 0113: Network Defense and Countermeasures

Prerequisite: CSCU 0112 or equivalent experience and technological skills. This is the second course in the SCNP track. This course focuses on firewalls, intrusion detection, IP Signature and Analysis, Risk Analysis, Virtual Private Networks, Distributed Denial of Service and Security Policies.



Directories

Chapman University Presidents

The university, dating back to 1861, has been served faithfully by the following twelve presidents:

James B. Martin	1863–1875
Benjamin H. Smith	1875–1878
Allen M. Elston	1878–1892
Henry D. McAneney	1892–1912
Arthur C. Braden	1922–1929
Cecil F. Cheverton	1929–1941
George N. Reeves	1942–1956
J.E. Wilkinson (Acting)	1956–1957
John L. Davis	1957–1971
Donald C. Kleckner	1971–1975
Davis Chamberlin (Acting)	1976–1977
G.T. Smith	1977–1988
James L. Doti (Acting)	1988–1989
Allen E. Koenig	1989–1991
James L. Doti	1991-

Board of Trustees

The Board of Trustees is composed of forty-two regular members, one third of whom are elected annually for a three-year term. In addition, the president of the university and the presidents of the Board of Governors, Alumni Association, and Town and Gown, and the regional ministers of the three regions of the Christian Church (Disciples of Christ) to which the university is related serve as trustees ex officio.

Officers

Donald E. Sodaro	Chairman
Doy B. Henley	Executive Vice Chairman
Paul Folino	Vice Chairman
Donald P. Kennedy	Vice Chairman
Marion Knott	Secretary
Lynn Booth	Assistant Secretary

Chapman University Officers

James L. Doti, Ph.D.
President, 1991

Ham Shirvani, Ph.D., L.H.D. (hon.)
Executive Vice President and Provost, 2000

Gary Brahm, M.B.A., CPA
Executive Vice President of Finance and Administration/Chief Financial Officer, 1994

Saskia M. Knight, M.P.A.
Vice President and Dean of Enrollment Services, 1988

Joseph Kertes, Ph.D.
Vice President and Dean of Students, 1992

Sheryl A. Bourgeois, B.A.
Vice President for University Advancement, 1998

Provost

Hamid Shirvani, Ph.D., L.H.D. (hon.)
Executive Vice President and Provost, 2000

Marisol Arredondo, Ph.D.
Director, Institutional Research, 2001

Charlene Baldwin, M.A.
Dean of the Library, 2000

Ellen Curtis-Pierce, Ph.D.
Assistant Provost for Teachers Education, 2002

Dennis DeLong, Ph.D.
Dean, University College, 2001

Ronald L. Farmer, Ph.D.
Dean, Wallace All Faiths Chapel, 1997

David Fite, Ph.D.
Associate Provost for Institutional Planning and Assessment, 2000

Amy Friedli, J.D.
Special Assistant To the Provost, 2000

Lynne Mayer, Ed.D.
Director, Center for Academic Success, 1996

Raymond Sfeir, Ph.D.
Associate Provost for Academic Administration, 1985

Kevin Wellsfry, B.S.
Academic Budget Analyst, 2001

Finance and Administration

Gary Brahm, M.B.A., C.P.A.
Executive Vice President of Finance and Administration/Chief Financial Officer, 1994

Pamela Ames, B.A.
Director of Purchasing, 1994

Behzad Binesh, M.B.A.
Director of Accounting, 1979

Jackie L. Blagrove, B.A.
Director of University Services, 1973

Rosemary Booth
Executive Assistant to the Executive Vice President, 2003

Patricia A. Downing, B.S.
Associate Vice President for Finance and Administration and Controller, 1982

Janine P. DuMontelle, M.P.A., J.D.
Associate Vice President for Finance and Administration and Director of Human Resources, 1998

Michael Fahy, Ph.D.
Chief Technology Officer, 1989

John R. Ferris, M.B.A.
Director of Facilities, 1990

Judy Harker, M.A.
Director of Conferences and Scheduling, 1976

Sylvia LeTourneau, B.S.
Chief Information Officer, 1995

Doris Lynch
Director of Student Business Services, 1988

Eduardo A. Monge, B.A.
Equal Opportunity Officer, 2000

Kris Olsen
Director of Construction Management, 2001

Michael C. Price, M.B.A.
Director of Budget Planning, 1982

Enrollment Services

Saskia M. Knight, M.P.A.
Vice President and Dean of Enrollment Services, 1988

Gregory Ball, M.S.
Director of Financial Aid, 1997

Revelation Buchanan, B.S.
Associate Registrar, 1998

Thucydides Delfin, Jr., M.B.A.
Director of International Admission and
Associate Director of Graduate Admission, 1989

Annie Delfin-Schnirch, M.A.
Associate Registrar, 2002

Michael Drummy, B.A.
Assistant Vice President for Enrollment Services and
Chief Admission Officer, 1976

Sandra Hoover, B.S.
Director, Graduate Admission, 1986

Johnelle Pua Low, M.S.
Associate Director of Admission, 1994

Marcela Mejia Martinez, B.S.
Associate Director of Admisssion, 1998

Mike Pelly, M.S.
Director of Undergraduate Admission, 1986

D. Veston Rowe, M.A.
Director of Publications, 1989

David Ruderman, M.B.A.
Director of Marketing, 1999

John Snodgrass, B.S.
Registrar, 2000

Shanna Vaughn, B.S.
Associate Director of Financial Aid, 2001

Student Life

Joseph Kertes, Ph.D.
Vice President and Dean of Students, 1992

University Advancement

Sheryl A. Bourgeois, B.A.
Vice President for University Advancement, 1998

Joe Franklin, B.S.
Assistant Vice President for University Advancement/Director,
Special Events, Annual Giving and Donor Relations, 2000

Anita Vanaman, B.A.
Director, Alumni and Parent Relations, 2002

Ruth S. Wardwell, B.S.
Director of Public Relations and News Services, 1991

University College Administration

Dennis DeLong, Ph.D.
Dean, 2001

Ruth Black, J.D.
Director of Distance Learning, 2002

Vi Champa
Executive Assistant to the Dean, 1982

Ellen Derwin, M.A.
Director of K-12 Extended Education Programs, 2002

John Freed, Ph.D.
Interim Associate Dean, Northern Region, 2002

Vince Glaeser, M.B.A.
Director, Corporate and IT Extended Education Programs, 2000

Karen Graham, Ph.D.
Associate Dean, 2002

Teresa B. Hull, Ed.D.
Associate Dean, Central Region, 2002

Sharon Keith, B.A.
Student Services Administrator, 2000

Ginger Neel, M.A.
Assistant Dean, Academic and Student Services, 2002

Todd Oldham, B.A.
Information Technology Program Manager, 2001

Bonnie L. Ross, Ph.D.
Associate Dean, Southern Region, 1989

Jay Warner, M.B.A.
Director of Administrative Operations, 1992

Librarians

Sally McCoy, M.L.S.
Donna Harris, M.L.S.

Campus Directors

Ken Brauchle, Ph.D.
Washington State, 2001

Brenda Carter, M.A.
Moreno Valley, 1978

Al DiStefano, M.Ed.
Ontario, 1989

Maria Gier, Ph.D.
San Diego, 1978

- Ladd Graham, B.A.
Los Angeles, 2002
- Patricia Graham, M.B.A.
Santa Maria (Interim), 1994
- Susanne Hamilton, M.S.
Bay Area, 1987
- Don Mikkelson, Ed.D.
Modesto, 1989
- Glen Parsons, M.I.M.
South San Joaquin, 1982
- Patricia Sobczak, M.B.A.
Irvine, 1995
- Patricia Steinhaus-Hammer, M.A.
Sacramento, 1982
- Ron Stephens, M.A.
Coachella Valley, 1991
- Joan Thisius, M.A.
Bay Area, 1991
- Jerry Witte, M.A.
Antelope Valley, 1996

Faculty

- Michael W. Agopian, Associate Professor of Criminal Justice, Los Angeles; 2002. B.A., California State College, Los Angeles; M.A., California State University, Los Angeles; Ph.D., University of Southern California.
- Ashour Badal, Assistant Professor of Human Resources and Organizational Leadership, Modesto; 1997. B.A., California State University, Stanislaus; M.A., Alliant International University; M.A., Ph.D., The Fielding Graduate Institute.
- Virgil D. Barnes, Assistant Professor of Education, Victor Valley; 1994. B.A., California State University, Northridge; M.S., California State University, San Bernardino; Ed.D. University of Southern California.
- James D. Brownlow, Assistant Professor of Computer Science, Antelope Valley; 1974. B.A., Occidental College; M.S., Kansas University; Ph.D., University of California, Riverside.
- Walter L. Bunch, Assistant Professor of Computer Science, Antelope Valley; 1998. B.S., Harvey Mudd College; M.S., Heriot-Watt University.
- Christine Cecil, Assistant Professor of Organizational Leadership, San Diego; 2000. B.A., University of California, Los Angeles; M.A., California Polytechnic University, San Luis Obispo; Ed.D., University of San Diego.
- Edward T. Chen, Assistant Professor of Computer Science and Computer

- Information Systems, Los Angeles; 2002. B.S., Tunghai University, Taiwan; Ph.D., Brown University.
- Arthur E. Clabby, Assistant Professor of Criminal Justice, Concord; B.A., University of Redlands; M.A., The University of Alabama
- Lester L. Clements, Assistant Professor of History, Modesto; 1999. B.A., Adelphi University; M.A., Ph.D., St. John's University.
- James W. Cole, Assistant Professor of Education, Concord; 1998. B.A., M.A., University of San Francisco; Ed.D., Nova Southeastern University.
- Charles Daleo, Assistant Professor of School Counseling, San Diego; 1997. B.A., Chapman University; M.S., San Diego State University; Ed.D., United States International University.
- Dennis R. DeLong, Dean, Chapman University College, and Professor of Social Science; 2001. B.A., SUNY College at Cortland; M.A., and Ph.D., Rockefeller College of Public Affairs and Policy, University at Albany (SUNY).
- Laurie Graham Dodge, Associate Professor and Program Chair of Psychology, Vandenberg; 1994. B.S., M.A., Ed.S., Ph.D., Ball State University.
- William R. Drukker, Assistant Professor of Criminal Justice, Los Angeles; 1989. B.A., UC Santa Cruz; J. D., University of California, Berkeley.
- Marnie K. Elam, Assistant Professor of Psychology, San Diego; 1994. B.A., Point Loma College; M.A., Ph.D., California School of Professional Psychology.
- Reginald Estes, Assistant Professor of Criminal Justice, San Diego; 1997. B.S., M.S., Ed.D., Pepperdine University.
- John E. Freed, Interim Associate Dean of Chapman University College, Associate Professor and Program Chair of Liberal Studies, Concord; 2002. B.A., Gannon University; M.A., Ph.D., The Pennsylvania State University.
- Julie S. Frese, Assistant Professor Education, Santa Maria; 2001. B.S., M.A., University of Wisconsin, Madison; Ph.D., University of Denver.
- Karen R. Graham, Associate Dean of Chapman University College and Associate Professor of Education; 2002. B.A., Walla Walla College; M.A., Ph.D., The Ohio State University.
- William B. Hale, Assistant Professor of Education, Antelope Valley; 1988. B.A., University of New Mexico; M.A., Southwestern Baptist Theological Seminary; Ph.D., University of New Mexico.
- Alan L. Hilton, Associate Professor of Education, Victor Valley; 2003. B.A., California State University, Sacramento; M.S., Santa Clara University; Ed.D. University of Southern California.
- Teresa B. Hull, Associate Dean of Chapman University College and Associate Professor of Liberal Studies, Ontario; 2002. B.S., Psychology, University of Santa Clara; M.Ed., Indiana State University; Ed.D., University of LaVerne.

- Janet C. Jackson, Assistant Professor of Organizational Leadership, Irvine; 1995. B.A., Antioch University; M.S., Chapman University; Ph.D., The Fielding Graduate Institute.
- Eunice C. Jones, Assistant Professor of Education, Coachella Valley; 1996. B.A., University of California, Los Angeles; M.A., California State College, Long Beach; B.S. and J.D., Citrus Belt Law School, Riverside.
- Carolyn Kelso, Assistant Professor of Education, Santa Maria; 1997. B.A., M.A., San Jose State University; Ph.D., The Fielding Graduate Institute.
- Anne A. Koch, Assistant Professor of Education, Concord; 1998. B.A., University of California, Los Angeles; M.A., St. Mary's College, Moraga; Ed.D., University of San Francisco.
- Mark S. Langevin, Assistant Professor of Social Sciences, Vandenberg; 1995. B.A., The Evergreen State College; M.A., Ph.D., University of Arizona.
- Meredith A. Larson, Assistant Professor of Education, Visalia; 1999. B.A., University of Arizona; M.A., Ph.D., Washington State University.
- G. Evelyn LeSure-Lester, Associate Professor of Psychology, Ontario; 2002. B.A., University of Michigan; M.A., Ph.D., University of Illinois at Champaign..
- Janis L. Lewis, Assistant Professor of Psychology, McChord/Washington; 1994. Ph.B., Wayne State University; M.A., Ph.D., University of Michigan.
- James V. Liberty, Assistant Professor and Program Chair of Organizational Leadership, Bangor/Washington; 1984. B.A., Suffolk University; M.A., University of Arizona; M.P.A., D.P.A., University of Southern California.
- James E. Liese, Assistant Professor of Special Education, Modesto, 1993. B.A., California State University, Chico; M.A., Teachers College, Columbia University, New York; Ph.D., The Ohio State University.
- Neil D. Lingle, Assistant Professor of Criminal Justice, Coachella Valley; 1994. B.S., California State University, Long Beach; M.S., California State Polytechnic University, Pomona.
- Mary E. Mallory, Assistant Professor of Psychology, Sacramento; 1996. B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Davis.
- Charles K. Markline, Assistant Professor of Organizational Leadership, Vandenberg; 1985. B.S., University of Maryland; M.B.A., University of North Dakota; Ph.D., United States International University.
- Stephanie Amedeo Marquez, Associate Professor and Program Chair of Sociology, Hanford; 2002. B.A., Ph.D., University of New Mexico.
- Wilson A. Marston, Assistant Professor of Education, Victor Valley; 1999. B.S., M.Ed., Ed.S., Louisiana State University; Ed.D., University of Virginia.

- Judy K. Matthews, Assistant Professor of Psychology, Coachella Valley; 1984. B.A., M.A., Northeastern Illinois University; M.A., Roosevelt University; M.A., Point Loma College; Ph.D., United States International University.
- Arthur J. Mayer, Assistant Professor of Education, Hanford; 1991. B.S., Ohio State University; M.Ed., University of Arizona; Ed.D., University of LaVerne.
- Michael J. McGuire, Assistant Professor of Psychology, McChord/Washington; 1987. B.A., St. Martin's College; M.A., Chapman College; Ph.D., Saybrook Graduate School and Research Center.
- Suzanna S. Morgenstern, Assistant Professor of Psychology, Concord; 1984. B.A., University of California, Riverside; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology.
- Aspasia Neophytos-Richardson, Assistant Professor of Education, Concord; 1997. B.F.A., California College of Arts and Crafts; M.A., San Francisco State University; Ed.D., University of San Francisco.
- Mark S. Nieldelman, Associate Professor and Program Chair of Computer Science and Computer Information Systems, Concord; 2001. B.A., Dickinson College; M.S., Ph.D., University of Oregon.
- Royal F. Norton, Assistant Professor of Computer Science, Bangor/Washington; 1989. B.S., University of California, Berkeley; M.S., University of California, Santa Barbara; M. A., University of California, Northridge.
- Myron Orleans, Associate Professor of Criminal Justice and Sociology, Irvine; 2002. B.A., City University of New York; M.A., Ph.D., The New School University for Social Research.
- Camille Y. Page, Assistant Professor of Education, Ontario; 1999. B.A., California State University, Fullerton; M.A.E., California State University, Dominguez Hills.
- Edward J. Perry, Assistant Professor of Computer Science and Mathematics, Coachella Valley; 1998. B.S., Worcester Polytechnic Institute; M.S., Air Force Institute of Technology.
- Carla C. Piper, Assistant Professor of Education, Modesto; 1998. B.A., University of Nebraska; M.A., Stanford University; Ed.D., University of the Pacific.
- Sally N. Pollack, Assistant Professor of Education, San Diego; 1995. B.A., University of California, Los Angeles; M.A., San Diego State University; Ph.D., University of Southern California.
- Judy Ann Randazzo, Assistant Professor of Education, Santa Maria, 1997; B.A., M.A., San Jose State University; Ed.D., University of Southern California.
- Kathleen L. Ringenbach, Assistant Professor of Psychology, Antelope Valley; 1993. B.S., East Stroudsburg State College; M.A. Trinity University; M.A. St. Mary's University; Ph.D., Pennsylvania State University.

- Charles W. Robinson, Assistant Professor of Education, Moreno Valley; 1995. B.A., University of Redlands; M.A., California State University, Long Beach.
- Barbara J. Rodriguez, Associate Professor of Education, Antelope Valley; 1997. B.S., Montana State University; M.A., Colorado State University; Ed.D., University of Central Florida.
- Bonnie L. Ross, Associate Dean of Chapman University College, Associate Professor and Program Chair of Social Sciences, Irvine; 1989. B.A., M.A., California State University; Fullerton; M.A., Ph.D., University of California, Irvine.
- Mary Ann Sanders, Assistant Professor of Education, Modesto; 1984. B.A., California State University, Fresno; M.A., Saint Mary's College of California.
- Marilyn Sargent, Assistant Professor and Program Chair of Human Resources, Concord; 2002. B.A., University of Chicago; M.A. University of California, Berkeley; M.S., California State University, Sonoma; Ph.D. Washington University.
- David L. Sloan, Assistant Professor of Education, Sacramento; 2002. B.A., University of California, Santa Barbara; M.A., California State University, Long Beach; Ed.D., University of Southern California.
- Gary W. Smith, Assistant Professor of Education, San Diego; 1998. B.S.E., Stroudsburg State University; M.A., California State University, Long Beach; Ph.D., Walden University.
- Marguerite Stark, Assistant Professor of Education, Monterey; 2000. B.A., California State University, Fullerton; M.A., California State University, San Bernardino.
- William E. Stires, Assistant Professor of Education, Modesto; 1993. B.A., M.A., California State University, San Bernardino.
- Samuel J. Stokes, Assistant Professor of Computer Science, Irvine; 2000. B.S., University of California, Irvine; M.S., West Coast University, Los Angeles.
- Keith F. Storey, Associate Professor of Education, Concord; 1994. M.S., Illinois State University; M.S., Southern Illinois University; Ph.D., University of Oregon.
- Michael H. Stuckhardt, Associate Professor and Program Chair of Education, San Diego; 1991. B.S., Western Michigan University; M.A., Ed.D., University of Illinois.
- Carolynne M. Terkelson, Assistant Professor of Education, Monterey; 1985. B.S., University of Oregon; M.S., Syracuse University; Ed. D. University of San Francisco.
- Kathryn A. Theuer, Senior Lecturer of Education, Modesto; 2000. B.A., Miami University; M.A., Michigan State University; Ed.D., University of the Pacific.
- Anita F. Thompson, Assistant Professor of Education, Ontario; 1998. B.A., Pomona College; M.A., Claremont Graduate School; Ed.D., University of La Verne.

- Richard L. Thurman, Associate Professor of Education, San Diego; 1999. B.S., University of Houston; M.S., Southern Illinois University; Ph.D., St. Louis University.
- John P. Trotta, Assistant Professor of Education, Sacramento; 1997. B.A., Jersey City State College; M.A., University of Hawaii; Ph.D., University of Oregon.
- Lynne E. Valek, Assistant Professor of Organizational Leadership, Hanford; 2002. B.A., University of California, Santa Cruz; M.S. California School of Professional Psychology; M.A., Ph.D., The Fielding Institute.
- Jia-Ping Wang, Associate Professor of Computer Science and Computer Information Systems, Irvine; 2003. B.S., Beijing University; M.S., Ph.D., University of Illinois at Chicago.
- Raymond Welch, Assistant Professor of Computer Science, Concord; 2001. B.A., M.A., University of California at San Diego.
- Linda F. Wendler, Associate Professor of Education, San Diego; 2002. B.A., Wheaton College; M.A., University of Wisconsin; Ph.D., University of Minnesota.
- Mary Weyandt, Assistant Professor of Education, Santa Maria; 1970. B.A., Northern Illinois University; M.A., California Polytechnic State University, San Luis Obispo.
- Glenn R. Worthington, Assistant Professor of Organizational Leadership, McChord/Washington; 1995. B.A., M.Ed., Western Washington University; Ed. D., Seattle University.
- Academic Advisors**
- Mike Albonetti, Modesto; 1998. B.A., California State University, Hayward; M.A., California State University, Hayward.
- Sherri Babcock, Travis; 2000. B.A., San Diego; M.A., Webster University.
- Laura Bach, Site Coordinator, Ft. Lewis; 1997. B.A., Seattle Pacific University; M.S., Chapman University.
- Evelyn Bachelor, Fairfield, B.A., University of Nevada; 1997. M.A., Utah State University.
- Gregory Baker, Diamond Springs; 2002. B.A., Chapman University; B.S., University of Maryland; M.S., Chapman University.
- Mary Ann Bardoni-Barbe, McChord; 2000. B.A., St. Martins College; M.A., Chapman University.
- Maren Barr, Irvine; 2001. B.A., California State University Fullerton.
- Barbara Bockman, Campus Director of Operations, Whidbey Island; 1994. B.S., Chapman College; M.S., Chapman University.

Becky Burch, San Diego; 1994. B.S., California State University, Fullerton; M.A., Chapman University.

Katrina Chlebig, Site Coordinator, Twenty-Nine Palms; 1996. B.A., National University; M.B.A., National University.

Liz Clark, Visalia; 1992. B.A., California State University, Northridge; M.S., University of LaVerne.

Charles (Doug) Cook, Concord; 1996. B.A., San Francisco State University; M.A., San Francisco State University; Ed.D., Oregon State University.

Laurie Cook, Site Coordinator, Bangor; 1996. B.S., Southern Illinois University.

Charlene DeBranch, Ontario; 1997. B.A., M.A., California State University, San Bernardino.

Mike A. Delgado, Ontario; 1998. B.A., University of Southern California; M.A., University of Southern California.

Veronica De los Santos, Site Director, Edwards; 2000. B.A., University of Texas; M.A., Emerson College.

Dick Doepker, Visalia; 1998. B.A., M.A., California State University, Fresno.

Alan Dumke, Ontario; 1992. B.A., Chapman University; M.A., Ball State University.

Donald Duncan, Moreno Valley; 1996. B.A., University of California Santa Barbara; M.A., California State University, Los Angeles.

Donna Fearnside, Site Coordinator, Monterey; 1997. B.A., Point Loma College; M.A. California State University, Northridge; Ed.D., University of LaVerne.

Randy Fischer, Coachella Valley; 2002. M.A., University of South Carolina.

Margaret Garrett, Antelope Valley; 1996. B.A., Northwestern University; M.A., California State University, Northridge.

Vernon Garretson, Lemoore; 1994. B.A., Pepperdine University; M.A., California State University, Fresno.

Henry Grennan, Santa Maria; 1997. B.A., California Polytechnic University; M.A., California Polytechnic University.

Richard Grimes, Los Angeles; 2000. B.A., Chapman University; M.A., California State University, Northridge.

Betsy Hayes, Sacramento; 2002. B.A., University of Southern California, M.Ed., University of Maryland.

Robert Hertel, San Diego; 1995. B.A., University of Phoenix; M.S., Chapman University.

Luanne Hickman, Bangor; 2002. B.A., Columbia College; M.S., Chapman University.

Rae Lanphear, Concord; 2003. B.A., Southwestern Oklahoma State University; M.Ed., Southwestern Oklahoma State University.

Joe Looney, Hanford; 1999. B.S., California State University, Fresno; M.A., Fresno Pacific University.

Vicki Ludwig, Diamond Springs; 2002. B.S., Colorado State University, M.S., California State University, Fresno.

James Lutz, Yuba City; 2002. B.A., University of California, Davis; M.A., California State University, Chico, Ed.D., University of San Francisco.

James Maine, McChord; 1996. B.A., University of Nevada, Reno; M.P.A. University of Oklahoma, Norman.

Laverne Manns, Victor Valley; 1998. B.S., California Baptist.

Karen Matthews, Visalia; 1992. B.A., M.A., Chapman University.

Pablo Mendoza, Moreno Valley; 2001. B.A., M.A., Ed.D, University of San Diego.

Suzanna Morgenstern, Fairfield/Travis; 2002. B.A., University of California, Riverside; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology.

Sara Motaref, Los Angeles; 2000. B.S., Farah University; M.S., Florida State University; Ph.D., Florida State University.

Amelia Murray, Sacramento; 1995. B.A., Brigham Young University; M.S., Utah State University; M.Ed., Auburn University; Ph.D., United States International University.

Mimi Murray, San Diego; 1987. B.A., Dominican University, River Forest; M.S., Chapman University.

Clarine Musfelt, Yuba City; 2000. B.A., California State University, Sacramento, M.A., California State University, Sacramento.

Katherine O'Connell, Monterey; 2002. B.A., American University; M.P.H., Tulane University; Ph.D., Paideia University.

Sheila O'Leary, Assistant Director, San Diego; 1993. B.A., Chapman University; M.Ed., University of Arizona.

Jill Parma, Irvine; 2002. B.A., Southern Methodist University; M.A., Texas Woman's University.

Ellen Peguesse, San Diego; 1998. B.S., Auburn University; M.Ed., University of Arizona.

Marshall Pipkin, Hanford; 1992. B.A., M.A., California State University, Fresno.

Patricia Popovich, Vandenberg; 1998. B.A., Chapman University; M.A., Chapman University.

Susan Randall, Sacramento; 2001. B.S. Eastern Nazarene College; M.Ed., Bridgewater State College; Ed.D., University of Massachusetts.

Annette Rumsey, Whidbey Island; 2001. B.A., University of Washington; M.A., University of Phoenix.

Maria Rymer, Assistant Director, Fairfield; 2002. B.A., University of California Berkeley; M.S., California State University, Hayward; M.A., Mills College.

Laurie Santangelo, Modesto; 2001. A.A. Minot State University; B.S.S.W., University of North Dakota; M.H.R. University of Oklahoma.

Karen Shimabukuro, Assistant Director, Los Angeles; 1984. B.A., University of Michigan; M.A., Chapman University.

Lynda Shirar, Vandenberg; 1994. B.A., Oregon State University; M.S., Eastern Illinois University; M.S., California Polytechnic State University.

Jerry Strong, Fairfield; 1999. B.A., Golden Gate University; M.A., Chapman University.

Carolyn Swalina, Concord; 1998. B.A., Wilkes University; M.A., University of Maine.

Jim Ray Taylor, Ontario; 2001. B.A., California Baptist; M.A., University of LaVerne.

Randy Thorpe, Concord; 2000. B.A., DePaul University; M.A., Chapman University.

Marilys Tognetti, Concord; 1998. B.A., John F. Kennedy University; M.A., St. Mary's College.

Johann Von Flu, Coachella Valley; 1997. B.S.M.E., California State University, Los Angeles; M.A., Claremont Graduate School; M.PA., University of Southern California; Ph.D., Claremont Graduate School.

James Warren, Monterey; 2001. B.A., University of California Berkeley; M.A., California State University, San Francisco; M.A., Santa Clara University; Ed.D., University of San Francisco.

Karen Wisdom, Monterey; 2001. B.A., University of Arizona; M.A., Chapman University.

Gayle Woolley, Modesto; 1995. B.A., University of the Pacific; M.A., University of the Pacific; Ed.D., University of the Pacific.

David Young, Assistant Director, Modesto; 1997. B.S., University of New Hampshire; M.S., State University of New York (SUNY), Binghamton.

Academic Campuses

Antelope Valley
Edwards AFB

Bay Area
Concord
Fairfield
Travis AFB

Coachella Valley
29 Palms Marine Base

Irvine

Los Angeles

Modesto

Monterey

Moreno Valley

Ontario
Victor Valley

Sacramento
Diamond Springs
Yuba City

San Diego

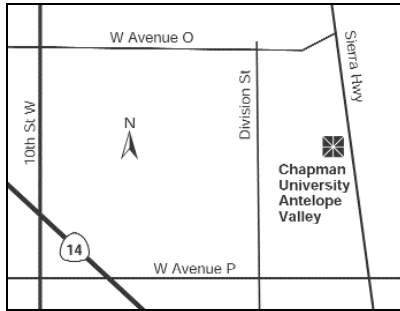
Santa Maria
Vandenberg AFB

South San Joaquin Valley
Hanford
Lemoore NAS
Visalia

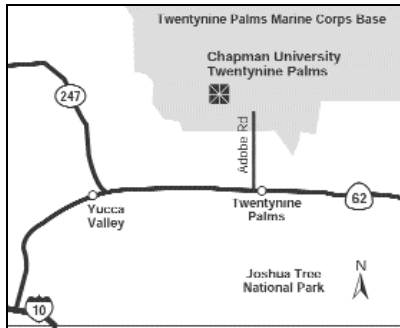
Washington State
Bangor NSB
Ft. Lewis
McChord AFB
Whidbey Island NAS

Antelope Valley

Antelope Valley
 (661) 267-2001
 (661) 267-6259 Fax
 40015 Sierra Highway, Suite B-160
 Palmdale, CA 92550
 av@chapman.edu

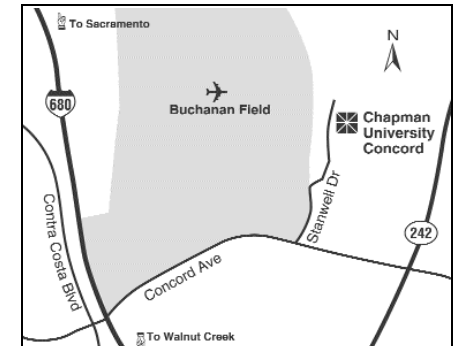


Edwards AFB
 (661) 258-5251
 (661) 258-5244 Fax
 140 Methusa Avenue
 95 MSS/DPEE
 Edwards AFB, CA 93524-1400
 EDW@chapman.edu



Bay Area

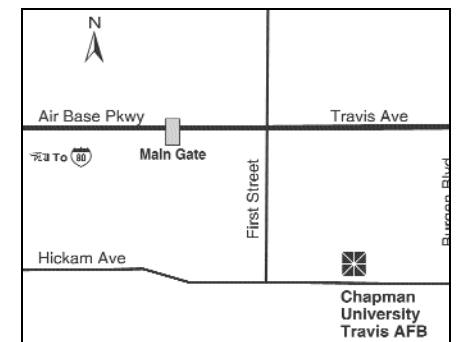
Concord
 (925) 680-1407
 (925) 680-7186 Fax
 2600 Stanwell Drive, Suite 110
 Concord, CA 94520
 con@chapman.edu



Fairfield
 (707) 863-0990
 (707) 864-3157 Fax
 4820 Business Center Drive
 Fairfield, CA 94534
 fa@chapman.edu

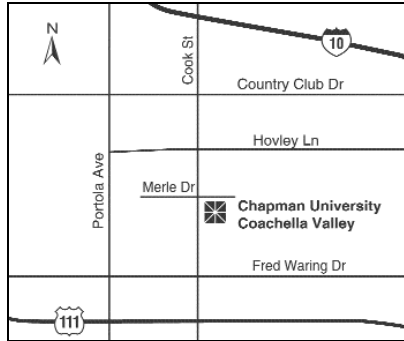


Travis
 (707) 437-3327
 (707) 437-5823 Fax
 530 Hickam Avenue
 Bldg. 249, Suite 10
 Travis AFB, CA 94535
 tra@chapman.edu

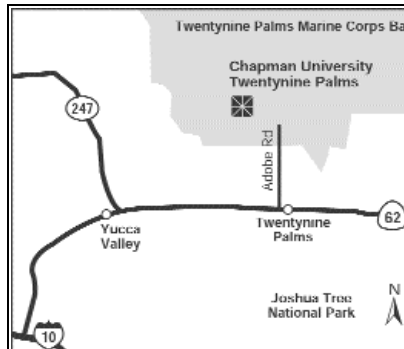


Coachella

Coachella Valley
 (760)341-8051
 (760) 346-4628 Fax
 42-600 Cook Street, Suite 134
 Palm Desert, CA 92211
 cov@chapman.edu

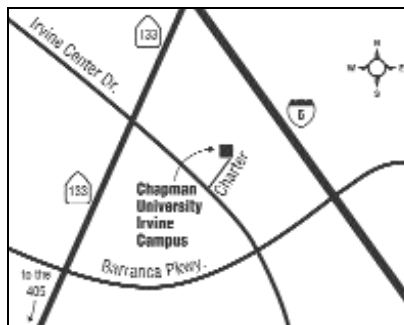


Twentynine Palms
 (760) 830-6681
 (760) 830-8788 Fax
 Bldg 1526, 6th Street
 MCAGCC 29 Palms, CA 92277
 tnp@chapman.edu



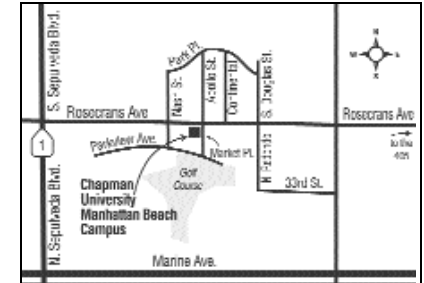
Irvine

Irvine
 (949) 753-4774
 (949) 753-7875 Fax
 7545 Irvine Center Drive, Suite 150
 Irvine, CA 92618
 Irvine@chapman.edu



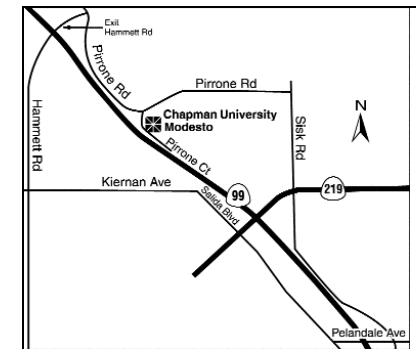
Los Angeles

Los Angeles
 (310) 725-5080
 (310) 725-5094 Fax
 1500 Rosecrans Avenue,
 2nd floor
 Manhattan Beach, CA 90266
 la@chapman.edu



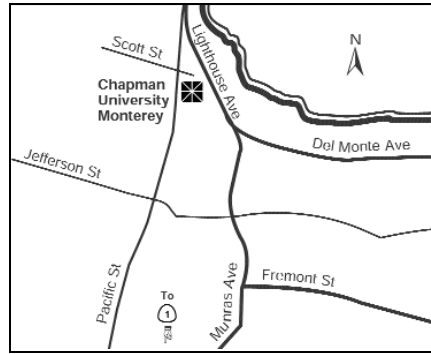
Modesto

Modesto
 (209) 545-1234
 (209) 545-0596 Fax
 5222 Pirrone Court
 Salida, CA 95368
 mod@chapman.edu



Monterey

Monterey
 (831) 373-0945
 (831) 648-1326 Fax
 99 Pacific Street, 375 B
 Monterey, CA 93940
 mon@chapman.edu



Moreno Valley

Moreno Valley
 (909) 697-0111
 (909) 653-5891 Fax
 22620 Goldencrest Drive
 Suite 105-108
 Moreno Valley, CA 92553
 mv@chapman.edu

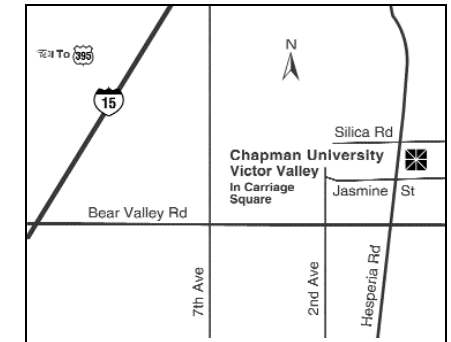


Ontario

Ontario
 (909) 481-1804
 (909) 481-9510 Fax
 2890 Inland Empire Boulevard,
 Suite 110
 Ontario, CA 91764
 ont@chapman.edu

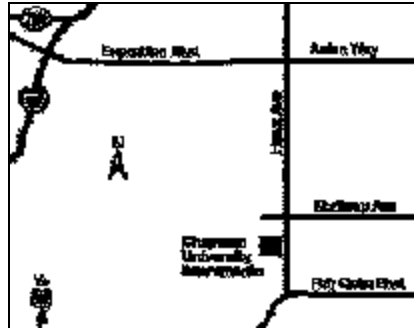


Victor Valley
 (760) 955-7555
 (760) 955-7444 Fax
 12421 Hesperia Road, Suite C-6
 Victorville, CA 92392
 vv@chapman.edu

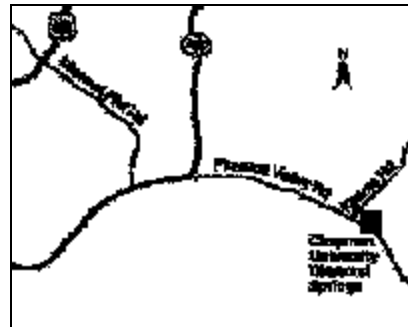


Sacramento

Sacramento
 (916) 922-0119
 (916) 922-0459 Fax
 855 Howe Avenue
 Sacramento, CA 95825
 sac@chapman.edu



Diamond Springs
 (530) 621-1708
 (530) 621-0117 Fax
 694 Pleasant Valley Road, Suite 9
 Diamond Springs, CA 95619
 ds@chapman.edu

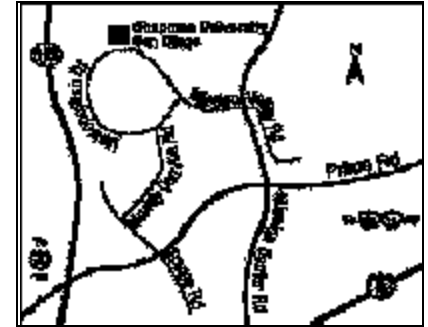


Yuba City
 (530) 674-2758
 (530) 674-2953 Fax
 1469 Butte House Road,
 Suite E & F
 Yuba City, CA 95993
 tc@chapman.edu



San Diego

San Diego
 (619) 296-8660
 (619) 296-8690 Fax
 7460 Mission Valley Road
 San Diego, CA 92108
 cusd@chapman.edu

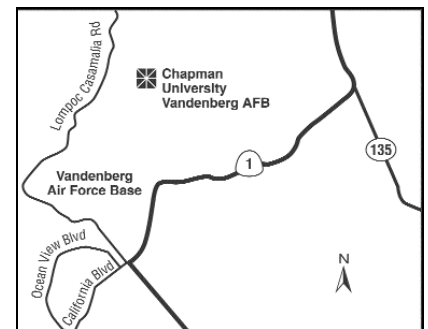


Santa Maria

Santa Maria
 (805) 938-3330
 (805) 938-0104 Fax
 1125 East Clark Ave, Suite A-3
 Santa Maria, CA 93455
 sm@chapman.edu

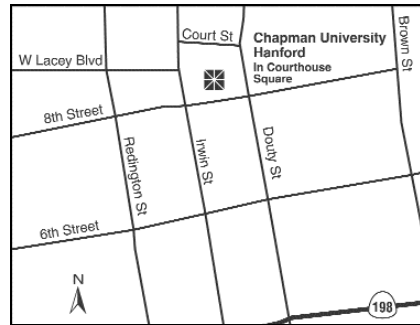


Vandenberg AFB
 (805) 734-3310
 (805) 734-8825 Fax
 P.O. Box 5818
 Vandenberg AFB, CA 93437
 van@chapman.edu

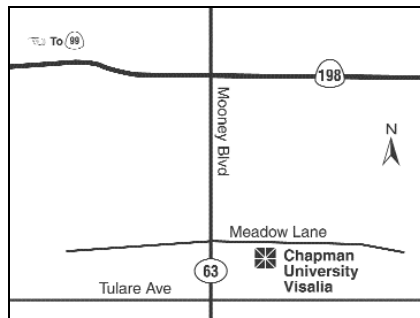


South San Joaquin Valley

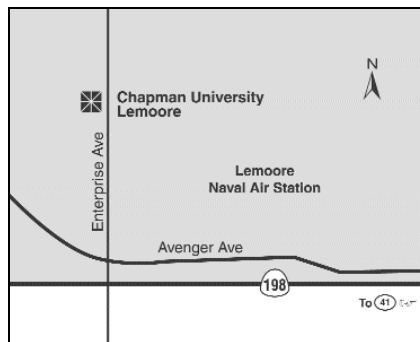
Hanford
 (559) 587-1454
 (559) 587-1604 Fax
 530 Kings County Drive, Suite 102
 Hanford, CA 93230
 han@chapman.edu



Visalia
 (559) 625-4436
 (559) 625-0254 Fax
 1821 Meadow Lane, Suite 3
 Visalia, CA 93277
 vis@chapman.edu

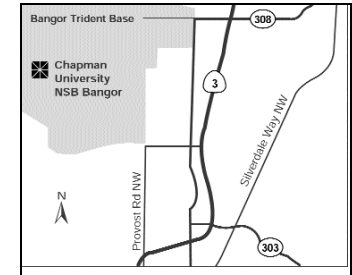


Lemoore NAS
 (559) 998-6891
 (559) 998-6894 Fax
 P.O. Box 1220
 NAS Lemoore, CA 93245
 lem@chapman.edu

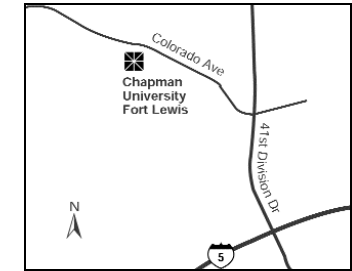


Washington

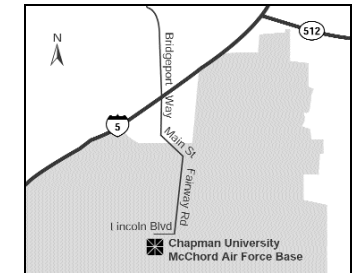
Bangor
 (360) 779-2040
 (360) 779-1011 Fax
 P.O. Box 2120
 Silverdale, WA 98383-2120
 ban@chapman.edu



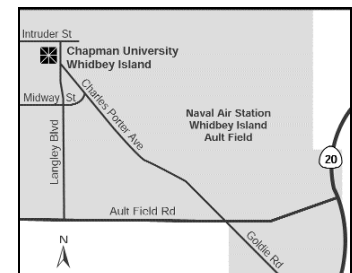
Ft. Lewis
 (253) 964-2509
 (253) 912-1478 Fax
 P.O. Box 331103
 Ft. Lewis, WA 98433-1103
 flewis@chapman.edu



McChord AFB
 (253) 584-5448
 (253) 589-3550 Fax
 P.O. Box 4039
 McChord AFB, WA 98438
 mc@chapman.edu



Whidbey Island NAS
 (360) 257-1277
 (360) 257-3906 Fax
 c/o Navy Campus Education Center
 3615 N. Langley Blvd., Bldg 126
 Oak Harbor, WA 98278-1000
 wi@chapman.edu



Index

A	
Academic Advisors	299
Academic Appeal	38, 87
Academic Calendar	6
Academic Campuses	303
Academic Integrity, Standards of	34, 83
Academic Policies and Procedures	
Graduate	75
Undergraduate	28
Academic Programs	12
Accreditation	17
Add/Drop	25, 31, 79
Admission to the Degree Program	76
Administration	293
Administrative Drop	31, 79
Advanced Placement Examination	29
Appeal Deadlines	38, 87
Application Procedure	24
Attendance Policy	31, 79
B	
Bachelor of Arts Degrees	
Criminal Justice	48
Liberal Studies	54
Organizational Leadership	58
Psychology	63
Social Sciences	66
Sociology	68
Bachelor of Science Degrees	
Computer Information Systems	46
Computer Science	45
Health Systems	52
Mathematics	47
Board of Trustees	291
Bookstore	22
C	
Calendar	6
Campus Directors	293
Campuses	303
Career Counseling	90
Catalog	28, 75
Change of Address	31, 78
Change of Program Policies	77

Church Relationship	18
College-Level Examination Program DSST	29
Complete Withdrawal/Termination Procedures	32, 79
Comprehensive Examination	87
Computer Information Systems	46
Computer Science	45
Conditional Admission	74
Conditions of Accuracy	5
Confidentiality of Student Records	20, 31, 79
Continuous Enrollment	80
Course Descriptions	157
Course Load	30, 76
Course Numbering System	30, 82
Courses Repeated for Higher Grades	33, 82
Credit by Examination	28, 82
Credit for Prior Learning by Portfolio Assessment (PLA)	28
Criminal Justice, B.A.	48
Criminal Justice, M.A.	93
D	
Degree Requirements, Undergraduate	40
Diplomas and Transcripts	38, 88
Directories	289
Distance Learning Courses	21
Double Major	40
E	
Education Department	96
Credential Programs	98
Graduate Degrees	119
Electives	41
Enrollment	17
Enrollment Services	291
Expenses, Financial Aid and	24
Extended Education	21, 266
Programs and Course Descriptions	266
F	
Faculty	17, 294
Faculty Rights and Procedures	36, 85
Finance and Administration	291
Financial Aid	24
Application Procedure	24
Federal Student Aid	24
State of California Student Aid	24
Financial Responsibility	20
Freedom of Speech and Expression	18
Full- and Half-Time Students	30, 76

G	
General Education Requirements	42
Basic Skills	42
Breadth Requirements	42
University College Foundations	43
Writing Proficiency Requirements	43
General Information	15
Grade Review Policy	37, 85
Grading Symbols	81
Grading System	33, 82
Graduate Academic Policies and Procedures	75
Academic Appeal	87
Add/Drop Procedure	79
Administrative Drop	79
Admission to the Degree Program	76
Appeal Deadlines	87
Attendance Policy	79
Catalog	75
Change of Address	78
Change of Program Policies	77
Comprehensive Examination	87
Confidentiality of Student Records	78
Continuous Enrollment Fee	80
Course Load	76
Grading Symbols	81
Course Numbering System	76
Course Requirements	76
Courses Repeated for Higher Grades	82
Diplomas and Transcripts	88
Faculty Rights	85
Grade and Quality Requirements	75
Grade Review Policy	85
Grading Symbols	81
Grading Numbering System	82
Graduation and Commencement	89
Incompletes	82
Independent Study and Research	83
Inter-campus Transfer	78
Leave of Absence/Re-enrollment/Readmission	80
Prerequisites	76
Probation and Dismissal	86
Reading and Conference Courses	83
Registering for Classes	79
Residency Requirement	75
Second Emphasis Area	77
Second Master's Degree	77

Seven Year Limitation	80
Standards of Academic Integrity	83
Transfer Credits and Concurrent Enrollment	77
Statement of responsibility	75
Withdrawal/Termination Procedures	79
Graduate Admission	73
Requirements for Admission	73
Conditional Admission	74
Graduate Degree Programs	90
Career Counseling	90
Criminal Justice	93
Education	96
Health Administration	134
Human Resources	138
Organizational Leadership	142
Psychology	149
Graduation and Commencement	39, 89
Graduation Requirements, Undergraduate	40
Graduation with Honors	38
H	
Harassment	19
Health Administration	134
Health Systems	52
History	18
Human Resources	138
I	
Incompletes	34, 80
Independent Study and Research	34, 83
Institution Profile	15
Intent to Graduate deadlines (see Calendar section)	6
Inter-campus Transfer	31, 78
L	
Leave of Absence/Re-enrollment/Readmission	32, 80
Legacy and Vision	16
Liberal Studies	54
Librarians	293
Library Resources and Services	21
Limitation of Credit	29
Local, State, and Federal Laws	19
M	
Master of Arts Degrees	
Career Counseling	90
Criminal Justice	93
Education	119

Health Administration	134
Organizational Leadership	142
Psychology	149
Master of Science Degree	
Human Resources	138
Mathematics	47
Membership	18
Message from the President	3
N	
Non-degree Seeking Post Baccalaureate Students	75
Non-discrimination Policy	18
O	
Officers	290
Organizational Leadership, B.A.	58
Organizational Leadership, M.A.	142
P	
Pass/No Pass	33
Presidents	289
Probation and Dismissal	37, 86
Provost	290
Psychology, B.A.	63
Psychology, M.A.	149
R	
Reading and Conference Courses	34, 83
Readmission, Leave of Absence/Re-enrollment	32, 80
Registering for Classes	31
Regulations Governing Credit by Examination	29
Residency Requirement	75, 108
S	
Second Emphasis Area	77
Second Master's Degree	77
Services for Students with Disabilities Program	22
Seven Year Limitation	80
Split Major	40
Social Science	66
Sociology	68
Standards of Academic Integrity	34, 83
Statement of Responsibility	75
Student Aid	
Federal	24
State of California	24
Student Life	292
Student Records, Confidentiality of	20, 78

T	
Table of Contents	4
Transcripts, Diplomas and	38, 88
Transfer Credits and Concurrent Enrollment	77
Transfer Students	28
Tuition and Fees	25
Interest Charge	25
Tuition Credit Granted	25
Tuition Credit Policy	25
U	
Undergraduate Academic Policies and Procedures	28
Academic Appeal	38
Advanced Placement Examination	29
Add/Drop Procedure	31
Administrative Drop	31
Appeal Deadlines	38
Attendance Policy	31
Catalog	28
Change of Address	31
College-Level Examination Program DSST	29
Course Load	30
Course Numbering System	30
Courses Repeated for Higher Grades	33
Credit by Examination	33
Credit for Prior Learning by Portfolio Assessment	28
Confidentiality of Student Records	20
Diplomas and Transcripts	38
Faculty Rights and Procedures	36
Full- and Half-Time Students	30
Grade Review Policy	37
Grading System	33
Graduation and Commencement	39
Graduation with Honors	38
Incompletes	34
Independent Study and Research	34
Inter-campus Transfer	31
Leave of Absence/Re-enrollment/Readmission	32
Limitation of Credit	29
Pass/No Pass	33
Probation and Dismissal	37
Reading and Conference Courses	34
Registering for Classes	31
Regulations Governing Credit by Examination	29
Standards of Academic Integrity	34
Transfer Students	28
Undergraduate Class Level	30

Withdrawal/Termination Procedures	32
Undergraduate Admission	27
Degree Seeking Student Applicants	27
Non-Degree Seeking Student Enrollees	27
Undergraduate Degree Requirements	40
Academic Major	40
Double major	40
Electives	41
Minors	41
Second Bachelor's degree	41
Split major	40
Undergraduate Degree Programs	44
Computer Science, Computer Information Systems, Mathematics	44
Criminal Justice	48
Health Systems	52
Liberal Studies	54
Organizational Leadership	58
Psychology	63
Social Science	66
Sociology	68
University Advancement	292
University College	15
University College Mission	17
University Mission	17
University Vision Statement	16
V	
Veterans and Service Personnel	22
W	
Withdrawal/Termination Procedures	32, 79