



CALIFORNIA  
SOUTHERN  

---

UNIVERSITY

CONGRATULATIONS CLASS OF 2019!

# GENERAL CATALOG

---

2021-2022

Catalog Version and Effective Date:  
V. 030921 | March 9, 2021 - March 9, 2022



**Catalog Version and Effective Date:**

V. 030921 | March 9, 2021 – March 9, 2022

Revised: June 4, 2021

**Non-Discrimination Policy**

California Southern University welcomes all adult learners and does not discriminate on the basis of race, ethnicity, color, ancestry, sex, gender identity, age, marital or relationship status, political affiliation, sexual orientation, veteran status, national origin, religion, spiritual beliefs and/or socioeconomic status disability and/or health status in any of its policies, practices, or procedures involving applicants, learners, faculty mentors, employees, and the public, including with regard to recruitment, admission, codes of conduct, hiring, retention, or dismissal of learners, faculty mentors, or other staff. Please note, however, CalSouthern reserves the right to refuse admission to anyone the University believes does not meet the academic standards for admission. CalSouthern is committed to equal opportunity and challenge for all academically qualified learners and does not discriminate on the basis of disability. Accommodations are available to encourage learners with disabilities to take full advantages of the University's educational opportunities (See ADA Policy). To file a complaint, contact the University's Chief Operating Officer by email or phone.

Toll Free: 800-477-2254 | Local: 714-480-0800 | Fax: 714-480-0834 | 3330 Harbor Boulevard, Costa Mesa, California 92626

The information in this catalog is intended for informational purposes only and does not constitute a legal contract between the University and any person or entity. The University reserves the right to change any of the regulations, subjects or curricula, or portions thereof, contained in this catalog without prior notice.

©2021 California Southern University. All rights reserved. No part of this catalog may be reprinted, reproduced, transmitted, stored in a retrieval system, or otherwise utilized, in any form or by any means electronic or mechanical, including photocopying or recording, now existing or hereinafter invented without prior written permission of CalSouthern. CalSouthern is a service mark of California Southern University. [www.calsouthern.edu](http://www.calsouthern.edu)

# TABLE OF CONTENTS

Introduction .....	1
Mission Statement .....	1
Educational Goals .....	1
Institutional Learning Outcomes .....	1
Distance Learning at CalSouthern .....	1
The History of California Southern University .....	2
Our Learners .....	2
Learner’s Privacy Rights .....	2
Accreditation and Approvals .....	3
Bureau for Private Postsecondary Education (BPPE) .....	3
Western Association of Schools and Colleges Senior College and University Commission (WSCUC) .....	3
The Accreditation Council for Business Schools and Programs (ACBSP) .....	3
The Commission on Collegiate Nursing Educations (CCNE) .....	3
California Committee of Bar Examiners .....	3
California Board of Psychology .....	4
California Board of Behavioral Sciences .....	4
California Board of Behavioral Sciences Approved Continuing Education (CEU) Provider .....	4
California Consortium of Addiction Programs and Professionals (CCAPP) .....	4
The National Association for Addiction Professionals (NAADAC) .....	5
United States Department of Veterans Affairs .....	5
Washington Student Achievement Council .....	5
Federal Student Loan Deferment .....	5
Learner Responsibility .....	5
Financial Obligations .....	6
University President — Dr. Glenn R. Roquemore .....	7
DEGREE AND CERTIFICATE PROGRAMS .....	8
School of Behavioral Sciences .....	8
School of Business and Management .....	8
School of Criminology and Criminal Justice .....	9
School of Education .....	9
School of Law .....	9
School of Nursing .....	9
ADMISSION REQUIREMENTS AND PROCEDURES .....	10
Non-Discrimination in Admissions Policy .....	10
Academic, Administrative, and Financial Policies .....	10
Official Transcripts Defined .....	10
International Official Transcripts .....	10

Community College Student Admission .....	11
Admission Categories: Regular/Matriculating and Conditional/Non-Matriculating .....	11
Categories of Conditional Admission .....	11
Undergraduate Conditional/Non-Matriculating Admission: “Second Chance College” .....	12
Undergraduate Admission from State Licensed Schools.....	12
Graduate Regular/Matriculating Admission.....	13
Graduate Admission from State Licensed Schools .....	13
Conditional/Non-Matriculating Admission without Official Transcripts .....	13
Accreditation Defined .....	13
Approved International Schools .....	14
Transfer Credit Policies and Procedures.....	14
Credit Types.....	14
Maximum Credits Accepted in Transfer by Degree Program .....	15
Minimum Acceptable Grades for Transferrable Credit .....	15
Recognition of College Equivalency Examinations .....	15
Recognition of Military Schools.....	16
Credit Transferability.....	16
Acceptance Denied for Conduct Policy .....	16
Application Expiration Policy.....	16
Acceptance Expiration Policy .....	16
Before Signing the Enrollment Agreement .....	17
GETTING STARTED .....	18
Application Process .....	18
FERPA and Privacy of Your Records.....	18
No Presumption of Privacy.....	18
WELCOME TO THE SCHOOL OF BEHAVIORAL SCIENCES.....	20
Mission Statement .....	21
UNDERGRADUATE CERTIFICATE PROGRAMS.....	21
Undergraduate Certificate Requirements.....	21
Program Length.....	21
CERTIFICATE IN ADDICTION STUDIES (CPAS) .....	22
Certificate in Addiction Studies Required Courses.....	22
Personal Therapy Requirement .....	22
Potential Career Paths .....	22
Certified Alcohol and Drug Counselor (CADC) I & II .....	23
California Consortium of Addiction Programs and Professionals (CCAPP) .....	23
The National Association for Addiction Professionals (NAADAC) .....	23
GRADUATE CERTIFICATE PROGRAMS.....	24
Graduate Certificate Program Requirements .....	24

Program Length.....	24
CERTIFICATE IN ADVANCED ADDICTION STUDIES (CPAAS) .....	25
Certificate in Advanced Addiction Studies Required Courses .....	25
Potential Career Paths .....	25
CERTIFICATE IN HEALTHCARE SERVICES (CPHCS) .....	26
Certificate in Healthcare Services Required Courses .....	26
Potential Career Paths .....	26
CERTIFICATE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (CPIOP) .....	27
Certificate in Industrial/Organizational Psychology Required Courses .....	27
Potential Career Paths .....	27
CERTIFICATE IN PASTORAL COUNSELING (CPPC) .....	28
Certificate in Pastoral Counseling Required Courses .....	28
Potential Career Paths .....	28
CERTIFICATE IN SPORT PSYCHOLOGY (CPSP) .....	29
Certificate in Sport Psychology Required Courses .....	29
Potential Career Paths .....	29
BACHELOR OF ARTS (BA) IN PSYCHOLOGY .....	30
Program Objectives .....	30
Program Learning Outcomes .....	30
Bachelor of Arts in Psychology Admission Requirements .....	30
Bachelor of Arts in Psychology Degree Requirements .....	31
Program Length .....	31
General Education Courses .....	31
Bachelor of Arts in Psychology Required Courses .....	32
Bachelor of Arts in Psychology Elective Courses .....	32
General Elective Courses .....	33
Potential Career Paths .....	33
MASTER OF ARTS (MA) IN PSYCHOLOGY, WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY .....	34
Program Objectives .....	34
Program Learning Outcomes .....	34
MA in Psychology, with an Emphasis in Marriage and Family Therapy Admission Requirements .....	34
Program Length .....	35
MA in Psychology, with an Emphasis in Marriage and Family Therapy Required Courses .....	35
Additional Courses .....	36
Personal Therapy Requirement .....	36
Marriage and Family Therapist and/or Licensed Professional Clinical Counselor Licensure Requirements .....	36
Potential Career Paths .....	36
MASTER OF SCIENCE (MS) IN PSYCHOLOGY .....	37
Program Objectives .....	37

Program Learning Outcomes .....	37
Master of Science in Psychology Admission Requirements.....	37
Master of Science in Psychology Degree Requirements.....	38
Program Length.....	38
Master of Science in Psychology Required Core Courses .....	38
Master of Science in Psychology Concentration & Elective Courses .....	38
Personal Therapy Requirement for Advanced Addiction Studies Learners .....	40
Potential Career Paths .....	40
DOCTOR OF PSYCHOLOGY (PsyD).....	41
Program Objectives.....	41
Program Learning Outcomes .....	41
Doctor of Psychology Admission Requirements .....	41
Transfer Credits Accepted.....	41
Doctor of Psychology Degree Requirements .....	42
Program Length.....	42
Doctor of Psychology Required Courses .....	42
Comprehensive Examination .....	43
Doctor of Psychology Elective Courses .....	43
Doctoral Project .....	45
Internship.....	45
Clinical Psychology Licensure Requirements .....	46
Clinical Training Practicum and Internship.....	46
Personal Therapy Requirement .....	46
Potential Career Paths .....	46
WELCOME TO THE SCHOOL OF BUSINESS AND MANAGEMENT .....	47
Mission Statement .....	48
UNDERGRADUATE CERTIFICATE PROGRAMS.....	48
UNDERGRADUATE GENERAL CERTIFICATES.....	48
Program Length.....	48
CERTIFICATE IN ACCOUNTING AND FINANCE (CBAF) .....	49
Certificate in Accounting and Finance Required Courses .....	49
Potential Career Paths .....	49
CERTIFICATE IN BUSINESS ADMINISTRATION AND MANAGEMENT (CBBAM) .....	50
Certificate in Business Administration and Management Required Courses .....	50
Potential Career Paths .....	50
CERTIFICATE IN BUSINESS ADMINISTRATION, MANAGEMENT, AND OPERATIONS (CBBAMO) .....	51
Certificate in Business Administration, Management, and Operations Required Courses.....	51
Potential Career Paths .....	51
CERTIFICATE IN BUSINESS MANAGERIAL ECONOMICS (CBBME) .....	52

Certificate in Business Managerial Economics Required Courses.....	52
Potential Career Paths .....	52
CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND PERSONNEL ADMINISTRATION (CBHRMPA) .....	53
Certificate in Human Resources Management & Personnel Administration Required Courses .....	53
Potential Career Paths .....	53
CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND SERVICES (CBHRMS) .....	54
Certificate in Human Resources Management and Services Required Courses .....	54
Potential Career Paths .....	54
CERTIFICATE IN LEADERSHIP (CBL).....	55
Certificate in Leadership Required Courses .....	55
Potential Career Paths .....	55
CERTIFICATE IN MARKETING MANAGEMENT (CBMM).....	56
Certificate in Marketing Management Required Courses .....	56
Potential Career Paths .....	56
UNDERGRADUATE PROFESSIONAL DEVELOPMENT CERTIFICATES .....	57
Program Length.....	57
PROFESSIONAL DEVELOPMENT CERTIFICATE IN ACCOUNTING (PDCA) .....	58
Professional Development Certificate in Accounting Required Courses .....	58
Potential Career Paths .....	58
PROFESSIONAL DEVELOPMENT CERTIFICATE IN BUSINESS (PDCB) .....	59
Professional Development Certificate in Business Required Courses .....	59
Potential Career Paths .....	59
PROFESSIONAL DEVELOPMENT CERTIFICATE IN ENTREPRENEURSHIP (PDCE).....	60
Professional Development Certificate in Entrepreneurship Required Courses .....	60
Potential Career Paths .....	60
PROFESSIONAL DEVELOPMENT CERTIFICATE IN FINANCE (PDCF).....	61
Professional Development Certificate in Finance Required Courses .....	61
Potential Career Paths .....	61
PROFESSIONAL DEVELOPMENT CERTIFICATE IN HUMAN RESOURCES (PDCHR) .....	62
Professional Development Certificate in Human Resources Required Courses .....	62
Potential Career Paths .....	62
PROFESSIONAL DEVELOPMENT CERTIFICATE IN LEADERSHIP (PDCL) .....	63
Professional Development Certificate in Leadership Required Courses.....	63
Potential Career Paths .....	63
PROFESSIONAL DEVELOPMENT CERTIFICATE IN MANAGEMENT (PDCM).....	64
Professional Development Certificate in Management Required Courses.....	64
Potential Career Paths .....	64
PROFESSIONAL DEVELOPMENT CERTIFICATE IN PROJECT MANAGEMENT (PDCPM).....	65
Professional Development Certificate in Project Management Required Courses .....	65

Potential Career Paths .....	65
PROFESSIONAL DEVELOPMENT CERTIFICATE IN TECHNOLOGY (PDCT) .....	66
Professional Development Certificate in Technology Required Courses .....	66
Potential Career Paths .....	66
GRADUATE CERTIFICATE PROGRAMS .....	67
Graduate Certificate Program Requirements .....	67
Program Length .....	67
CERTIFICATE IN FINANCIAL MANAGEMENT (CBFM) .....	68
Certificate in Financial Management Required Courses .....	68
Potential Career Paths .....	68
CERTIFICATE IN HUMAN RESOURCE MANAGEMENT (CBHRM) .....	69
Certificate in Human Resource Management Required Courses .....	69
Potential Career Paths .....	69
CERTIFICATE IN INTERNATIONAL BUSINESS (CBIB) .....	70
Certificate in International Business Required Courses .....	70
Potential Career Paths .....	70
CERTIFICATE IN MANAGEMENT (CBM) .....	71
Certificate in Management Required Courses .....	71
Potential Career Paths .....	71
CERTIFICATE IN PROJECT MANAGEMENT (CBPM) .....	72
Certificate in Project Management Required Courses .....	72
Potential Career Paths .....	72
CERTIFICATE IN STRATEGIC LEADERSHIP (CBSL) .....	73
Certificate in Strategic Leadership Required Courses .....	73
Potential Career Paths .....	73
ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS) .....	74
Program Objectives .....	74
Program Learning Outcomes .....	74
Associate of Arts in Liberal Studies Admission Requirements .....	74
Associate of Arts in Liberal Studies Degree Requirements .....	75
Program Length .....	75
General Education Courses .....	75
Elective Courses .....	76
Potential Career Paths .....	76
BACHELOR OF APPLIED SCIENCE (BAS) .....	77
Program Objectives .....	77
Program Learning Outcomes .....	77
Bachelor of Applied Sciences Admission Requirements .....	77
Bachelor of Applied Science Degree Requirements .....	78



Program Length.....	78
General Education Courses .....	79
Bachelor of Applied Science Required Core Courses .....	79
Bachelor of Applied Science Concentration & Elective Courses .....	79
Completing Your Degree Plan .....	79
Potential Career Paths .....	80
<b>BACHELOR OF BUSINESS ADMINISTRATION (BBA).....</b>	<b>81</b>
Program Objectives .....	81
Program Learning Outcomes .....	81
Bachelor of Business Administration Admission Requirements .....	81
Bachelor of Business Administration Degree Requirements .....	82
Program Length.....	82
General Education Courses .....	82
Bachelor of Business Administration Required Core Courses.....	83
Bachelor of Business Administration Concentration & Elective Courses.....	83
General Elective Courses.....	86
Potential Career Paths .....	86
<b>MASTER OF BUSINESS ADMINISTRATION (MBA) .....</b>	<b>87</b>
Program Objectives .....	87
Program Learning Outcomes .....	87
Master of Business Administration Admission Requirements.....	87
Master of Business Administration Degree Requirements .....	88
Program Length.....	88
Master of Business Administration Required Core Courses .....	88
Master of Business Administration Concentration & Elective Courses .....	88
Potential Career Paths .....	91
<b>DOCTOR OF BUSINESS ADMINISTRATION (DBA).....</b>	<b>92</b>
Program Objectives.....	92
Build Your Own Degree.....	92
Program Learning Outcomes .....	92
Program Structure.....	93
Doctor of Business Administration Admission Requirements .....	93
Transfer Credits Accepted.....	94
Applicants with ABDs .....	94
Doctor of Business Administration Degree Requirements .....	94
Program Length.....	94
Doctor of Business Administration Required Courses .....	95
Comprehensive Essay Examination.....	95
Doctor of Business Administration Concentration & Elective Courses.....	95

Doctoral Project .....	97
Potential Career Paths .....	98
WELCOME TO THE SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE .....	99
Mission Statement .....	100
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (BSCJ) .....	100
Program Objectives .....	100
Program Learning Outcomes .....	100
Bachelor of Science in Criminal Justice Admission Requirements .....	101
Bachelor of Science in Criminal Justice Degree Requirements .....	101
Program Length.....	101
General Education Courses .....	102
Bachelor of Science in Criminal Justice Required Courses .....	102
Bachelor of Science in Criminal Justice Elective Courses .....	102
Potential Career Paths .....	103
MASTER OF SCIENCE IN LAW ENFORCEMENT EXECUTIVE LEADERSHIP (MSLEEL) .....	104
Program Objectives .....	104
Program Learning Outcomes .....	104
Master of Science in Law Enforcement Executive Leadership Admission Requirements .....	104
Master of Science in Law Enforcement Executive Leadership Degree Requirements .....	105
Program Length.....	105
Master of Science in Law Enforcement Executive Leadership Required Courses.....	105
Potential Career Paths .....	106
WELCOME TO THE SCHOOL OF EDUCATION .....	107
Mission Statement .....	108
UNDERGRADUATE GENERAL EDUCATION .....	108
General Education Learning Outcomes (GE-LOs).....	108
General Education Courses and Credits Distributed .....	109
General Education Recommendations .....	111
ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS) .....	112
Program Objectives .....	112
Program Learning Outcomes .....	112
Associate of Arts in Liberal Studies Admission Requirements .....	112
Associate of Arts in Liberal Studies Degree Requirements .....	113
Program Length.....	113
General Education Courses .....	113
Elective Courses .....	114
Potential Career Paths .....	114
BACHELOR OF APPLIED SCIENCE (BAS).....	115
Program Objectives .....	115

Program Learning Outcomes .....	115
Bachelor of Applied Sciences Admission Requirements .....	115
Bachelor of Applied Science Degree Requirements.....	116
Program Length.....	116
General Education Courses .....	117
Bachelor of Applied Science Required Core Courses .....	117
Bachelor of Applied Science Concentration & Elective Courses .....	117
Completing Your Degree Plan .....	117
Potential Career Paths .....	118
MASTER IN EDUCATION (M.Ed).....	119
Program Objectives .....	119
Program Learning Outcomes .....	119
Master in Education Admission Requirements .....	119
Master in Education Degree Requirements .....	120
Program Length.....	120
Master in Education Required Courses.....	120
Master in Education Concentration/Elective Courses .....	120
Potential Career Paths .....	121
WELCOME TO THE SCHOOL OF LAW .....	122
Mission Statement .....	123
MASTER OF SCIENCE IN LAW (MSL) .....	123
Program Objectives .....	123
Program Learning Outcomes .....	123
Master of Science in Law Admission Requirements .....	123
Master of Science in Law Degree Requirements .....	124
Program Length.....	124
Master of Science in Law Required Core Courses .....	124
Master of Science in Law Elective Courses .....	124
Potential Career Paths .....	125
Disclosure Required by the CBE of the State Bar of California .....	125
MASTER OF SCIENCE IN DISPUTE RESOLUTION (MSDR) .....	126
Program Objectives.....	126
Program Learning Outcomes .....	126
Master of Science in Dispute Resolution Admission Requirements .....	126
Master of Science in Dispute Resolution Degree Requirements .....	126
Program Length.....	127
Master of Science in Dispute Resolution Required Core Courses .....	127
Master of Science in Dispute Resolution Concentration Courses .....	127
Potential Career Paths .....	128

Disclosure Required by the CBE of the State Bar of California .....	128
JURIS DOCTOR (JD) .....	129
Program Objectives .....	129
Program Learning Objectives .....	129
Juris Doctor Admission Requirements .....	129
Juris Doctor Degree Requirements .....	130
Program Length.....	130
Juris Doctor Required Core Courses.....	130
Juris Doctor Elective Courses .....	131
Preparation for the Study of Law .....	131
Potential Career Paths .....	132
Disclosure Required by the CBE of the State Bar of California .....	132
Studying Law, but Not Preparing to Practice Law .....	132
Books and Materials.....	132
Computerized Legal Research.....	133
Requirements of the Committee of the Bar Examiners .....	133
Hours Logs and Declarations.....	133
Other Costs Associated with Juris Doctor Study .....	133
Bar Eligibility Information .....	134
MASTER OF LAWS (LLM).....	135
Program Objectives .....	135
Program Learning Outcomes .....	135
Elective Concentration Program Learning Outcomes .....	135
Master of Laws Admission Requirements.....	135
Personal Statement and Curriculum Vitae/Resume .....	135
Master of Laws Degree Requirements.....	136
Program Length.....	136
Master of Laws in Alternative Dispute Resolution (ADR).....	136
Master of Laws in Commerce and Global Trade (CGT) .....	136
Potential Career Paths .....	137
Disclosure Required by the CBE of the State Bar of California .....	137
SCHOOL OF LAW POLICIES AND PROCEDURES.....	138
Academic Standing, Disqualification, and Advancement.....	138
Academic Integrity .....	138
Academic Probation .....	138
Law Learner Conduct and Discipline .....	138
Dismissal .....	139
Examinations.....	139
Proctor Designation .....	140

Grading.....	140
Grading Scale .....	140
Grade Review .....	140
First-Year Law Students' Examination.....	141
Baby Bar Leave of Absence .....	141
Course Repetition .....	141
Transfer Learners .....	142
Changes to Regulations.....	142
School of Law Maryland Resident Refund Calculation.....	142
Sixteen Week Refund Examples (JD Degree) .....	142
WELCOME TO THE SCHOOL OF NURSING.....	143
Mission Statement .....	144
The Philosophy of the School of Nursing.....	144
BACHELOR OF SCIENCE IN NURSING (BSN) .....	145
Program Objectives.....	145
Program Learning Outcomes .....	145
Bachelor of Science in Nursing Admission Requirements.....	145
Bachelor of Science in Nursing Degree Requirements.....	147
Program Length.....	147
Bachelor of Science in Nursing Required Core Courses .....	147
Bachelor of Science in Nursing Elective Courses.....	148
General Elective Courses.....	148
Potential Career Paths .....	148
MASTER OF SCIENCE IN NURSING (MSN) .....	149
Program Objectives.....	149
Program Learning Outcomes .....	149
Master of Science in Nursing Admission Requirements .....	149
Master of Science in Nursing Degree Requirements .....	150
Program Length.....	150
Master of Science in Nursing Required Core Courses.....	150
Master of Science in Nursing Concentration & Elective Courses .....	151
Potential Career Paths .....	152
SCHOOL OF BEHAVIORAL SCIENCES .....	153
UNDERGRADUATE COURSE DESCRIPTIONS .....	153
GRADUATE COURSE DESCRIPTIONS .....	159
SCHOOL OF BUSINESS AND MANAGEMENT .....	176
UNDERGRADUATE COURSE DESCRIPTIONS .....	176
GRADUATE COURSE DESCRIPTIONS .....	188
SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE .....	201

UNDERGRADUATE COURSE DESCRIPTIONS .....	201
GRADUATE COURSE DESCRIPTIONS .....	206
SCHOOL OF EDUCATION .....	209
UNDERGRADUATE COURSE DESCRIPTIONS .....	209
GRADUATE COURSE DESCRIPTIONS .....	217
SCHOOL OF NURSING .....	222
UNDERGRADUATE COURSE DESCRIPTIONS .....	222
GRADUATE COURSE DESCRIPTIONS .....	227
ACADEMIC & ADMINISTRATIVE POLICIES AND PROCEDURES .....	233
Academic Calendar (2021) .....	233
Academic Standards, Policies and Procedures .....	234
Academic Integrity .....	234
How to Avoid Plagiarism .....	235
Bulk Uploading .....	236
Attendance Policy .....	236
Standards of Progress .....	236
Change of Academic Program Policy .....	237
Non-Start/Cancellation Policy .....	237
Satisfactory Academic Progress .....	237
Academic Probation .....	237
Non-Continuous Enrollment Probation .....	237
Academic Dismissal .....	238
Reinstatement .....	238
ADA Policy .....	238
Academic Advising .....	239
Agreement to Arbitrate .....	239
Alumni Engagement Department .....	239
Articulation Agreements .....	239
Bankruptcy .....	239
Code of Conduct .....	240
Prohibited Conduct .....	240
College Level Examination Program (CLEP) .....	241
Contact Information .....	241
Continuous Enrollment .....	241
Course Length and Completion .....	241
Course Numbering System .....	242
Course Request and Start Dates .....	242
Credits/Semester System .....	242
Cumulative Grade Point Average (CGPA) .....	242

DANTES Subject Standardized Test Program (DSST) .....	242
Diversity Policy .....	243
Representation.....	243
University Community .....	243
Curriculum and Academic Scholarship.....	243
Enrollment Date .....	244
Extensions .....	244
Faculty Center for Teaching and Learning.....	244
Grading Policies and Procedures.....	244
Grading System .....	244
Honors at Graduation.....	245
Housing.....	246
Identification Card.....	246
Identity Verification Process .....	246
Intellectual Property.....	246
Interaction .....	246
International Learners.....	247
Job Placement Assistance.....	247
Leave of Absence.....	247
Withdrawing During a Leave of Absence .....	247
Online Learning Center and Resources .....	247
Technical Requirements.....	248
Textbooks and Instructional Materials .....	248
Online Library .....	248
School of Behavioral Sciences.....	249
School of Business and Management .....	249
School of Criminology and Criminal Justice .....	250
School of Education .....	250
School of Law .....	250
School of Nursing.....	250
Licensing and Credentials .....	251
Military Deployment .....	251
Minimum Passing Grade and Repeated Courses .....	251
Nondiscrimination Policy.....	252
New Learner Orientation.....	252
Privacy .....	252
Proctored Exams .....	252
Program Length.....	253
Records.....	253

Right to Change a Start Date .....	254
Right to Appeal a Grade .....	254
Complaint/Grievance Procedure .....	254
Right to Drop a Course .....	255
Georgia Student Complaint Process .....	255
Maryland Student Complaint Process .....	255
Harassment .....	256
Learner Support Services Department .....	256
Transcripts .....	256
Additional Disclosures .....	256
Obligation of Payment .....	257
Transferability of Credits and Degrees Earned .....	257
POLICIES AND PROCEDURES .....	257
Financial Responsibility .....	257
Late Payment/Returned Check/Declined Charge Policy .....	258
REFUND, CANCELLATION AND WITHDRAWAL POLICIES .....	258
Refund Policy .....	258
Cancellation and Withdrawal Policy .....	258
Tax Deductions for Education Expenses .....	259
Tuition, Fees and Payment Options .....	259
Tuition and Fees .....	259
Payment Options .....	262
Juris Doctor (JD) Degree Program Payment Options .....	266
Obligation of Payment .....	267
Veterans With Military Education Assistance .....	267
Schedule of Total Charges for the Program .....	267
BOARD OF DIRECTORS .....	273
SENIOR ADMINISTRATORS .....	273
DEANS & DEPARTMENT CHAIRS .....	273
FACULTY MENTORS .....	274
LOCATION AND CONTACT INFORMATION .....	287
FACILITIES .....	287
CONTACT INFORMATION .....	287
OFFICE HOURS .....	287
UNIVERSITY HOLIDAYS .....	287
COPYRIGHT INFORMATION .....	287



# INTRODUCTION

## Mission Statement

California Southern University is a global online institution. We prepare learners to succeed in a world that we have yet to imagine. We do this through active learning, respecting diversity and promoting intellectual freedom.

## Educational Goals

- Provide high quality, affordable educational programs guided by clear and appropriate learning outcomes.
- Provide a learner-centered community of academic support and faculty engagement.
- Extend an institutional culture characterized by candor, transparency, research, scholarship, and best professional and ethical practices.
- Maintain a highly qualified, diverse faculty to ensure academic quality and to support the educational objectives of the University.
- Ensure academic freedom for faculty mentors, staff, and learners.
- Offer flexibility in the online delivery of programs to meet the needs of the University's diverse learner population.
- Engage in data driven assessment for the purpose of continual institutional learning and improvement.

## Institutional Learning Outcomes

Graduates from California Southern University will be able to:

- Apply specific subject matter in a chosen field of study that leads to personal and professional development.
- Utilize a variety of information accurately and appropriately.
- Effectively communicate in writing across settings, purposes, and audiences.
- Effectively communicate orally demonstrating well-organized thoughts, ideas, and opinions in a coherent presentation.
- Apply the use of logic, numbers and/or mathematics to a scientific system of inquiry from which to draw logical conclusions.
- Make informed decisions that meet professional standards of ethical and legal behavior.
- Exercise critical thinking and reasoning in judgment, decision making, and problem solving.
- Integrate awareness of cultural diversity issues in a global society.

## Distance Learning at CalSouthern

California Southern University offers undergraduate and graduate degree programs for adult learners in the fields of Behavioral Science, Business and Management, Criminology and Criminal Justice, Education, Law, and Nursing. The University offers degree programs through distance learning. The programs are offered through an asynchronous methodology and embody three key components: Active Self Learning, Faculty Mentoring, and Learner Services.

The principle of Active Self Learning is that the learner participates in creating their own learning process. Learning is asynchronous meaning that while working within the semester timeframe, learners decide when to access and complete required weekly assignments. With no classroom attendance required, work and home life remain intact. Active Self Learning recognizes that adult learners have different learning needs and styles. It emphasizes learning that is meaningful,

where individuals are involved in and enjoy the learning process, and where individuals acquire knowledge not just for its own sake but to solve problems and to better understand and benefit their own lives and the global community.

Faculty mentors provide support to the learner in the Active Self Learning process. Faculty mentors guide and stimulate the learning process through one-on-one online communication by answering questions and evaluating the individual learner's work. Faculty mentors recognize individual learning styles and needs. The Director of Clinical Training approves Clinical Training placements and related documents. The Director also facilitates a live online web conference in which learners discuss their cases and clinical concerns.

## **The History of California Southern University**

The University was incorporated in the State of California in 1978 to focus on providing distance learning opportunities to adult learners. In 1982, the University changed its name to Southern California University for Professional Studies (SCUPS) to highlight its commitment to professional/applied educational opportunities. In 2007, the University changed its name to California Southern University to receive national accreditation from the former Distance Education and Training Council (DETC), now the Distance Education Accrediting Commission (DEAC). In 2015, the University received regional accreditation from the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). From initial offerings at the associate degree level, the University expanded to bachelor's, master's, and doctoral degrees delivered through online methodologies. Learners are enrolled worldwide pursuing degrees in the Behavioral Sciences, Business and Management, Criminology and Criminal Justice, Education, Law, and Nursing.

## **Our Learners**

At CalSouthern, our learners are central to the learning process. They are adults with life experiences, family responsibilities, and a decade or more of work histories. Learners are aware of the importance and benefits of higher education and college degrees. They are serious and committed learners and CalSouthern treats them as adults with 100% online, no-campus attendance, convenient monthly course starts so no lost time waiting, individualized pacing through the courses, with personal faculty as guides and mentors, career related degree programs, nominal eight-week terms that can be completed sooner, and affordable tuition with payment plans that don't leave you with piles of student debt. All in all, CalSouthern is your university.

## **Learner's Privacy Rights**

The information we request during your application and enrollment phase at CalSouthern is required to verify to validate the accuracy and authenticity of your academic credentials. All information we receive is kept confidential by the Office of the Registrar and is secured in locked and fire-proof cabinets. Electronic records are secured, password protected, and only available to university staff. Grades, performance, and financial information while at CalSouthern are similarly kept confidential within the University. As required by law, your academic records will be kept indefinitely. No information will be released to any third-party without your written signed approval. CalSouthern does not share, sell, or transmit any of your information to any third-party unless instructed to do so by you in writing. Information will only be revealed upon court order or upon request by our accreditors and by official governmental agencies as required by law. If you need an official academic record of your performance (a transcript) you must submit a written request to Office of the Registrar, California Southern University, 3330 Harbor Blvd, Costa Mesa, CA 92626.

## Accreditation and Approvals

### Bureau for Private Postsecondary Education (BPPE)

California Southern University is a private university approved to operate by the Bureau for Private Postsecondary Education. The University was founded in 1978, licensed under the name Southern California University for Professional Studies (SCUPS), and has been continuously approved by the State of California to offer undergraduate and graduate level degrees and certificates. Any questions that a student may have regarding this catalog, which have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education  
1747 N. Market Blvd., Suite 225, Sacramento, CA 95834  
P.O. Box 980818, West Sacramento, CA 95798-0818  
Phone: 888.370.7589 | Fax: 916.263.1897 | [www.bppe.ca.gov](http://www.bppe.ca.gov)

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### Western Association of Schools and Colleges Senior College and University Commission (WSCUC)

California Southern University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

Western Association of Schools and Colleges Senior College and University Commission  
985 Atlantic Avenue, #100, Alameda, CA 94501  
Phone: 510.748.9001 | [www.wscuc.org](http://www.wscuc.org)

### The Accreditation Council for Business Schools and Programs (ACBSP)

California Southern University's Bachelor, Master, and Doctor of Business Administration are accredited through the Accreditation Council for Business Schools and Programs (ACBSP). [www.acbsp.org](http://www.acbsp.org)

### The Commission on Collegiate Nursing Education (CCNE)

The Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) degree programs at California Southern University are accredited by the Commission on Collegiate Nursing Education (CCNE). Applying for accreditation does not guarantee that accreditation will be granted.

Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750, Washington, DC 20001  
Phone: 202.887.6791 | [www.aacnursing.org/CCNE](http://www.aacnursing.org/CCNE)

### California Committee of Bar Examiners

California Southern University's School of Law is registered as an unaccredited correspondence law school with the Committee of Bar Examiners of the State Bar of California. This allows graduates of the Juris Doctor program, who have complied with Title 4, Division 1 of the Rules of the State Bar of California, to sit for the California Bar Exam and upon passing the Bar Exam, to practice law in California.

The School of Law's degree-granting authority in connection with learners qualifying to take the California Bar Examination and obtain admission to the practice of law in California is based on its registration as an unaccredited law school with the Committee of Bar Examiners.

## California Board of Psychology

The California Board of Psychology accepts California Southern University's Doctor of Psychology (PsyD) degree as meeting the educational requirements for licensure as a psychologist in California. Persons interested in licensure are advised to contact the Board of Psychology in Sacramento, California to determine what other requirements may exist for licensure.

California Board of Psychology  
1625 N Market Blvd # N-215, Sacramento, CA 95834  
Phone: 916.574.7720 | [www.psychology.ca.gov](http://www.psychology.ca.gov)

Licensure requirements vary by jurisdiction, license type, and are subject to change. Individuals interested in licensure in any other state or jurisdiction are encouraged to contact the appropriate State Board or licensing authority to determine requirements. If additional courses are required, please advise Learner Support Services for guidance.

## California Board of Behavioral Sciences

The California Board of Behavioral Sciences accepts California Southern University's Master of Arts (MA) in Psychology, with an Emphasis in Marriage and Family Therapy degree program as meeting the educational requirements for California licensure as both a marriage and family therapist (MFT) and licensed professional clinical counselor (LPCC). Persons interested in licensure are advised to contact the Board of Behavioral Sciences in Sacramento, California to obtain a complete listing of all requirements for licensure.

California Board of Behavioral Sciences  
1625 N Market Blvd S-200, Sacramento, CA 95834  
Phone: 916.574.7830 | [www.bbs.ca.gov](http://www.bbs.ca.gov)

Licensure requirements vary by jurisdiction, license type, and are subject to change. Individuals interested in completing practicum or pursuing licensure in any other state or jurisdiction are encouraged to contact the appropriate State Board or licensing authority to determine requirements

## California Board of Behavioral Sciences Approved Continuing Education (CEU) Provider

California Southern University is recognized by the California Board of Behavioral Sciences to provide continuing education credit per BPC Section 1887.4.3. California MFT, LPCC, or LCSW licensed learners may earn California BBS CEU credit for any applicable master's or doctoral level course from the School of Behavioral Sciences. The credit hour conversion is 15 hours for every one (1) semester credit earned. Please contact the Registrar or the Master of Arts Program Coordinator for more information.

## California Consortium of Addiction Programs and Professionals (CCAPP)

The California Consortium of Addiction Program and Professionals (CCAPP) and the Education Board (CCAPP Institute) have granted approval to California Southern University's Pre-Baccalaureate Certificate Program in Addiction Studies (CPAS), MS in Psychology with a Concentration in Advanced Addiction Studies, and Certificate in Advanced Addiction Studies (CPAAS).

Substance Use Disorder (SUD) Specific Education requirements provided by California Southern University's Pre-Baccalaureate Certificate Program in Addiction Studies will fulfill the educational requirement for the Certified Alcohol Drug Counselor I (CADC I) or Certified Alcohol Drug Counselor II (CADC II) and will fulfill the SUD specific educational requirement of 270 hours of SUD specific education. The MS in Psychology with a Concentration in Advanced Addiction Studies (AAS) or the Certificate in Advanced Addiction Studies (CPAAS) will fulfill the SUD specific educational requirement for the Licensed

Advanced Alcohol Drug Counselor (LAADC) and will provide 303 hours of SUD specific education when including the field placement component.

Persons interested in certification are encouraged to contact the CCAPP Credentialing Board for more information and to obtain a complete listing of all requirements for certification. Certification requirements vary by jurisdiction, type, and are subject to change. Individuals interested in completing requirements in any other state or jurisdiction are encouraged to contact the appropriate regulatory authority to determine requirements.

## **The National Association for Addiction Professionals (NAADAC)**

California Southern University is recognized as an Approved Academic Education Provider for The National Association for Addiction Professionals (NAADAC). The Certificate Program in Addiction Studies, Certificate Program in Advanced Addiction Studies, and the MS in Psychology with a Concentration in Advanced Addiction Studies meet nationally approved standards of education developed for the addiction/substance use disorders counseling profession. Program participants are assured that the continuing education (CE) credits provided will be accepted toward national credentialing by the NAADAC Certification Commission for Addiction Professionals (NCC AP) as well as by many of the individual state licensing/certification bodies in the addiction and other helping professions.

Certification requirements vary by jurisdiction, type, and are subject to change. Individuals interested in completing requirements are encouraged to contact the appropriate regulatory authority to determine requirements.

## **United States Department of Veterans Affairs**

California Southern University is eligible to receive education benefits awarded by the United States Department of Veterans Affairs (DVA) such as the GI Bill®. This applies to the associate, bachelor's, master's, and doctoral degrees as well as the post-baccalaureate certificate programs. Veterans and eligible spouses or dependents who believe they may qualify for benefits should contact their VA office for details. The Facility Code for California Southern University is 21900605.

## **Washington Student Achievement Council**

California Southern University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes California Southern University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the Institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the Institution may contact the Council at P.O. Box 43430 Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

## **Federal Student Loan Deferment**

Regular enrolled learners attending California Southern University who have Federal student loans from previously attended institutions are eligible for an in-school deferment of repayment of Federal Family Education Program Loans and Federal Direct Student Loans. This deferment is in effect while the learner is enrolled and making progress toward completing a CalSouthern degree program. The OPE ID Number is 04264000 assigned to California Southern University by the United States Department of Education.

## **Learner Responsibility**

It is the learner's responsibility to be familiar with the information presented in the university catalog and to know and observe all regulations and procedures relating to the program they are pursuing. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the learner.

## Financial Obligations

In accordance with California Law, grades, diplomas, and enrollment privileges, or any combination thereof shall be withheld from any learner or former learner who has been provided written notice that he or she has failed to make a payment due to the University. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation.

By registering, learners agree to be held responsible for all tuition and fees. Tuition and fees for all learners, including those who elect semesters or monthly payment plans, become an obligation in accordance with the provisions of the Refund Policy described above. Tuition and fees are due, in full, by the predetermined deadline. Failure to make payments of any indebtedness to the University when due, including but not limited to tuition fees and payment plan options is considered sufficient cause, until the debt is settled with the University, to (1) bar the learner from classes and examinations; (2) bar the learner from future registration until all financial obligations are satisfied; (3) withhold diploma or scholastic certificate; (4) suspend all university services and privileges; (5) suspend the learner; (6) assign the student to a collection agency (learners who have been assigned to an outside collection agency will be required to pay in advance for all future registrations and services) ; (7) report the learner to a credit bureau.

This policy will be equally enforced against debts discharged through bankruptcy. Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver by the University of a learner's financial obligation. Learners are still responsible for all outstanding debts and contracts with the University. Furthermore, a learner must not have any delinquent financial obligations to CalSouthern the time classes begin or his or her registration may be revoked. The University has no pending petition in bankruptcy, is not pending operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

## University President — Dr. Glenn R. Roquemore



Welcome to California Southern University!

I am proud to serve as President of CalSouthern. This is a tremendous opportunity for me to expand CalSouthern's academic traditions and offerings to reach more enterprising adults who want the distinct benefits of an undergraduate or graduate degree, but have been held back by finances, geographic isolation, jobs and careers, family concerns or other perceived barriers.

I am eager to help direct the University-wide Renaissance that begins this year, not only in academics, but also in external communications and community development.

California Southern University is a transformational university with a sharp focus on access, success, and customized one-on-one learner support. Our rich history and philosophy of outcomes-based learning has served our learners well in the 42 years since the University was founded by Dr. Donald Hecht.

Our global reach has enriched the lives of countless learners who may not have otherwise had the opportunity to reach their personal and professional goals.

I look forward to the years ahead meeting the learners that travel from across the street and across the globe to attend a CalSouthern commencement. Their success is part of the heartbeat of the University.

Glenn R. Roquemore, PhD  
President

## DEGREE AND CERTIFICATE PROGRAMS

California Southern University is structured into the following schools and programs:

### School of Behavioral Sciences

#### *Degree Programs:*

- Bachelor of Arts (BA) in Psychology
- Master of Arts (MA) in Psychology, with an Emphasis in Marriage and Family Therapy
- Master of Science (MS) in Psychology
- Leveling to PsyD (LVLP)
- Doctor of Psychology (PsyD)

#### *Undergraduate Certificate Programs:*

- Certificate in Addiction Studies (CPAS)

#### *Graduate Certificate Programs:*

- Certificate in Advanced Addiction Studies (CPAAS)
- Certificate in Healthcare Services (CPHCS)
- Certificate in Industrial/Organizational Psychology (CPIOP)
- Certificate in Pastoral Counseling (CPPC)
- Certificate in Sport Psychology (CPSP)

### School of Business and Management

#### *Degree Programs:*

- Associate of Arts in Liberal Studies (AALS)
- Bachelor of Business Administration (BBA)
- Bachelor of Applied Science (BAS)
- Master of Business Administration (MBA)
- Leveling to DBA (LVLB)
- Doctor of Business Administration (DBA)

#### *Undergraduate Certificate Programs (General):*

- Certificate in Accounting and Finance (CBAF)
- Certificate in Business Administration and Management (CBBAM)
- Certificate in Business Administration, Management, and Operations (CBBAMO)
- Certificate in Business Managerial Economics (CBBME)
- Certificate in Human Resources Management and Personnel Administration (CBHRMPA)
- Certificate in Human Resources Management and Services (CBHRMS)
- Certificate in Leadership (CBL)
- Certificate in Marketing Management (CBMM)

#### *Undergraduate Certificate Programs (Professional Development):*

- Professional Development Certificate in Accounting (PDCA)
- Professional Development Certificate in Business (PDCB)
- Professional Development Certificate in Entrepreneurship (PDCE)
- Professional Development Certificate in Finance (PDCF)
- Professional Development Certificate in Human Resources (PDCHR)
- Professional Development Certificate in Leadership (PDCL)



- Professional Development Certificate in Management (PDCM)
- Professional Development Certificate in Project Management (PDCPM)
- Professional Development Certificate in Technology (PDCT)

*Graduate Certificate Programs:*

- Certificate in Financial Management (CBFM)
- Certificate in Human Resource Management (CBHR)
- Certificate in International Business (CBIB)
- Certificate in Management (CBM)
- Certificate in Project Management (CBPM)
- Certificate in Strategic Leadership (CBSL)

## School of Criminology and Criminal Justice

*Degree Programs:*

- Bachelor of Science in Criminal Justice (BSCJ)
- Master of Science in Law Enforcement Executive Leadership (MSLEEL)

## School of Education

*Degree Programs:*

- Associate of Arts in Liberal Studies (AALS)
- Bachelor of Applied Science (BAS)
- Master in Education (M.Ed)

## School of Law

***\*The University is not currently enrolling new learners in the School of Law.***

*Degree Programs:*

- Master of Science in Law (MSL)
- Master of Science in Dispute Resolution (MSDR)
- Master of Laws (LLM)
- Juris Doctor (JD)

## School of Nursing

*Degree Programs:*

- Bachelor of Science in Nursing (BSN)
- Master of Science in Nursing (MSN)

## ADMISSION REQUIREMENTS AND PROCEDURES

California Southern University offers associate, bachelor's, master's, and doctoral degrees as well as certificate programs designed to meet the needs of adult learners. Meeting the admission requirements is one indicator that a learner is qualified to enter and able to complete the degree or certificate program. In general, a high school diploma or GED or the equivalent is required for admission to the associate or bachelor's degree programs; a bachelor's degree or equivalent is required for admission to the graduate programs towards a master's or doctoral degree.

The key element in our mission is that those who wish to earn a college credential shall have the opportunity to do so through CalSouthern. The admission policies are intended to encourage mature adults, whether employed or not, who may or may not be constrained by place of residence or travel or time or finances or prior educational experiences to have an opportunity to earn a coveted academic credential. Admission should not be made difficult or unnecessarily exclusive. To accomplish this "field of opportunity" the University has established the following admission categories and requirements.

### Non-Discrimination in Admissions Policy

All admission decisions are based solely on potential benefits to the applicant/learner and are free of any bias such as age, ancestry, disability, color, national origin, marital status, political affiliation, race, religion, sexual orientation, or any other discriminatory measure.

### Academic, Administrative, and Financial Policies

The Academic, Administrative, and Financial Policies and Procedures sections of the university catalog apply to all schools within the University. Each school has additional policies and procedures that pertain only to its programs. Please refer to the section in this catalog for each academic program for full information on policies and procedures.

### Official Transcripts Defined

To properly evaluate an applicant's prior academic achievements and to develop a CalSouthern Degree Plan, it is necessary for the applicant to provide official documents/transcripts for evaluation. An official transcript is a document that is sent from the issuing educational institution directly to CalSouthern. In today's telecommunication age, CalSouthern can accept e-transcripts and documents transmitted by email or mailed directly from the issuing institution as official.

CalSouthern recognizes that the process of requesting and obtaining official transcripts may involve some delay in enrolling and starting classes. Therefore, CalSouthern accepts unofficial copies when available to enable applicants to begin classes as a Conditional Acceptance or Non-Matriculating learner who may take our courses on a course-by-course basis to allow time for the official transcripts to arrive.

### International Official Transcripts

California Southern University welcomes international learners from all over the world. To admit these applicants, we require official documents of their educational achievements in English. Documents will be considered official when received directly from the sending institution to California Southern University's Office of the Registrar by mail or electronic transmission. The sending institution must be recognized by the country of origin's Ministry of Education and approved by the listed government/accreditation agency. In cases which, the degree received and/or approving agency is unverifiable, a third-party foreign credential evaluation is required.

## Community College Student Admission

California Southern University welcomes students from Community Colleges to continue their college studies toward a bachelor's degree. The University recognizes a particular problem that many CC students face—the problem of transferring the courses and credits earned at the CC to a senior 4-year institution. CalSouthern has developed our bachelor's programs to solve this problem: CalSouthern accepts up to 90 semester credits in Community College and Junior College courses and degrees in transfer toward our bachelors. Community College and Junior College students are admitted as Regular/Matriculating learners and start right off on their bachelor's in business administration, applied science, psychology, criminal justice, or nursing.

## Admission Categories: Regular/Matriculating and Conditional/Non-Matriculating

CalSouthern admits learners in one of two categories depending on their qualifications for admission: (1) Regular/Matriculating; or (2) Conditional/Non-Matriculating.

Matriculating learners have met the required academic preparation and have provided official transcripts from prior accredited or approved post-secondary institutions, if applicable.

Conditional admission is for applicants who do not satisfy all the admission requirements but wish to enroll and start taking courses. This category includes applicants without official transcripts, applicants from schools that are State Licensed or authorized, or applicants without a high school diploma or GED. This category is designed to give applicants the opportunity to earn a college degree by demonstrating they can successfully complete courses.

Conditional learners are enrolled to take one or more courses on a course-by-course basis. CalSouthern believes that learners who successfully complete two (2) courses in their intended degree program demonstrate they have the motivation, ability, commitment, and psychological support to earn a degree. By completing four undergraduate courses with a "C" or better grade they can advance from Conditional to Regular Matriculated. Learner Support Services is available to guide these learners in selecting and completing courses.

### ***Nursing Programs for International Learners:***

All prospective international learners/applicants must have their International Nursing Curricula and Registered Nursing (RN) Licenses evaluated by an Approved Agency/Organization. This process is conducted to determine if the International Nursing Curricula and the International RN Licensure processes are equivalent to the USA Nursing Curricula and RN Licensure processes, and that all requirements are equivalent to the U.S. individual State Boards of Registered Nursing (SBRN) Licensure Process of NCLEX-RN. Your Admissions Representative and the Registrar will assist in this process.

After a successful evaluation of all required California Southern University admissions criteria and review by the School of Nursing department chair, the prospective learners will be enrolled into the BSN program. Once the learner successfully completes the CalSouthern nursing program, California Southern University will confer an appropriately earned BSN. The BSN degree equips the graduate with the knowledge, the professional integrity, and the nursing skills required to deliver quality and safe nursing care to a variety of populations in the United States and International Communities and for international learners to international communities.

**Non-Nursing degree programs regardless of their levels of education (BA/BS, MA/MS, MBA, M.Ed, DBA, PsyD, non-nursing EdD, non-nursing PhD or MD) are not acceptable for admission into any nursing program.**

## Categories of Conditional Admission

1. Learners who are not seeking a degree but want to take one course at a time are designated Non-Matriculating: Course-by-Courses, CXC.
2. Learners who state they have official transcripts, but the University has not yet received them, will be enrolled and take one course until official transcripts arrive, and are designated: Waiting for Transcripts.
3. Learners who have completed courses or degrees from post-secondary institutions authorized or licensed by State governmental agencies to legally operate within a State may be admitted conditionally as: State Licensed.

4. Learners who do not have a high school diploma or a GED yet want an opportunity to enter college. CalSouthern offers a "Second Chance toward an associate or bachelor's as: Second Chance. There are additional entry requirements for Second Chance learners. See "Second Chance College" for details.

## Undergraduate Conditional/Non-Matriculating Admission: "Second Chance College"

CalSouthern offers Second Chance to those learners who are unable to provide proof of high school graduation or GED. They enter as conditional/non-matriculating and can advance to regular/matriculating status as follows:

1. The prospective learner must complete the admissions form and pay the standard application fee.
2. The prospective learner—Domestic or International—is required to write a two-page essay that speaks to his or her life experience and awareness of the benefit of education, and will answer several questions such as, "Why do you want to enter college?" and "Explain how you intend to be successful."
3. The essay will be judged for writing skill, clarity of thought, basic grammar, and vocabulary. If the essay indicates the learner needs to take English Composition to benefit from a college education, a 3-unit leveling course in college writing/English composition will be required.
4. CalSouthern will consider any post-high school training or short courses or employer training as further evidence of their intention to learn.
5. The learner is now enrolled as a "Conditional/Non-Matriculating" and the standard undergraduate tuition is charged on a course-by-course basis.
6. The conditional-enrolled learner must complete 6 semester credits (2 undergraduate courses) with a grade of C or better plus leveling courses if required. **Note: This conditional enrollment policy does not apply to nursing programs.**
7. Upon the successful completion of 6 credits, or more as needed, the learner's record will be upgraded to "Enrolled-Matriculating" as a regular enrolled learner.

*Second-Chance College provides learners with the opportunity to demonstrate they can complete college-level work, and, having demonstrated that ability they will have genuinely earned their place in the academic community as Regular/Matriculating enrollees progressing toward their degrees.*

### **Nursing Programs:**

If you are a graduate with an Associate of Science in Nursing (ASN), Associate Degree in Nursing (ADN), or a diploma program from a CCNE or equivalent accredited nursing school or program that qualifies you to take the NCLEX-RN exam, but have not yet taken or passed the NCLEX-RN exam, you may apply for admission through the "conditional enrollment" procedures set forth below for "Early Start" designation. **(Please refer to pages 126-127 for detailed information on "Early Start" conditional admission).**

## Undergraduate Admission from State Licensed Schools

Undergraduate applicants who earned credit from a State Licensed institution and seek admittance for an associate or bachelor's degree are eligible to be conditionally admitted into our associate or bachelor's programs with the requirement to complete 2 courses (6 credits) in required leveling courses or courses in their program for the degree. These courses will be taken on a course-by-course basis that do not count toward the degree until all 6 credits have been satisfied. Failure to complete 6 credits will be considered evidence the applicant is not qualified to continue with courses at CalSouthern; however, the applicant may be counseled to for a program of remediation to better prepare for college-level studies.

## Graduate Regular/Matriculating Admission

Regular/Matriculating admission to master's or doctoral programs requires an undergraduate degree (normally a bachelor's degree) or the equivalent 120 semester credits with passing grades from an accredited or approved post-secondary institution.

## Graduate Admission from State Licensed Schools

Applicants seeking a CalSouthern master's degree who have undergraduate bachelor's or equivalent 120 credits from a State Licensed institution will be conditionally admitted and be permitted to take graduate courses on a course-by-course basis. These courses must be in the academic area of the eventual master's degree and satisfy leveling course and/or core courses. Upon satisfactory completion of 2 courses (6 graduate credits) with a grade of "B" or better, the applicant's status may be changed to regular/matriculating and the courses completed will be applied toward the master's degree.

Successful completion of the prescribed or leveling courses will be recorded as the basis for admission into graduate studies as a Regular/Matriculating learner. Failure to complete 6 credits will be considered evidence that the applicant is not qualified to continue with courses at CalSouthern; however, the applicant may be counseled to take additional undergraduate courses to increase the required skill level for graduate studies.

**Note: This conditional admission is not applicable to admission into nursing programs. The applicant MUST submit proof of an Active Registered Nursing (RN) License to practice nursing. This requirement of nursing applicants applies to International Applicants as well in pages 11 and 12.**

**Note: This conditional admission is not applicable for admission to licensure-bound programs, e.g., MA, MS, or PsyD. The applicant MUST submit proof of an earned bachelor's degree.**

## Conditional/Non-Matriculating Admission without Official Transcripts

The University understands that in some cases, academic transcripts either no longer exist or cannot be obtained from institutions that are no longer in operation, or from countries and institutions that do not cooperate in issuing transcripts. If the applicant is facing this barrier to admission, then California Southern University will accept, from the applicant, a written statement of fact, sworn to by the applicant as to the circumstances surrounding the unavailability of transcripts. The applicant may then enroll as Conditional/Non-Matriculating admission and take courses on a course-by-course basis.

When 2 courses (6 credits) have been completed satisfactorily, the learner may apply to the Academic Committee to be admitted as regular/matriculating. The Academic Committee will evaluate the applicant's academic performance and make its determination. The course completed as non-matriculating will be accepted toward meeting degree requirements when the learner's status is changed to Regular/Matriculating.

**Note: The Conditional/Non-Matriculating Admission without Official Transcripts Policy is not applicable to admission into nursing programs. Admission into nursing programs is contingent on successful evaluation and approval of their International Curricula and their International Registered Nursing (RN) License.**

**Note: This conditional admission is not applicable for admission to licensure-bound programs, e.g., MA, MS, or PsyD. The applicant MUST submit proof of an earned bachelor's degree.**

## Accreditation Defined

In the United States, accredited post-secondary institutions are defined as those schools recognized as being accredited by an accrediting agency recognized by the United States Department of Education. A list of recognized accrediting agencies is maintained by the Council for Higher Education Accreditation (CHEA). Both organizations publish on their respective websites lists of accredited academic institutions offering courses and programs of study. An institution that meets the rigorous criteria for evaluation and accreditation also meets the academic standards for its programs and degrees to be accepted by another accredited institution.

This policy applies to transferring course work and degrees between institutions. CalSouthern accepts the credentials, degrees, and courses from accredited U.S. institutions toward admission as regular/matriculating learners without regard as to the agency being regional, national, or academic area specific. This policy is directly advocated by the U.S. Department of Education and the Council on Higher Education Accreditation.

## Approved International Schools

Each country has its own standard for awarding educational achievement and the institution's academic credentials are typically recognized through a Ministry of Education or other government/accreditation entity. It is common practice for schools in the United States to accept the degrees and courses that are certified by a Ministry of Education as also meeting our admission requirements. First, the international institution must be recognized by the country of origin's Ministry of Education and approved by the listed government/accreditation agency. If the international institution meets the requirements, then their bachelor's may be approved for basis of admission in our graduate programs and their master's may be approved for basis of admission into our doctoral programs. In cases, which the degree received and/or approving agency is unverifiable, a third-party foreign credential evaluation is required.

For international credentials to be accepted, they must be in English or have an English translation included with officials. Documents will be considered official when received directly from the sending institution to California Southern University's Office of the Registrar by mail or electronic transmission.

International Registered Nursing (RN) applicants **MUST** have their RN Licenses evaluated by an Agency approved by a Ministry as stated above. This process is conducted to determine whether the Applicant's Country's Board of Registered Nursing (BRN) Licensure Process is equivalent to the US States' Boards of Registered Nursing (SBRN) Licensure Process of NCLEX-RN (**please refer to specific sections on pages 11-13**).

## Transfer Credit Policies and Procedures

The acceptance of transfer credits between institutions lies within the discretion of the receiving institution. Credits earned at one institution may or may not be accepted by another institution based upon its programs, policies, comparability of the nature, content, quality, and level of transfer credit. California Southern University endeavors to accept as many transfer credits as appropriate to advance the applicant toward a degree. The appropriateness and applicability of the credit earned to programs offered at CalSouthern are important in the evaluation process. This information may be obtained from catalogs, course syllabi, other materials, and from direct contact between knowledgeable, experienced faculty mentors and staff at both CalSouthern and the sending institutions, where necessary.

The Chief Academic Officer, or designated representative, the Transcript Evaluator, in collaboration with Deans of specific schools, make the determination of the transferability of units for all degree levels. Upon completion of the evaluation process, the credits accepted in transfer are totaled. Based on the total number of credits accepted in transfer, a Degree Plan is prepared, and an email notice of acceptance is transmitted to the applicant online.

Please note that licensure-bound programs require official syllabi for any course being considered for transfer credits. Only those courses which are determined to be substantially equivalent to those required at CalSouthern to earn board approved degrees will be accepted in transfer.

## Credit Types

Credit that may be accepted in transfer are semester credits earned by/at:

- An institution that is accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA)
- An approved foreign institution that is listed in the International Handbook of Universities or approved by the Ministry of Education or another governmental agency. For the nursing programs, the Registered Nursing Licensure **MUST** be equivalent to the Registered Nursing License of the State Boards of the United States.

- College equivalency exams (undergraduate only)
- Military and business courses recognized by ACE (undergraduate only)

**Note: No award of credit is given for experiential learning at California Southern University.**

## Maximum Credits Accepted in Transfer by Degree Program

DEGREE PROGRAM	MAX. TRANSFER CREDITS	DEGREE PROGRAM	MAX. TRANSFER CREDITS
Associate of Arts in Liberal Studies	45	Master of Arts in Psychology	12
Bachelor of Arts in Psychology	90	Master of Science in Psychology	6
Bachelor of Business Administration	90	Master of Science in Nursing	6
Bachelor of Science in Criminal Justice	90	Master of Science in Law*	6
Bachelor of Applied Science	90	Master of Science in Dispute Resolution*	6
Bachelor of Science in Nursing	90	Master in Education	6
Master of Laws*	3	Juris Doctor*	2 years
Master of Business Administration	6	Doctor of Business Administration	30
Master of Science in Law Enforcement Executive Leadership	6	Doctor of Psychology	30

*\*Note: The University is not currently enrolling new learners in the School of Law.*

## Minimum Acceptable Grades for Transferrable Credit

Credit earned for undergraduate courses for which a grade of “C” or higher was earned will be considered for transfer. For graduate programs, a grade of “B” or higher is required.

## Recognition of College Equivalency Examinations

These examinations are developed and administered by recognized testing organizations and are intended to be equivalent to the final examinations in a typical college course. The most widely known exams are: CLEP and PEP. Applicants may be awarded six units of credit for each of the General Examinations with a score of 500 or above except English. A score of 630 on the 1978 scale or 520 on the 1986 scale is required in the English Composition, essay version examination. A maximum of 36 credits may be granted for CLEP, not to exceed the maximum transfer credits allowed per program. A complete list of CLEP exams and their credit transfer values is available from the Transcript Evaluator. *(Please note that this does not apply to any master’s or doctoral degree programs within the School of Behavioral Sciences)*



## Recognition of Military Schools

Completed military service schools may be evaluated on the recommendations of the American Council on Education when official credentials are properly presented. The 5454R is the evaluation that indicates the military schools that the applicant attended while in service and shows the college credit to be awarded.

## Credit Transferability

Credits earned at post-secondary institutions that are available for transfer to CalSouthern and applied toward the required core or required courses in a degree program do not expire. However, where current courses significantly and materially change, older courses with similar titles learners may be required to take the up-dated version toward meeting degree requirements.

For programs leading to credentialing or licensure, required core content must be verified by providing official course syllabi for any requested potential transferrable course. Transferrable credit will only be accepted into credential or licensure-bound programs if the course content can be verified to be substantially equivalent to that which is required in the comparable CalSouthern course.

Please note: California Southern University follows the semester credit system. For potential transferrable credit consideration, the conversion of quarter credits to semester is as follows:  $\text{Number of quarter credits} \div 1.5 = \text{Number of semester credits}$ . For example, 4.5 quarter credits = 3 semester credits.

## Acceptance Denied for Conduct Policy

California Southern University reserves the right to evaluate and document special cases and to refuse or revoke admission if the University determines that the applicant or learner poses a threat, is a potential danger, is significantly disruptive to the CalSouthern community, or if such refusal or revocation is considered to be in the best interest of the University.

Applicants for admission to the University are subject to the Learner Code of Conduct and will be denied acceptance under the Denied for Conduct (DC) Policy in the event that an applicant exhibits behaviors such as physical abuse, verbal abuse, threats, intimidation, defamation, harassment, or other behaviors prohibited in the Learner Code of Conduct.

The University reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger, or significantly disruptive by another institution. The University also reserves the right to refuse admission for applicants that have withdrawn multiple over a period of time and have shown an inconsistent enrollment pattern with the University.

Learners whose admission is revoked after enrollment must be given due process. Any refunds issued to such learners shall be in accordance with the University's Refund, Cancellation and Withdrawal Policies.

## Application Expiration Policy

Application fee is forfeited after one (1) year of the applicant not continuing the application process. The applicant will need to pay the application fee again to start their application process after the period has expired.

## Acceptance Expiration Policy

After applicants are accepted into an academic program at the University, the acceptance is valid for 21 days from the date of acceptance into the program. Applicants whose acceptance expires before they enroll in the program may reapply and must pay a re-application fee.

When an accepted applicant enrolls in an academic program, the learner is required to begin the first course within 3 consecutive start dates from the date of acceptance. If the learner is unable to proceed with the first course within these



first three consecutive start dates, their application will expire and enrollment at a later date will require another application and enrollment fee.

The full application fee is due from an applicant whose acceptance has expired if the reapplication occurs beyond six months of the acceptance date. When an accepted applicant enrolls in an academic program, the learner is required to enroll in and start their first course within one of the next three consecutive start dates following their enrollment.

## **Before Signing the Enrollment Agreement**

Prospective learners are encouraged to review this catalog prior to signing an enrollment agreement. In addition, learners are encouraged to review the School Performance Fact Sheet, which must be provided prior to signing an enrollment agreement. The University reserves the right to amend the policies and information contained in the university catalog from time to time, with or without notice.

## GETTING STARTED

California Southern University offers learners the convenience of 100% online learning. Classes start every month with no need for travel or on-campus participation. The Enrollment Application for Admission is available through the CalSouthern website.

Official transcripts must be provided at the time of application. Officially transcripts must be provided in a sealed envelope from the previous attended institution or sent directly from the Registrar at the previously attended institution to the Office of the Registrar at CalSouthern. Only official transcripts will be evaluated. The application fee must be received prior to evaluation. Upon completion of evaluation, the applicant will be notified of any accepted transferred credits and what remains to earn the selected degree or certificate.

The University recognizes that it may take time to obtain official transcripts, so we offer applicants an opportunity for Conditional Acceptance with unofficial transcripts and the option of taking one course while waiting for official transcripts to arrive at CalSouthern. Enrollment in a second course will require official transcripts to be on record with the CalSouthern Office of the Registrar. If official transcripts are not received, the learner may not proceed until official transcripts are received.

## Application Process

Prospective learners must apply to the Office of Admissions for acceptance by submitting:

- The Enrollment Application for Admission
- Request official transcripts from previously attended educational institutions, military training and for College Level Examination Program (CLEP) or DANTES Subject Standardized Test Program (DSST) results (if applicable).
  - If unofficial transcripts or copies of diplomas are available, they may be submitted to help move the admission process forward.
- A Personal Statement is required for applicants to all degree programs.
- A copy of the certified DD-214 or 5454R Military Evaluation (if applicable).
- An official international transcript evaluation by a CalSouthern approved credential evaluation agency if the transcript or academic record is in a language other than English.
- International applicants must provide evidence of English proficiency such as having completed courses or degrees at English speaking schools, from a country where English is spoken, or with a certificate from an English as a Second Language school (if applicable).
- The application fee.

## FERPA and Privacy of Your Records

The University is required by law to make sure that the person who is enrolled is the person receiving the education and is the same one who is completing the coursework and earning the academic credentials. The information requested of our applicants and learners is strictly confidential and protected under the Federal Education Rights and Privacy Act (FERPA) and by CalSouthern's policy of not releasing any information about our learners to any third party without the learner's written consent.

## No Presumption of Privacy

Your communication with the university, its staff, faculty mentors, public and private entities, and other learners and parties is primarily through electronic means of communication, including emails, Internet, voice, online meetings and

other avenues of contact and communication. As such, there is no presumption that your communications are private from third party persons or entities.

All such communications between learners, faculty mentors, staff, and the University are the property of the University and may be reviewed by university personnel as part of providing educational services and determining authenticity of the parties and evaluating academic and financial performance and compliance. We urge our constituency to exercise personal care in what is transmitted and specifically request they do not use obscene language, engage in defamatory language, threats, intimidation, or abuse, or in the conduct of unlawful activities. Remember, what is transmitted online remains forever online and in the computer. So, act wisely.

## WELCOME TO THE SCHOOL OF BEHAVIORAL SCIENCES

Welcome to the School of Behavioral Sciences! It is our goal to equip you with the knowledge and skills necessary to improve the lives of individuals within communities. Our degree and certificate programs offer a holistic approach to the behavioral sciences through the application of psychological principles within business applications and in preparation for working with individuals, couples, and families to promote mental health and wellness. We prepare our graduates for exciting roles as mental health practitioners, educators, trainers, supervisors, consultants, and more through the lens of servant leadership.

Warm Regards,

Davetta Henderson, PsyD, EdD, LMHC  
Dean, School of Behavioral Sciences

## Mission Statement

The School of Behavioral Sciences strives for excellence in the advancement of the behavioral sciences and in promoting mental health and service to society. The goal is to provide the knowledge and skills necessary to improve the lives of people in diverse communities around the world. The School is committed to a pursuit of humanistic thought and action, multicultural understanding, academic excellence, and lifelong learning.

## UNDERGRADUATE CERTIFICATE PROGRAMS

The School of Behavioral Sciences at California Southern University offers certificates at the undergraduate level designed for individuals who are pursuing undergraduate studies, desire curriculum focused on the specific and practical area of addiction and would like to pursue CADC I & II Certification. Such certificates are appropriate for demonstrating mastery of a topic and/or applications relevant to personal knowledge, professional development, and preparation for future study. The undergraduate certificate programs at California Southern University are not degrees. Upon completion of the program requirements, learners earn a certificate focused in the particular area of study.

The School of Behavioral Sciences currently offers one undergraduate certificate program in **addiction studies**.

The objectives of the undergraduate certificate programs are to:

1. Develop an understanding of the theoretical and applied knowledge of addiction and the differentiation of alcohol and other drug effects on the various parts of the body and brain.
2. Provide learners with a basic knowledge of addictive behavior to better understand and treat individuals with substance use disorders and those influenced by this behavior.
3. Provide learners with a critically examined value system and professional code of ethics essential to the practice of substance abuse counseling.
4. Improve the learner's analytical and critical thinking skills by providing an understanding of theory and applications as related to the process of addiction.
5. Enable learners to integrate formal academic learning with personal experiences so that learning becomes meaningful, personalized, and relates to one's professional and practical needs.
6. Promote the development of an appreciation for leadership and case management skills critical to the success in a multicultural and diverse environment to function as an effective addiction professional.

### Undergraduate Certificate Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses	27
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>27</b>

### Program Length

Undergraduate certificate programs take an average 1½-2 years to complete with full-time studies defined as one course in each 8-week term over a 6-term calendar year. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## CERTIFICATE IN ADDICTION STUDIES (CPAS)

The Certificate in Addiction Studies integrates theory and the practical application of skills necessary to work with the substance abuse population. The curriculum in the Certificate of Addiction Studies focuses on various aspects of addiction including theories of addiction, current intervention techniques, ethics, communication skills, the roles and responsibilities of a case manager, growth and self-care as an addiction counselor, documentation, the recovery process, and relapse prevention.

The certificate meets the 315 hours of Substance Use Disorder (SUD) specific education required for Certified Alcohol Drug Counselor I/II as required by the California Consortium of Addiction Programs and Professionals (CCAPP). California Southern University is a NAADAC Approved Education Provider offering training and education for addiction professionals who are seeking to become certified/licensed and those who want to maintain their certification/license. A minimum grade of 'C' in all courses is required.

### Certificate in Addiction Studies Required Courses

REQUIRED COURSES		CREDITS
PSY 3306	Foundations of Addiction	3
PSY 3309	Ethical and Professional Issues in Addiction Counseling	3
PSY 3318	Culture and Diversity in Addiction Counseling	3
PSY 3307	The Physiology and Pharmacology of Substance Use	3
PSY 3317	Individual, Family and Group Counseling	3
PSY 3507	Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 3316	Personal and Professional Growth in the Field of Addiction	3
PSY 3508	Supervised Practicum & Fieldwork in Addiction Studies	6
OPTIONAL		CREDITS
PSY 3315	CADC Exam Preparation Course	3

### Personal Therapy Requirement

The faculty mentors in the School of Behavioral Sciences at California Southern University believe that personal therapy is an important component of clinical training, personal and professional growth, and development. Thus, learners are required to participate in individual therapy to develop insight into personal factors that may affect their performance as clinicians. This pre-requisite for practicum is met by the completion of 16 hours of individual personal therapy completed between the date of enrollment and prior to eligibility for practicum. Therapy services must be provided by a licensed clinician who is fully licensed to independently practice in the same jurisdiction as the learner/client is physically located.

### Potential Career Paths

Completion of the Certificate in Addiction Studies may allow learners to pursue the following career paths among others:

- Credentialed Alcohol & Drug Counselor (51.1501)
- Case Manager (51.1508)

## Certified Alcohol and Drug Counselor (CADC) I & II

### California Consortium of Addiction Programs and Professionals (CCAPP)

The California Consortium of Addiction Program and Professionals (CCAPP) and the Education Board (CCAPP Institute) have granted School Approval to California Southern University's undergraduate Certificate in Addiction Studies.

Substance Use Disorder (SUD) Specific Education requirements provided by California Southern University's undergraduate Certificate in Addiction Studies will fulfill the educational requirement for the Certified Alcohol Drug Counselor I (CADC I) or Certified Alcohol Drug Counselor II (CADC II).

Persons interested in certification are in the state of California are encouraged to contact the CCAPP Credentialing Board for more information and to obtain a complete listing of all requirements for certification at <https://ccappcredentialing.org/index.php/career-ladder>. Outside of California, learners are encouraged to contact their local certification authority.

### The National Association for Addiction Professionals (NAADAC)

The National Association for Addiction Professionals (NAADAC) has identified California Southern University's Pre-Baccalaureate Certificate Program in Addiction Studies as meeting nationally approved standards of education developed for the addiction/substance use disorders counseling profession.

Contact hours (CEHs) provided by California Southern University's undergraduate Certificate Program in Addiction Studies will be accepted toward national credentialing by the NAADAC Certification Commission for Addiction Professionals (NCC AP).

Persons interested in national certification are encouraged to contact the NCC AP for more information and to obtain a complete listing of all requirements for certification. With certification, learners can obtain entry level positions as substance abuse counselors and progress toward certification as an Alcohol Drug Counselor.

Certification requirements vary by jurisdiction. Learners are encouraged to contact applicable credentialing authorities for more information. Learners may also choose to have these courses apply towards a Bachelor of Arts in Psychology at California Southern University to continue their studies in the discipline.

## GRADUATE CERTIFICATE PROGRAMS

The graduate certificate programs offered by the School of Behavioral Sciences at California Southern University are designed for individuals who have already earned a bachelor's degree and desire a post-baccalaureate curriculum focused on specific and practical topic areas within the behavioral sciences. Graduate certificates are appropriate for demonstrating mastery of specific concepts or applications relevant to personal knowledge, professional development, and preparation for future graduate study. The graduate certificates in the behavioral sciences at California Southern University are not degrees, nor do they represent a certification to practice as a counselor or psychologist. This is not a degree program. Upon completion of the program requirements, learners earn a certificate focused in a particular area of study.

The School of Behavioral Sciences offers graduate certificate programs in **advanced addiction studies, healthcare services, industrial/organizational psychology, pastoral counseling, and sport psychology.**

The objectives of the graduate certificate programs are to:

1. Promote the integration of practical psychological experience with formal academic learning.
2. Foster growth in intellectual accomplishment and an opportunity to develop an executive level perspective on practices in the behavioral sciences.
3. Provide graduate study that does not commit to a full graduate program but allows learners an option to pursue a graduate degree program upon the successful completion of the graduate certificate program in the behavioral sciences.
4. Promote the acquisition of psychological concepts, principles, standards, and processes as it relates to the behavioral sciences.
5. Encourage legal and ethical behavior as it relates to the behavioral sciences.
6. Encourage ethical behavior regarding information technology skills as it applies to mental health environments.
7. Promote the analysis and evaluation of information critically and effectively.
8. Foster the integration of multicultural awareness of human diversity as it relates to the behavioral sciences.

### Graduate Certificate Program Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses (6)	18
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>18</b>

### Program Length

Graduate certificate programs take an average of 1 year to complete with full-time studies defined as one course in each 8-week term over a 6-term calendar year. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.



## CERTIFICATE IN ADVANCED ADDICTION STUDIES (CPAAS)

The Certificate in Advanced Addiction Studies is designed to develop the knowledge and skills needed to work with individuals struggling with substance use disorders. The impact of addiction on the individual, families, and society is addressed.

The sequence of courses in the Certificate in Advanced Addiction Studies offers a holistic and integrative approach to working with substance use and related disorders. Individualized services informed by evidence-based practices are explored. Areas covered include theories of addiction, current intervention strategies, ethics, communication skills, comprehensive case management, documentation, relapse prevention, and the recovery process. Strong consideration is given to culture, diversity, stigmatization, and special populations as related to substance use recovery. A model of personal and professional growth is presented to promote resilience and longevity for counselors in the field of addiction.

The Certificate in Advanced Addiction Studies provides 270 hours of Substance Use Disorder (SUD) specific education. Please see the California Consortium of Addiction Programs and Professionals (CCAPP) website at [www.ccapp.us](http://www.ccapp.us) for Substance Use Disorder (SUD) specific education needed for career steps. A minimum grade of "B" in all courses is required to receive the graduate Certificate in Advanced Addiction Studies.

### Certificate in Advanced Addiction Studies Required Courses

REQUIRED COURSES		CREDITS
PSY 6511	Substance Use and Related Disorders	3
PSY 6309	Advanced Ethical and Professional Issues in Addiction Counseling	3
PSY 7534	Dual Diagnosis	3
PSY 7307	Advanced Physiology and Pharmacology of Addiction	3
PSY 7007	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention and Aftercare	3
PSY 7316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3
OPTIONAL		CREDITS
PSY 7508	Supervised Practicum in Advanced Addiction Studies (Pre-Requisite: completion of all required courses)	3

### Potential Career Paths

Completion of the Certificate in Advanced Addiction Studies may allow learners to pursue the following career paths among others:

- Certified Advanced Alcohol & Drug Counselor (51.1501)
- Advanced Addictions Case Manager (51.1501)

## CERTIFICATE IN HEALTHCARE SERVICES (CPHCS)

The Certificate in Healthcare Services is designed to address the emotional and psychological impact of providing care to patients with severe and chronic illnesses. The number of individuals affected by chronic and other types of illness continues to grow in the US and globally. Additionally, the number of healthcare professionals serving these individuals by providing care, information and treatment also continues to grow. Having in-depth, focused advanced education available to healthcare professionals worldwide that aids them in more fully understanding and supporting the psychological and emotional impact of illness will help improve the quality of life for millions of individuals seeking care.

The curriculum is versatile and is comprised of four core courses and two electives. The elective options include either Administrative or Psychological courses. This will give learners the option of either going deeper into mental health topics or gaining a greater understanding of working with and navigating the public healthcare system.

The Certificate in Healthcare Services provides foundational education for baccalaureate degreed professionals who are interested in gaining a deeper understanding of the emotional and psychological considerations of providing information and care to individuals whose quality of life has been impacted by chronic illness, terminal illness, stress and stress related disorders, and other related mental health issues.

### Certificate in Healthcare Services Required Courses

REQUIRED CORE COURSES		CREDITS
PSY 7707	The Psychology of the Mind: Mind-Body Connection	3
PSY 7527	Psychology of Stress & Stress Related Disorders	3
PSY 7737	Psychology of Chronic Illness	3
PSY 7533	Psychology of Death and Dying	3
ELECTIVE COURSES (CHOOSE TWO)		CREDITS
HCA 6800	Healthcare Administration	3
HCA 6804	Healthcare Economics	3
HCA 6810	Healthcare Informatics	3
PSY 6502	Counseling Theories and Strategies	3
PSY 6511	Substance Use and Related Disorders	3

### Potential Career Paths

Completion of the Certificate in Healthcare Services may allow learners to pursue the following career paths among others:

- Clinical Director (51.0711)
- Health and Social Services Manager (51.0701)
- Healthcare Administration/Management (51.0701)
- Medical Executive Assistant (51.0801)

## CERTIFICATE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (CPIOP)

The Certificate in Industrial/Organizational Psychology is designed not only to provide advanced education for baccalaureate degreed professionals in the behavioral sciences, but also to provide other non-behavioral health graduates the opportunity to develop a deeper understanding of existing knowledge within the discipline of psychology.

Specifically, this **graduate** certificate explores vital psychological topics of interest to those who want to develop a solid foundation in the theories within industrial and organizational psychology including those working in human resources and business consulting positions. While pursuing the CPIOP, learners are exposed to theoretical models which both reinforce and model humanely delivered, solution-focused skills, supported by cutting-edge scientific research.

### Certificate in Industrial/Organizational Psychology Required Courses

REQUIRED COURSES		CREDITS
PSY 7521	Industrial/Organizational Psychology	3
PSY 6508	Culture and Diversity in Counseling	3
PSY 6516	Social Psychology	3
PSY 7522	Consulting in Business, Education, and Mental Health	3
PSY 7529	Myers-Briggs Type Indicator	3
PSY 7761	Interpersonal Conflict in the Workplace	3

### Potential Career Paths

Completion of the Certificate in Industrial/Organizational Psychology may allow learners to pursue the following career paths among others:

- Human Resources (52.1001)
- Business Consultant (52.9999)
- Talent Management Specialist (52.1099)
- Trainer/Instructor (52.1206)

## CERTIFICATE IN PASTORAL COUNSELING (CPPC)

The Certificate in Pastoral Counseling is designed to provide supplemental education for baccalaureate degreed professionals in the behavioral sciences, and to provide other non-behavioral health graduates the opportunity to develop a deeper understanding of existing knowledge within the discipline of psychology.

Specifically, this graduate certificate explores vital ethical, cultural, and professional topics of interest to those who want to develop a deeper understanding of theories within pastoral counseling. While pursuing the CPPC, learners are exposed to theoretical models and psychological concepts, supported by cutting-edge scientific research.

### Certificate in Pastoral Counseling Required Courses

REQUIRED COURSES		CREDITS
PSY 7541	Psychology of Religion	3
PSY 6801	Therapeutic Boundaries	3
PSY 6509	Systems of Family Therapy	3
PSY 7507	Advanced Human Sexuality	3
PSY 7517	Psychology of Aging	3
PSY 7533	Psychology of Death and Dying	3

### Potential Career Paths

Completion of the Certificate in Pastoral Counseling may allow learners to pursue the following career paths among others:

- Faith-Based Social Services & Support (39.0701)

## CERTIFICATE IN SPORT PSYCHOLOGY (CPSP)

The Certificate in Sport Psychology is designed to provide supplemental education for baccalaureate degreed professionals in sport and other performance-based fields and other non-mental health baccalaureate graduates. This certificate program provides an opportunity to develop expertise in the field of sport psychology.

While pursuing the CPSP, learners are exposed to theoretical models in sport psychology, solution-focused skills, and cutting-edge scientific research. This certificate explores vital ethical, cultural, and professional topics of interest to those who want to develop a solid foundation in the field of sport psychology.

### Certificate in Sport Psychology Required Courses

REQUIRED COURSES		CREDITS
PSY 7700	Applied Sport Psychology I	3
PSY 7701	Applied Sport Psychology II (Pre-Requisite: PSY 7700)	3
PSY 6801	Therapeutic Boundaries	3
PSY 7711	Current Issues in Sport Psychology	3
PSY 7715	Psychology of Coaching	3
PSY 7720	Enhancing Performance: Preparation/Motivation	3

### Potential Career Paths

Completion of the Certificate in Sport Psychology may allow learners to pursue the following career paths among others:

- Athletic Coach/Trainer (51.0913)

# BACHELOR OF ARTS (BA) IN PSYCHOLOGY

## Program Objectives

The Bachelor of Arts (BA) in Psychology degree program introduces learners to the field of psychology and behavioral sciences and provides the foundation which allows for the application of psychology to bachelor-level careers in industry, government, and relevant nonprofit agencies. The BA in Psychology program also provides the basic knowledge and skills that serve learners in entry-level, non-clinical staff positions in mental health centers and social service agencies, and for those who desire to seek further graduate-level education in psychology and related fields.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to utilize written forms of communication to express one's understanding of the foundations of psychology.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* – Examine evidence carefully from introductory psychological theory and research and interpret this information while employing primary concepts of validity, reliability, and logic.
4. *Cultural and Social Understanding* – Identify and explain the impact that cultural and social beliefs have on personal ethics, values, and worldviews.
5. *Information Literacy* – Understand technology's impact on information-gathering, fact-finding, and reliable and well-managed use, differentiating among its various sources, and demonstrate the ability to locate it efficiently and control it effectively.
6. *Personal Development* – Select key principles and findings from formal academic sources and integrate them with personal experiences in a meaningful way that relates to individual life goals.
7. *Quantitative Reasoning* – Apply basic logic, mathematical reasoning, and statistical analysis to problem solving, drawing logical conclusions and decision making.
8. *Scientific Reasoning* – Differentiate between scientific and non-scientific observations and conclusions to generate empirically based arguments and predictions.
9. *Ethical, Legal, and Professional Issues* – Recognize key ethical, legal, and professional issues, identifying and distinguishing between basic moral developmental perspectives.

## Bachelor of Arts in Psychology Admission Requirements

Matriculating admission into the bachelor's degree program requires a high school diploma, a GED, or equivalent from an accredited or approved institution. If an applicant has successfully completed two (2) or more undergraduate courses at another post-secondary institution, the applicant may be admitted based on that achievement, and the high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission "Second Chance College" policy and requirements in this catalog.

CalSouthern wants to encourage those students who have taken college-level courses to continue their education and earn a bachelor's degree. To this end, the University accepts the maximum units earned at your prior schools in transfer toward earning the CalSouthern bachelor's degree. In addition, by completing the bachelor's degree, graduates are then eligible to apply for a graduate degree program offered by the University.

The bachelor's degree requires a total of 120 semester credits. A maximum of 90 undergraduate credits may be accepted in transfer and a minimum of 30 credits of coursework must be completed at CalSouthern to meet our requirements. Of the

120-credit total, CalSouthern requires that at least 36 credits toward the bachelor's degree must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses will not map directly onto our GE courses, nevertheless they are accepted as counting toward the 36 credit GE requirement. Additional GE courses beyond the 36 credits required may be accepted as "Elective Courses" to meet the total 90 credit maximum transfer limit. If the applicant does not have the 36 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required. At CalSouthern, the credits you earned many years ago do not expire and are accepted in transfer. After all, the diplomas and degrees you earn do not have an expiration date, and neither do your credits or knowledge gained.

In addition to the semester credits accepted in transfer, California Southern University accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses for which a grade of "C" or higher was earned will be considered for transfer. To evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Bachelor of Arts in Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	30
Psychology Elective Courses	21
General Elective Courses	33
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>120</b>

## Program Length

The BA in Psychology degree program takes an average of 3-4 years to complete with full-time studies defined as two courses in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## General Education Courses

The bachelor's degree requires satisfaction of 36 General Education credits. This requirement can be met entirely or in part by transfer from other institutions. If the applicant does not have the entire 36 GE credits to transfer, then the University will recommend GE courses to be taken to add breadth and to satisfy the 36 GE credits required. The General Education courses available for the bachelor's degree are grouped into five sub-disciplines: English, humanities, mathematics, natural sciences, and social sciences. A course listing is included in the Undergraduate General Education section with descriptions located in the Course Descriptions section of the university catalog.

## Bachelor of Arts in Psychology Required Courses

REQUIRED LOWER DIVISION COURSES		CREDITS
<b>UNI 1000</b>	University Success Online	3
<b>PSY 2300</b>	Introduction to Psychology	3
<b>PSY 2301</b>	Theories and Techniques of Counseling and Psychotherapy	3
<b>PSY 2302</b>	Basic Abnormal Psychology	3
<b>PSY 2303</b>	Introduction to Human Development	3
REQUIRED UPPER DIVISION COURSES		CREDITS
<b>PSY 4400</b>	Introduction to Social Psychology	3
<b>PSY 4403</b>	Ethical and Professional Issues	3
<b>PSY 4504</b>	Fundamentals of Research Methodology (Pre-Requisite: MATH 1305)	3
<b>PSY 4505</b>	Cognition and the Brain	3
<b>CAP 4403</b>	BA Capstone	3

## Bachelor of Arts in Psychology Elective Courses

ELECTIVE COURSES		CREDITS
<b>PSY 3101</b>	Introduction to Human Sexual Behavior	3
<b>PSY 3102</b>	Introduction to Theories and Techniques of Group Counseling	3
<b>PSY 3103</b>	Introduction to Forensic Psychology	3
<b>PSY 3106</b>	Psychology of Communication	3
<b>PSY 3017</b>	Intercultural Psychology	3
<b>PSY 3306</b>	Foundations of Addiction	3
<b>PSY 3307</b>	The Physiology and Pharmacology of Substance Use	3
<b>PSY 3309</b>	Ethical and Professional Issues in Addiction Counseling	3
<b>PSY 3316</b>	Personal and Professional Growth	3
<b>PSY 3317</b>	Individual, Family and Group Counseling	3
<b>PSY 3318</b>	Culture and Diversity in Addiction Counseling	3
<b>PSY 3404</b>	Crisis Intervention	3
<b>PSY 3405</b>	Introduction to Behavior Modification	3



<b>PSY 3408</b>	Current Issues in Psychology and Health	3
<b>PSY 3409</b>	Marriage and Family	3
<b>PSY 3410</b>	Psychology of Adjustment	3
<b>PSY 3411</b>	Psychology in Business	3
<b>PSY 2412</b>	Psychology of Caregiving and Chronic Illness	3
<b>PSY 3507</b>	Case Management: Assessment, Treatment Planning, Relapse Prevention and Aftercare	3

## General Elective Courses

The general elective courses for the BA in Psychology degree can be taken from 2000-level courses as long as all prerequisites are met. Learners can enhance their education in psychology by taking additional electives from the psychology elective courses, or they can take a variety of courses from the other schools of the University for a broader educational experience.

## Potential Career Paths

Completion of the Bachelor of Arts in Psychology degree may allow learners to pursue the following career paths among others.

- Case Manager (51.1508)
- Social Services (51.1503)
- Psychiatric Technician (51.1502)
- Rehabilitation Specialist (51.1599)
- Probation/Parole Officer (43.0107)
- Career Counselor (42.2899)

# MASTER OF ARTS (MA) IN PSYCHOLOGY, WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY

## Program Objectives

The Master of Arts (MA) in Psychology, with an Emphasis in Marriage and Family Therapy degree is a program designed for those interested in pursuing a career as a marriage and family therapist (MFT) and/or as a licensed professional clinical counselor (LPCC). If you are drawn to helping people with emotional, behavioral, mental health, or relationship concerns, this degree may be right for you.

California Southern University's MA degree program is designed to meet both the educational requirements for licensed marriage and family therapist (MFT) and/or licensed professional clinical counselor (LPCC) in the State of California. This degree may also meet the educational requirements for licensure in other states or jurisdictions. Licensing requirements vary by jurisdiction, by license type, and are subject to change. Therefore, learners are encouraged to contact their respective licensing board or jurisdictional authority for approval prior to enrollment. This program also provides learners with the foundational knowledge and skills necessary to prepare for doctoral-level study at this university.

The California Board of Behavioral Sciences (BBS) has approved CalSouthern's MA degree program for meeting the educational requirements for both Marriage and Family Therapist (MFT) licensure per California Business and Professions Code (BPC) Sections 4980.36, 4980.37, 4980.39, 4980.41 (as required by BPC Section 4980.38); and Licensed Professional Clinical Counselor (LPCC) per California Business and Professions Code (BPC) Sections 4999.32 and 4999.33 (as required by BPC Section 4999.40(a)) in the State of California. For licensure requirements in other states and jurisdictions, please contact the applicable authority or state board directly.

## Program Learning Outcomes

1. Communicate an understanding of individual, couple, family, and group counseling theories.
2. Utilize evidence-based assessment and testing methods in therapy including diagnosis with established classification systems.
3. Cultivate interpersonal skills to work effectively with diverse individuals, couples, and families.
4. Develop a personal and professional understanding of diverse cultures, marginalized communities, and special populations.
5. Analyze ethical behavior as it relates to professional standards in therapy.
6. Contrast normal versus abnormal patterns of development across the lifespan and identify the protective and risk factors that influence developmental outcomes for individuals, couples, and families.
7. Exercise critical thinking in applying evidence-based research to the counseling profession.
8. Engage in strategies for personal and professional self-evaluation, self-care, and implications for professional practice.
9. Integrate theories and techniques associated with career development interrelated with work, family, and other life roles.

## MA in Psychology, with an Emphasis in Marriage and Family Therapy Admission Requirements

Admission to the MA in Psychology degree program requires a bachelor's degree or its equivalent completed at an accredited or approved institution. Official transcripts must be on file and accepted by the University for the bachelor's degree or its equivalent.

Since this is a licensure-bound program and all coursework is subject to acceptance by relevant state boards, potential transferable credits will be considered on a course-by-course basis. Official syllabi are required for any course(s) considered.

DEGREE REQUIREMENTS	CREDITS
Required Courses	60
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>60</b>

## Program Length

The MA in Psychology degree program takes an average of 4 years to complete with full-time studies as one course in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## MA in Psychology, with an Emphasis in Marriage and Family Therapy Required Courses

REQUIRED COURSES		CREDITS
<b>PSY 6502</b>	Counseling Theories and Strategies	3
<b>MFT 6504</b>	Ethical and Legal Issues in Therapy	3
<b>PSY 6508</b>	Culture and Diversity in Counseling	3
<b>PSY 6505</b>	Lifespan Development	3
<b>PSY 6506</b>	Psychopathology	3
<b>PSY 6509</b>	Systems of Family Therapy	3
<b>PSY 6511</b>	Substance Use and Related Disorders	3
<b>PSY 6510</b>	Child and Adolescent Therapy	3
<b>PSY 6514</b>	Couples and Sex Therapy	3
<b>PSY 6512</b>	Group Counseling	3
<b>PSY 6747</b>	Career Counseling	3
<b>MFT 6513</b>	Assessment Techniques in Therapy	3
<b>PSY 6519</b>	Crisis and Trauma Counseling	3
<b>PSY 6520</b>	Advanced Counseling Techniques	3
<b>MFT 6700</b>	Psychopharmacology	3
<b>PSY 6743</b>	Systems of Care in Community Mental Health	3
<b>MFT 6900</b>	Research Methods and Statistics	3
<b>MFT 6704</b>	Practicum I (Pre-Requisites: PSY 86502A, MFT 86504B, PSY 86508A, PSY 86505A, PSY 86506A, PSY 86509A, PSY 86511A, PSY 86510A, PSY 86514A, PSY 86512A, PSY 87547A, MFT 86513A, PSY 87519A, PSY 86520A, and personal therapy requirement)	3

<b>MFT 6705</b>	Practicum II (Pre-Requisite: MFT 6704)	3
<b>MFT 6706</b>	Practicum III (Pre-Requisite: MFT 6705)	3

OPTIONAL COURSES		CREDITS
<b>MFT 8000</b>	Internship	6

## Additional Courses

Other additional courses may be available upon request to meet individual jurisdictional requirements for licensure. If additional courses are needed, please bring this information to the attention of the MA Program Coordinator.

## Personal Therapy Requirement

The faculty mentors in the School of Behavioral Sciences at California Southern University believe that personal therapy is an important component of clinical training, personal and professional growth, and development. Thus, learners are required to participate in individual therapy to develop insight into personal factors that may affect their performance as clinicians. This pre-requisite for practicum is met by the completion of 16 hours of individual personal therapy completed between the date of enrollment and prior to eligibility for practicum. Therapy services must be provided by a licensed clinician who is fully licensed to independently practice in the same jurisdiction as the learner/client is physically located.

## Marriage and Family Therapist and/or Licensed Professional Clinical Counselor Licensure Requirements

The California Board of Behavioral Sciences (BBS) has approved CalSouthern's MA degree program for meeting the educational requirements for both Marriage and Family Therapist (MFT) licensure per California Business and Professions Code (BPC) Sections 4980.36, 4980.37, 4980.39, 4980.41 (as required by BPC Section 4980.38); and Licensed Professional Clinical Counselor (LPCC) per California Business and Professions Code (BPC) Sections 4999.32 and 4999.33 (as required by BPC Section 4999.40(a)) in the State of California. For licensure requirements in other states and jurisdictions, please contact the applicable authority or state board directly.

For a copy of the current California MFT and LPCC regulations, please go to [www.bbs.ca.gov](http://www.bbs.ca.gov) or write to:

California Board of Behavioral Sciences  
1625 North Market Blvd. Suite S-200  
Sacramento, CA 95834  
Phone: 916-574-7830

## Potential Career Paths

Completion of the MA in Psychology degree may allow learners to pursue the following career paths among others:

- Associate Marriage and Family Therapist/AMFT (51.1505)
- Associate Professional Clinical Counselor/APCC (51.1503)

# MASTER OF SCIENCE (MS) IN PSYCHOLOGY

## Program Objectives

The Master of Science (MS) in Psychology degree program offers a wide range of academic and professionally oriented psychology courses. This degree is offered in response to a demand from learners and industry leaders for a degree designed for those interested in pursuing a strong theoretical and research foundation in psychology, which can be applied to related fields such as advanced addiction studies, pastoral counseling, sport psychology, and consultation in business and industry.

The program places an emphasis on scientific research and in obtaining practical experience in a non-clinical setting. The MS in Psychology degree offers an alternative to the Master of Arts (MA) in Psychology degree. The MS in Psychology is designed to be generally applicable to related fields but does not lead to licensure as a marriage and family therapist nor as a licensed professional clinical counselor (for those professional goals, please see the MA in Psychology program). The program also provides a firm foundation in the field of psychology upon which to build doctoral-level study (Doctor of Psychology) at California Southern University.

## Program Learning Outcomes

1. Articulate in writing increasingly complex psychological ideas with the capacity to organize and develop concepts with professional-level scientific support.
2. Employ appropriate oral communication skills to successfully interact with people from a variety of experiences and backgrounds in presentations, discussions, negotiations, and conflict management situations.
3. Analyze evidence from the science of psychological theory and research, and interpret this information employing graduate-level applications of validity, reliability, and logical argumentation.
4. Apply and differentiate the critical impact that cultural and social institutions have on personal ethical systems, values, and worldview assumptions, including proficiencies in theories and issues in diversity: multiethnic, multicultural, gender, development, sexual orientation, and disability.
5. Appraise and integrate information from the science of psychology, along with its sources, critically and in professional form.
6. Synthesize increasingly complex principles and scientific findings from within psychology and apply them to personal experiences so that the information is meaningful and organically applied to humanistic scientific endeavors.
7. Evaluate statistically based reasoning processes and apply to increasingly complex psychological research findings and emergent questions.
8. Formulate a system of inquiry that is dependent on empirical evidence, as well as demonstrate the ability to reason by advanced principles of deduction, induction, and analogy in psychology.
9. Analyze and apply ethical behavior as it relates to professional standards of practice in psychological research.
10. Compare theories in assessing an individual from multiple perspectives and discriminate between psychological issues that may arise within various non-clinical settings.

## Master of Science in Psychology Admission Requirements

Admission to the Master of Science in Psychology degree program requires a bachelor's degree or its equivalent completed at an accredited or approved institution, with the official transcripts thereof accepted and on file at the University.

## Master of Science in Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	15
Concentration & Elective Courses	15
Applied Concepts <u>or</u> Advanced Supervised Practicum & Fieldwork in Addiction Studies (may replace Applied Concepts within the Advanced Addiction Studies Concentration)	6
Master's Thesis	6
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>42</b>

## Program Length

The MS in Psychology degree program takes an average of 2-3 years to complete with full-time studies defined as one course in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Science in Psychology Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>PSY 6502</b>	Counseling Theories and Strategies	3
<b>PSY 6801 <u>or</u> PSY 6309</b>	Advanced Therapeutic Boundaries <u>or</u> Advanced Ethical and Professional Issues in Addiction Counseling [for those enrolled in the Advanced Addiction Studies Concentration]	3
<b>PSY 6505</b>	Psychopathology	3
<b>PSY 6512</b>	Group Counseling	3
<b>PSY 6516</b>	Social Psychology	3

## Master of Science in Psychology Concentration & Elective Courses

Completion of core courses serve as pre-requisites for elective courses. Elective Areas of Concentration (15 Semester Credits) options include: Customized, Advanced Addiction Studies, Industrial/Organizational Psychology, Pastoral Counseling, and Sport Psychology

Five elective courses are required to earn a concentration which will be recorded on your academic transcript. Learners who would prefer to select their own electives can create a customized concentration. Those interested in earning a certificate to identify the concentration earned, may contact [registrar@calsouthern.edu](mailto:registrar@calsouthern.edu) for more information.

The MS in Psychology with a Concentration in Advanced Addiction Studies (AAS) provides 360 hours of Substance Use Disorder (SUD) specific education. This program fulfills the SUD specific educational requirement for the Licensed Advanced Alcohol Drug Counselor (LAADC). Please see the California Consortium of Addiction Programs and Professionals (CCAPP) website at [www.ccapp.us](http://www.ccapp.us) and/or National Association for Addiction Professionals (NAADAC) website at [www.naadac.org](http://www.naadac.org) for Substance Use Disorder (SUD) specific education needed for career steps.

CUSTOMIZED CONCENTRATION		CREDITS
Choose any five (5) Graduate Psychology Elective Courses (excludes practicums, internships, core PsyD courses, or doctoral project courses).		15

ADVANCED ADDICTION STUDIES CONCENTRATION		CREDITS
<b>PSY 6511</b>	Substance Use and Related Disorders	3
<b>PSY 7534</b>	Dual Diagnosis	3
<b>PSY 7307</b>	Advanced Physiology and Pharmacology of Addiction	3
<b>PSY 7007</b>	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
<b>PSY 7316</b>	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION		CREDITS
<b>PSY 7521</b>	Industrial/Organizational Psychology	3
<b>PSY 6508</b>	Culture and Diversity in Counseling	3
<b>PSY 7522</b>	Consulting in Business, Education, and Mental Health	3
<b>PSY 7529</b>	Myers-Briggs Type Indicator	3
<b>PSY 7761</b>	Interpersonal Conflict in the Workplace	3

PASTORAL COUNSELING CONCENTRATION		CREDITS
<b>PSY 7541</b>	Psychology of Religion	3
<b>PSY 6509</b>	Systems of Family Therapy	3
<b>PSY 7507</b>	Advanced Human Sexuality	3
<b>PSY 7517</b>	Psychology of Aging	3
<b>PSY 7533</b>	Psychology of Death and Dying	3

SPORT PSYCHOLOGY CONCENTRATION		CREDITS
<b>PSY 7700</b>	Applied Sport Psychology I	3
<b>PSY 7701</b>	Applied Sport Psychology II (Pre-Requisite: PSY 7700)	3

<b>PSY 7711</b>	Current Issues in Sport Psychology	3
<b>PSY 7715</b>	Psychology of Coaching	3
<b>PSY 7720</b>	Enhancing Performance: Preparation/Motivation	3

APPLIED COURSES		CREDITS
<b>PSY 6802 or PSY 7508</b>	PSY 6802 Applied Concepts <u>or</u> PSY 7508 Supervised Practicum in Advanced Addiction Studies [for those enrolled in Advanced Addiction Studies Concentration]  (Pre-Requisite: completion of all core and elective courses.)	6

MASTER'S THESIS		CREDITS
<b>PSY 6899</b>	Master's Thesis  (Pre-Requisite: PSY 6802 Applied Concepts <u>or</u> PSY 7508 Supervised Practicum in Advanced Addiction Studies)	6

## Personal Therapy Requirement for Advanced Addiction Studies Learners

The faculty mentors in the School of Behavioral Sciences at California Southern University believe that personal therapy is an important component of clinical training, personal and professional growth, and development. Thus, learners are required to participate in individual therapy to develop insight into personal factors that may affect their performance as clinicians. This pre-requisite for practicum is met by the completion of 16 hours of individual personal therapy completed between the date of enrollment and prior to eligibility for practicum. Therapy services must be provided by a licensed clinician who is fully licensed to independently practice in the same jurisdiction as the learner/client is physically located.

## Potential Career Paths

Completion of the Master of Science in Psychology degree may allow learners to pursue the following career paths. Be advised, this is not intended as a comprehensive list.

- Social Services/Social Services Manager (44.0799)
- Human Resources/Human Resources Manager — *Industrial/Organization Psychology Concentration* (52.1001)
- Certified Advanced Alcohol & Drug Counselor — *Advanced Addiction Studies Concentration* (51.1501)
- Faith-Based Social Services & Support — *Pastoral Counseling Concentration* (39.0701)
- Athletic Coach/Trainer — *Sport Psychology Concentration* (51.0913)
- Business/Advertising Consultant (52.9999)



# DOCTOR OF PSYCHOLOGY (PsyD)

## Program Objectives

The Doctor of Psychology (PsyD) degree program is for individuals who are interested in advancing their knowledge of clinical issues in psychology and developing the practical application for the professional practice of psychology. The curriculum is designed to meet the educational requirements for licensure as a clinical psychologist in the State of California. Our comprehensive program includes both clinical core courses and a variety of elective courses to supplement your clinical repertoire, along with opportunities for supervised clinical experience.

## Program Learning Outcomes

1. Evaluate psychological concepts that relate to personal and professional constructs within the field of psychology.
2. Critique scholarly and scientific research to illustrate an understanding of the value of evidence-based research within the field of psychology.
3. Critically assess and communicate in writing findings of research and theories within the field of psychology.
4. Demonstrate effective oral communication skills in building collaborative relationships across professional settings in psychology.
5. Evaluate the results of studies using quantitative skills to make logical, informed decisions.
6. Illustrate awareness and synthesis of law and ethics when applied to professional situations.
7. Demonstrate an ability to integrate current knowledge as it relates to diversity in professional activities including research, training, and supervision.

## Doctor of Psychology Admission Requirements

Admission to the PsyD program requires both a bachelor's degree and a master's degree with the master's degree in psychology or a related field of study. Official transcripts must be on file with the University.

### Leveling to PsyD (LVLP) Program

If the applicant has earned a master's degree in another field from an accredited or approved post-secondary institution, the applicant may petition the Evaluations Committee for evaluation to be considered for the leveling program. Leveling will provide the foundational knowledge necessary on which to build the PsyD program. Upon completion of leveling, the learner may apply to matriculate into the full PsyD program. Please contact your Admissions Representative for more information.

Upon approval from the Evaluation Committee, the Leveling to PsyD program requires completion of six prerequisite graduate-level psychology courses with an earned minimum passing grade of "B" for admission into the PsyD degree program. Leveling courses require completion of the following:

- PSY 6502 — Counseling Theories and Strategies
- PSY 6801 — Therapeutic Boundaries
- PSY 6508 — Culture and Diversity in Counseling
- PSY 6505 — Lifespan Development
- PSY 6506 — Psychopathology
- PSY 6511 — Substance Use and Related Disorders

## Transfer Credits Accepted

The PsyD requires completion of 66 doctoral level credits. CalSouthern can accept up to 30 post-graduate doctoral level applicable credits in psychology completed at another institution. Eligible courses for transfer must show an earned grade

of “B” or better and must be directly related to the PsyD program at CalSouthern.

## Doctor of Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	33
Elective Courses	18
Comprehensive Examination	1
Doctoral Project Courses	14
Internship (optional)	0
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>66</b>

## Program Length

The PsyD degree program takes an average of 4-5 years to complete with full-time studies defined as one course in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

### Disclaimers:

- All program requirements for the Doctor of Psychology degree program must be completed through California Southern University in no less than two (2) and no more than ten (10) years of initial course enrollment.
- California Southern University is not eligible for APA accreditation, nor is it a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Learners from California Southern University who intend to pursue a pre-doc internship will be ineligible to participate in the APPIC Match program.

## Doctor of Psychology Required Courses

REQUIRED CORE COURSES		CREDITS
<b>PSY 8500</b>	Advanced Theories of Personality	3
<b>PSY 8503</b>	History and Systems in Psychology	3
<b>PSY 8504</b>	Ethical and Professional Issues	3
<b>PSY 8506</b>	Advanced Psychopathology	3
<b>PSY 8708</b>	Cultural Diversity	3
<b>PSY 8724</b>	Cognition, Emotion and Motivation	3
<b>PSY 8700</b>	Psychopharmacology	3
<b>PSY 8701</b>	Physiological Psychology	3
<b>PSY 8740</b>	Statistical Methods and Analysis	3
<b>PSY 8127</b>	Research Methods in Psychology	3

<b>PSY 8702</b>	Psychological Assessment I	3
-----------------	----------------------------	---

## Comprehensive Examination

The Comprehensive Examination serves the purpose of evaluating comprehensive academic competence in psychology post-completion of required core coursework. Preparing for and taking the exam encourages the integration of all facets of doctoral education completed during the core course within the program. The examination is considered in evaluating a learner's readiness to move forward in the PsyD program. The exam is taken following the successful completion of the core courses and before beginning chosen electives. Learners must successfully pass the examination to continue in the program. There are two parts to the exam. The minimum passing grade for the multiple-choice portion is 75%. The minimum passing grade for the case study portion is 80%.

COMPREHENSIVE EXAMINATION		CREDITS
<b>PSY 8800</b>	Doctoral Comprehensive Examination	1

## Doctor of Psychology Elective Courses

ELECTIVE COURSES		CREDITS
<b>PSY 7307</b>	Advanced Physiology and Pharmacology of Addiction	3
<b>PSY 6309</b>	Advanced Ethical and Professional Issues in Addiction Counseling	3
<b>PSY 7316</b>	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3
<b>PSY 7007</b>	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
<b>PSY 7523</b>	Psychology of Learning	3
<b>PSY 7700</b>	Applied Sport Psychology I	3
<b>PSY 7701</b>	Applied Sport Psychology II (Pre-Requisite: PSY 7700)	3
<b>PSY 7711</b>	Current Issues in Sport Psychology	3
<b>PSY 7715</b>	Psychology of Coaching	3
<b>PSY 7720</b>	Enhancing Performance: Preparation / Motivation	3
<b>PSY 7725</b>	Research in Sport Psychology	3
<b>PSY 7507</b>	Advanced Human Sexuality	3
<b>PSY 7509</b>	Advanced Psychology of Marriage and Family Systems	3
<b>PSY 7513</b>	Psychological Tests and Measurements	3
<b>PSY 7514</b>	Brief Therapy	3

<b>PSY 6516</b>	Social Psychology	3
<b>PSY 7718</b>	Hypnosis: Theory and Practice	3
<b>PSY 6519</b>	Crisis and Trauma Counseling	3
<b>PSY 7521</b>	Industrial/Organizational Psychology	3
<b>PSY 7522</b>	Consulting in Business, Education, and Mental Health	3
<b>PSY 7525</b>	Cognition and Memory	3
<b>PSY 7527</b>	Psychology of Stress and Stress-Related Disorders	3
<b>PSY 7728</b>	The Psychology of Violence and Domestic Abuse Reporting	3
<b>PSY 7529</b>	Myers-Briggs Type Indicator	3
<b>PSY 7530</b>	Dream Analysis	3
<b>PSY 7533</b>	Psychology of Death and Dying	3
<b>PSY 7534</b>	Dual Diagnosis	3
<b>PSY 7536</b>	Cognitive-Behavioral Psychotherapy	3
<b>PSY 7737</b>	Psychology of Chronic Illness	3
<b>PSY 7738</b>	Advanced Psychology of Addiction and Compulsive Behaviors	3
<b>PSY 7739</b>	Attention-Deficit/Hyperactivity, Autistic Spectrum and Neurodevelopmental Disorders	3
<b>PSY 7541</b>	Psychology of Religion	3
<b>PSY 7742</b>	Eating Disorders	3
<b>PSY 6743</b>	Systems of Care in Community Mental Health	3
<b>PSY 7745</b>	Interpersonal Neurobiology	3
<b>PSY 6747</b>	Career Counseling	3
<b>PSY 7750</b>	Positive Psychology	3
<b>PSY 7760</b>	Media Psychology: Writing, Publishing and Promoting of a Self-Help Book	3
<b>PSY 7761</b>	Interpersonal Conflict in the Workplace	3
<b>PSY 7762</b>	Supervision and Consultation	3
<b>PSY 7763</b>	Clinical Interviewing	3
<b>PSY 7703</b>	Psychological Assessment II (Pre-Requisite: PSY 8702)	3
<b>PSY 7704</b>	Practicum I	3

	(Pre-Requisites: completion of all core courses, comprehensive exam, and personal therapy requirement)	
<b>PSY 7705</b>	Practicum II (Pre-Requisite: PSY 7704)	3
<b>PSY 7706</b>	Practicum III (Pre-Requisite: PSY 7705)	3
<b>PSY 7707</b>	Psychology of the Mind: Mind-Body Connection	3
<b>PSY 7709</b>	Foundations of Humanistic Therapy	3
<b>PSY 7710</b>	Integrative Therapy: From Orientation to Practice	3

## Doctoral Project

An essential feature of a doctoral program is a commitment to research. To support that aim, a required component of the PsyD program is the Doctoral Project. This exercise provides an opportunity to conduct research in a clinically relevant topic area. A PsyD candidate may choose between four basic research designs: qualitative, quantitative, mixed methods, or qualitative systematic review. The University encourages Doctoral Projects which will expand the body of knowledge in the field as well as those which may supplement the PsyD candidate's own work, and those which may contribute to emerging fields of inquiry and relevant contemporary issues. Webinars, boot camps, chairs, committees, and staff support are available throughout.

DOCTORAL PROJECT COURSE REQUIREMENTS		CREDITS
<b>PSY 8991</b>	Doctoral Project I (Pre-Requisites: completion of all core courses, comprehensive exam, and electives)	3
<b>PSY 8992</b>	Doctoral Project II (Pre-Requisite: PSY 8991)	3
<b>PSY 8993</b>	Doctoral Project III (Pre-Requisite: PSY 8992)	3
<b>PSY 8994</b>	Doctoral Project IV (Pre-Requisite: PSY 8993)	3
<b>PSY 8995</b>	Doctoral Project V (Pre-Requisite: PSY 8994)	2

## Internship

An internship course may be required for licensure in some states or jurisdictions. Learners are encouraged to contact their state board or jurisdictional authority to verify requirements.

INTERNSHIP		CREDITS
<b>PSY 8900</b>	Internship (optional)	0

**AAPIC Membership Status:** California Southern University is not a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Learners from California Southern University who intend to pursue a pre-doc internship will not be able to participate in the APPIC Match program.

## Clinical Psychology Licensure Requirements

Since licensing requirements vary by jurisdiction and are subject to change, learners are advised to verify these requirements directly with the applicable board or jurisdictional authority. If needed, they may supplement their degree plan to meet additional requirements. California learners are encouraged to contact the California Board of Psychology to remain informed about all licensing requirements. For a copy of the current regulations, please go to [www.psychology.ca.gov](http://www.psychology.ca.gov) or write to:

California Board of Psychology  
1625 North Market Blvd., Suite N-215, Sacramento, CA 95834  
[www.psychology.ca.gov](http://www.psychology.ca.gov)

## Clinical Training Practicum and Internship

The practicum courses and pre-doctoral internship are optional within the PsyD program. Practicum courses are available as electives and an internship is an additional course option. These courses may be necessary for learners seeking licensure in some jurisdictions. It is the learner's responsibility to verify all educational requirements for licensure, including those for practicum, pre-doctoral and post-doctoral internships, and course requirements.

The practicum courses and pre-doctoral internship complement academic course work and provide a range of supervised experience upon which professional competence is established. Clinical training in practicum can begin once the core courses, Comprehensive Examination, and personal therapy requirement have been successfully completed. Supervised professional experience in the pre-doctoral internship can begin after the completion of 52 semester credits and the personal therapy requirement can include major medical centers, private practices, community mental health agencies, psychiatric hospitals, and inpatient facilities, which serve individuals, couples, families, and groups from diverse communities. Training is comprehensive and can include opportunities to administer psychological assessments, personality and neuropsychological testing, and treatment under expert supervision.

**AAPIC Membership Status:** California Southern University is not a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Learners from California Southern University who intend to pursue a pre-doc internship will not be able to participate in the APPIC Match program.

## Personal Therapy Requirement

The faculty mentors in the School of Behavioral Sciences at California Southern University believe that personal therapy is an important component of clinical training, personal and professional growth, and development. Thus, learners are required to participate in individual therapy to develop insight into personal factors that may affect their performance as clinicians. This pre-requisite for practicum is met by the completion of 16 hours of individual personal therapy completed between the date of enrollment and prior to eligibility for practicum. Therapy services must be provided by a licensed clinician who is fully licensed to independently practice in the same jurisdiction as the learner/client is physically located.

## Potential Career Paths

Completion of the Doctor of Psychology degree may allow learners to pursue the following career paths. Be advised, this is not intended as a comprehensive list.

- Psychological Assistant (42.2801)
- Administrative/Supervisory Positions (44.9999)
- Grad/Post-Graduate Faculty (13.1205)
- Educator (13.0406)
- Author/Writer (23.1301)

# WELCOME TO THE SCHOOL OF BUSINESS AND MANAGEMENT

Welcome to the School of Business and Management at California Southern University! At CalSouthern, we create problem solvers, risk managers, and leaders in the global business arena. Our course offerings cover all the traditional functional areas in business, such as economics, finance, marketing, and organizational behavior in the context of global, commercial, cultural, and technological change. Blending the best of theory and practice, our faculty mentors consist of highly trained scholars with extensive experience in their fields. Within the community of the School of Business and Management itself, faculty mentors and learners grow together and learn to discuss controversial 'hot topics' professionally and productively while discovering how rigorous academic methods can inform and direct real world business decision-making.

Working closely together to ensure that you receive an engaging, flexible, and enjoyable educational experience, our faculty mentors and staff will communicate with you one-on-one, so you can get that degree completed without compromising the pressing needs of work, family, and community. At CalSouthern, we promise to help you earn an accredited business degree anytime, anywhere in a flexible and understanding way. Welcome to the CalSouthern Family!

Warm Regards,

James B. Rieger, EdD

Dean, School of Business and Management

# Mission Statement

In alignment with the mission of California Southern University, the mission of the School of Business and Management is to provide high-quality undergraduate and graduate education to a globally dispersed student body of adult business and management learners using e-learning methodologies. The School provides a rich and dynamic educational experience to those who choose the freedom and flexibility of e-learning to achieve their educational goals. The School is committed to providing programs that develop innovative, principled, insightful leaders and cultivating an environment of academic integrity while stimulating intellectual curiosity through a respectful exchange of ideas between its faculty mentors and its learners.

## UNDERGRADUATE CERTIFICATE PROGRAMS

The School of Business and Management at California Southern University offers general and professional development certificates at the undergraduate level. Certificate programs provide specific professional learning in a concentrated format by offering a prescribed set of courses to earn academic credit in a specific subject area. This is not a degree program. Upon completion of the program requirements, learners earn a certificate focused in an area of study. Learners who show an interest in pursuing the undergraduate certificate program are seeking a quality education that focuses on continuing education and professional development.

### UNDERGRADUATE GENERAL CERTIFICATES

After completing the required courses within a specific certificate program, learners will receive a Certificate conferred by California Southern University. Learners are encouraged to transfer the courses completed within a certificate program directly to an undergraduate degree program at California Southern University.

Undergraduate general certificate programs are offered in **Accounting and Finance; Business Administration and Management; Business Administration, Management, and Operations; Business Managerial Economics; Human Resources Management and Personal Administration; Human Resources Management and Services; Leadership; and Marketing Management.**

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses (3-4)	9-12
TOTAL CREDITS REQUIRED FOR COMPLETION	9-12

### Program Length

One-year full-time studies defined as one course in each 8-week term with 6 terms in a calendar year. A 9-credit program can be completed in six months. A 12-credit program can be completed in eight months. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.



## CERTIFICATE IN ACCOUNTING AND FINANCE (CBAF)

The Certificate in Accounting and Finance provides learners with the knowledge and skills to be able to perform valuations involving equity-based instruments, dividend policies/payments, and tangible assets. Learners will increase their financial literacy while analyzing financial documents and methods of control. Additionally, learners will apply Generally Accepted Accounting Principles (GAAP) while reading and producing elements of consolidated financial statements. They will expand their knowledge regarding the accounting cycle, the types and natures of financial statements, and cash controls suitable for small businesses and understand the concept of taxable income and its reporting within the federal tax framework. Finally, learners will gain experience with the tools and methods enabling individuals to complete federal tax returns.

The objectives of the Certificate in Accounting and Finance include the following:

1. Perform valuations involving equity-based instruments, dividend policies/payments, and tangible assets.
2. Increase financial literacy while analyzing financial documents and methods of control.
3. Apply Generally Accepted Accounting Principles (GAAP) while reading and producing elements of consolidated financial statements.
4. Expand knowledge regarding the accounting cycle, the types and natures of financial statements, and cash controls suitable for small businesses.
5. Understand the concept of taxable income, and its reporting, within the federal tax framework.
6. Experience tools and methods enabling individuals to complete federal tax returns.

### Certificate in Accounting and Finance Required Courses

REQUIRED COURSES		CREDITS
<b>ACT 4102</b>	Principles of Accounting I	3
<b>ACT 4104</b>	Principles of Accounting II	3
<b>ACT 4202</b>	Tax Accounting I	3
<b>FIN 4404</b>	Fundamentals of Finance	3

### Potential Career Paths

Completion of the Certificate in Accounting and Finance may allow learners to pursue the following career paths among others:

- Accounting (52.0301)
- Accounting Technology/Technician and Bookkeeping (52.0302)
- Auditing (52.0303)
- Accounting and Finance (52.0304)
- Accounting and Business/Management (52.0305)
- Accounting and Related Services, Other (52.0399)

## CERTIFICATE IN BUSINESS ADMINISTRATION AND MANAGEMENT (CBBAM)

The Certificate in Business Administration and Management allows the learner to explore the models that enable supervisors to understand and manage behaviors within organizations and gain experience using the tools involved with managing individuals and groups. They will develop strategies to align individual and group behaviors with strategic and organizational goals and understand how to use financial and operations data as part of managerial decision-making processes. Learners will also illustrate ethical and social dilemmas commonly encountered by supervisors operating within global markets and develop communication and negotiation skills to be able to resolve conflict within organizations.

The objectives of the Certificate in Business Administration and Management include the following:

1. Explore models enabling supervisors to understand and manage behaviors within organizations.
2. Gain experience using the tools involved with managing individuals and groups within an organization.
3. Develop strategies aligning individual and group behaviors with strategic and organizational goals.
4. Understand how to use financial and operations data as part of managerial decision-making processes.
5. Illustrate ethical and social dilemmas commonly encountered by supervisors operating within global markets.
6. Develop communication and negotiation skills able to resolve conflict within organizations.

### Certificate in Business Administration and Management Required Courses

REQUIRED COURSES		CREDITS
<b>ACT 4150</b>	Managerial Accounting	3
<b>BUS 3300</b>	Introduction to Business	3
<b>HRM 4102</b>	Human Resource Management	3
<b>HRM 4107</b>	Supervisory Management	3

### Potential Career Paths

Completion of the Certificate in Business Administration and Management may allow learners to pursue the following career paths among others:

- Business Administration and Management, General (52.0201)
- Business Administration, Management, and Operations, Other (52.0299)
- Small Business Administration/Management (52.0703)

## CERTIFICATE IN BUSINESS ADMINISTRATION, MANAGEMENT, AND OPERATIONS (CBBAMO)

The Certificate in Business Administration, Management, and Operations allows the learner to explore models of behavior that enable supervisors to understand and manage behaviors within organizations. Learners will develop a framework of adult learning strategies enabling trainers to assess the effectiveness of workshops. This certificate program fosters the skill sets involved with assessing the needs of adult learners and facilitates delivering effective workshops to stakeholders within organizations. The learner will understand the roles assumed by human resources while developing and retaining core and support staff and will create an interdisciplinary perspective of individual and group behaviors within an organization. Within this certificate program, learners will discuss strategic, technological, practical, and legal issues influencing current staffing systems and workshops.

The objectives of the Certificate in Business Administration, Management, and Operations include the following:

1. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
2. Develop a framework of adult learning enabling trainers to assess the effectiveness of workshops.
3. Foster skill sets involved with assessing the needs of adult learners and delivering effective workshops for organizations.
4. Understand the roles assumed by human resources while developing and retaining core and support staff.
5. Create an interdisciplinary perspective of individual and group behaviors within an organization.
6. Discuss strategic, technological, practical, and legal issues influencing current staffing systems and workshops.

### Certificate in Business Administration, Management, and Operations Required Courses

REQUIRED COURSES		CREDITS
HRM 4102	Human Resource Management	3
HRM 4103	Staffing Organizations	3
HRM 4406	Employee Training and Development	3
MGT 4124	Organizational Behavior	3

### Potential Career Paths

Completion of the Certificate in Business Administration, Management, and Operations may allow learners to pursue the following career paths among others:

- Business Administration and Management, General (52.0201)
- Business Administration, Management, and Operations, Other (52.0299)
- Small Business Administration/Management (52.0703)

## CERTIFICATE IN BUSINESS MANAGERIAL ECONOMICS (CBBME)

Learners in the Certificate in Business Managerial Economics will learn how different economies trade, produce, distribute, and consume goods and services. They will develop an understanding of how policies and trade barriers influence global markets, GDP, and GWP while also exploring topics delineated by the World Bank and World Trade Organization including market growth, global marketplace structures, and global development. Learners will use models to explain how nations measure and consider income, inflation, employment, and banking systems. After completing this certificate program, learners will be able to describe how individual consumers acquire material goods in economies fostering perfect competition, monopolistic competition, oligopolies, and monopolies through the articulation and application of the concept of supply-and-demand to estimate costs and consumer behaviors.

The objectives of the Certificate in Business Managerial Economics include the following:

1. Understand how economies trade, produce, distribute, and consume goods and services.
2. Develop economic relationships explaining how policies and trade barriers influence global markets, GDP, and GWP.
3. Explore topics delineated by the World Bank and World Trade Organization—including market growth, global marketplace structures, and global development.
4. Utilize models explaining how nations measure and consider income, inflation, employment, and banking systems.
5. Describe how individual consumers acquire material goods in economies fostering perfect competition, monopolistic competition, oligopolies, and monopolies.
6. Articulate and apply the concept of supply-and-demand to estimate costs and consumer behaviors.

## Certificate in Business Managerial Economics Required Courses

REQUIRED COURSES		CREDITS
ECO 3300	Macroeconomics	3
ECO 3403	Microeconomics	3
IB 4402	International Economics	3

## Potential Career Paths

Completion of the Certificate in Business Managerial Economics may allow learners to pursue the following career paths among others:

- Business/Managerial Economics (52.0601)
- International Finance (52.0806)
- International Business/Trade/Commerce (52.1101)
- International Marketing (52.1403)

## CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND PERSONNEL ADMINISTRATION (CBHRMPA)

The Certificate in Human Resources Management and Personnel Administration promotes the exploration of the models of behavior that enable supervisors to understand and manage behaviors within organizations. It will also help learners develop strategies aligning individual and group behaviors with strategic and organizational goals. Learners will gain an understanding of how the structure of an organization affects its finances, analyses, planning, and capital expenditures. Learners will model effective compensation practices aiming to enhance retention and performance and will develop an understanding that compensation is an essential component of defining and maintaining a competitive advantage. They will also have the opportunity to discuss the social effects of small businesses and their development, using economic and ethical concepts.

The objectives of the Certificate in Human Resources Management and Personnel Administration include the following:

1. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
2. Develop strategies aligning individual and group behaviors with strategic and organizational goals.
3. Understand how the structure of an organization affects its finances, analyses, planning, and capital expenditures.
4. Model effective compensation practices aiming to enhance retention and performance.
5. Understand that compensation is an essential component of defining and maintaining a competitive advantage.
6. Discuss the social effects of small business, and their development, using economic and ethical concepts.

### Certificate in Human Resources Management & Personnel Administration Required Courses

REQUIRED COURSES		CREDITS
<b>FIN 4404</b>	Fundamentals of Finance	3
<b>HRM 4102</b>	Human Resource Management	3
<b>HRM 4405</b>	Compensation Management	3
<b>BUS 4401</b>	Small Business Management	3

### Potential Career Paths

Completion of the Certificate in Human Resources Management and Personnel Administration may allow learners to pursue the following career paths among others:

- Human Resources Management/Personnel Administration, General (52.1001)
- Human Resources Development (52.1005)
- Human Resources Management and Services, Other (52.1099)

## CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND SERVICES (CBHRMS)

The Certificate in Human Resources Management and Services explores models of behavior that enable supervisors to understand and manage behaviors within organizations. The learner will develop strategies to align individual and group behaviors with strategic and organizational goals. They will also model effective compensation practices to enhance retention and performance and will develop an understanding that compensation is an essential component of defining and maintaining a competitive advantage. In this certificate program, learners will have the opportunity to discuss the social effects of small businesses using economic and ethical concepts.

The objectives of the Certificate in Human Resources Management and Services include the following:

1. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
2. Develop strategies aligning individual and group behaviors with strategic and organizational goals.
3. Model effective compensation practices aiming to enhance retention and performance.
4. Understand that compensation is an essential component of defining and maintaining a competitive advantage.
5. Discuss the social effects of small businesses using economic and ethical concepts.
6. Interpret measures enabling small businesses to determine whether their organizational structure and operations may lead to success.

### Certificate in Human Resources Management and Services Required Courses

REQUIRED COURSES		CREDITS
<b>HRM 4102</b>	Human Resource Management	3
<b>HRM 4405</b>	Compensation Management	3
<b>BUS 4401</b>	Small Business Management	3

### Potential Career Paths

Completion of the Certificate in Human Resources Management and Services may allow learners to pursue the following career paths among others:

- Human Resources Management/Personnel Administration, General (52.1001)
- Human Resources Development (52.1005)
- Human Resources Management and Services, Other (52.1099)

## CERTIFICATE IN LEADERSHIP (CBL)

In the Certificate in Leadership, learners will identify and illustrate leadership types commonly encountered in organizations. Learners will develop the communication skills needed to motivate transformational leadership events as well as model and explore group dynamics involving leaders, followers, and a business/organizational situation. They will learn how to identify and properly utilize verbal and nonverbal cues in a variety of situations. Learners will also realize complex projects using initiation, planning, development, monitoring, controlling, and closure phases.

**Be advised, unlike the other Undergraduate Certificate Programs in the School of Business and Management, the Certificate in Leadership is an 18-credit program comprised of six (6) required courses.**

The objectives of the Certificate in Leadership include the following:

1. Acquire tools assisting leaders with the development of a vision and strategy.
2. Develop the communicative skill sets needed to motivate transformational leadership events.
3. Model and explore group dynamics involving leaders, followers, and a business/organizational situation.
4. Identify and illustrate leadership types commonly encountered in organizations.
5. How to identify and properly utilize verbal and nonverbal cues in a variety of situations.
6. Realize complex projects using initiation, planning, development, monitoring, controlling, and closure phases.

### Certificate in Leadership Required Courses

REQUIRED COURSES		CREDITS
LDR 4100	Foundations of Leadership	3
LDR 4125	Leadership Communications	3
LDR 4150	Leadership Theory and Practices	3
LDR 1460	Project Management Fundamentals and Leadership	3
LDR 4480	Leadership Group Dynamics	3
LDR 1490	Nonverbal Communications in Leadership	3

### Potential Career Paths

Completion of the Certificate in Leadership may allow learners to pursue the following career paths among others:

- Organizational Leadership in Corporations/Multi-National Corporations (52.0213)
- Organizational Leadership in Financial Institutions (52.0213)
- Organizational Leadership in Government Agencies and Non-Profit Organizations (52.0213)

## CERTIFICATE IN MARKETING MANAGEMENT (CBMM)

In the Certificate in Marketing Management, learners will define a corporate vision using a marketing and strategic plan through leveraging the customer-value-equity framework of marketing to establish profitable customer relationships. They will learn how to formulate a marketing strategy using market segmentation and competitor analyses to capitalize on marketing opportunities to enhance product or service mixes. Learners will also practice recasting strategies to apply to the global market and its cultures. Finally, learners will explore how e-Commerce leverages the Internet in today's competitive marketplace.

The objectives of the Certificate in Marketing Management include the following:

1. Define a corporate vision using a marketing and strategic plan.
2. Leverage the customer-value-equity framework of marketing to establish profitable customer relationships.
3. Formulate a marketing strategy using market segmentation and competitor analyses.
4. Recast strategies such that they may apply to the global market and its cultures.
5. Explore how e-Commerce leveraged the Internet in today's competitive marketplace.
6. Ask how to capitalize on marketing opportunities to enhance product or service mixes.

### Certificate in Marketing Management Required Courses

REQUIRED COURSES		CREDITS
IB 4403	Global Marketing	3
MKT 4400	Essentials in Marketing	3
MKT 4420	Marketing Management	3

### Potential Career Paths

Completion of the Certificate in Marketing Management may allow learners to pursue the following career paths among others:

- Marketing/Marketing Management, General (52.1401)
- Marketing Research (52.1402)
- International Marketing (52.1403)
- Marketing, Other (52.1499)
- Sales, Distribution, and Marketing Operations, General (52.1801)
- General Merchandising, Sales, and Related Marketing Operations, Other (52.1899)



# UNDERGRADUATE PROFESSIONAL DEVELOPMENT CERTIFICATES

After completing the required six (6) courses within a specific certificate program, learners will receive a Professional Development Certificate conferred by California Southern University. Learners are encouraged to transfer the courses completed within a certificate program directly to an undergraduate degree program at California Southern University.

Professional Development undergraduate certificate programs are offered in **Accounting, Business, Entrepreneurship, Finance, Human Resources, Leadership, Management, Project Management,** and **Technology.**

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses (6)	18
TOTAL CREDITS REQUIRED FOR COMPLETION	18

## Program Length

One-year full-time studies defined as one course in each 8-week term with 6 terms in a calendar year. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN ACCOUNTING (PDCA)

The Professional Development Certificate in Accounting provides updated contemporary perspectives of value creation using concepts from accounting, industry, and management. Learners will apply Generally Accepted Accounting Principles (GAAP) while reading and producing elements of consolidated financial statements. They will expand their existing knowledge regarding the accounting cycle, financial statements, and cash controls suitable for small businesses. They will also learn how to use financial and operations data as part of managerial decision-making processes. This certificate program discusses the ethical and social dilemmas commonly encountered in financial, industrial, and other global markets. Learners will apply concepts and methods used in preparing financial statements and the accounting cycle.

The objectives of the Professional Development Certificate in Accounting include the following:

1. Explore contemporary perspectives of value creation using concepts from accounting, industry, and management.
2. Apply Generally Accepted Accounting Principles (GAAP) while reading and producing elements of consolidated financial statements.
3. Expand knowledge regarding the accounting cycle, financial statements, and cash controls suitable for small businesses.
4. Understand how to use financial and operations data as part of managerial decision-making processes.
5. Illustrate ethical and social dilemmas commonly encountered in financial, industrial, and other global markets.
6. Apply concepts and methods used in preparing financial statements and the accounting cycle.

### Professional Development Certificate in Accounting Required Courses

REQUIRED COURSES		CREDITS
<b>ACT 4102</b>	Principles of Accounting I	3
<b>ACT 4104</b>	Principles of Accounting II	3
<b>ACT 4150</b>	Managerial Accounting	3
<b>ACT 4467</b>	Auditing	3
<b>BUS 3300</b>	Introduction to Business	3
<b>MGT 4124</b>	Operations Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Accounting may allow learners to pursue the following career paths among others:

- Accounting (52.0301)
- Accounting Technology/Technician and Bookkeeping (52.0302)
- Accounting and Finance (52.0304)
- Accounting and Business/Management (52.0305)
- Accounting and Related Services, Other (52.0399)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN BUSINESS (PDCB)

The Professional Development Certificate in Business demonstrates the ethical and social dilemmas commonly encountered in small businesses and human resource departments. Learners will be introduced to strategies that enable leaders and managers to advance global policies within an organization. These strategies will also be applied to aligning individual and group behaviors with strategic and organizational goals. Learners will practice using effective, clear, courteous, and concise communications suitable for professional environments through the extension of basic concepts of business and operations into policy-based and procedural decision-making processes. They will also learn how to relate private property, sales, negotiations, employment, and risk into an appreciation of business and its operations.

The objectives of the Professional Development Certificate in Business include the following:

1. Illustrate ethical and social dilemmas commonly encountered in small businesses and human resource departments.
2. Develop strategies enabling leaders and managers to advance global policies within an organization.
3. Develop strategies aligning individual and group behaviors with strategic and organizational goals.
4. Practice using effective, clear, courteous, and concise communications suitable for professional environments.
5. Extend basic concepts of business and operations into policy-based and procedural decision-making processes.
6. Relate private property, sales, negotiations, employment, and risk into an appreciation of business and its operations.

### Professional Development Certificate in Business Required Courses

REQUIRED COURSES		CREDITS
<b>BUS 3110</b>	Business Ethics	3
<b>BUS 3300</b>	Introduction to Business	3
<b>BUS 3301</b>	Business Law	3
<b>BUS 3414</b>	Business Communications	3
<b>IB 4100</b>	International Management	3
<b>MGT 4404</b>	Contemporary Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Business may allow learners to pursue the following career paths among others:

- Business/Commerce, General (52.0101)
- Business Administration and Management, General (52.0201)
- Business Administration, Management, and Operations, Other (52.0299)
- Business/Corporate Communications (52.0501)
- Small Business Administration/Management (52.0703)
- Entrepreneurial and Small Business Operations, Other (52.0799)
- International Business/Trade/Commerce (52.1101)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN ENTREPRENEURSHIP (PDCE)

In the Professional Development Certificate in Entrepreneurship, learners will be able to synthesize the vital elements of small business management into a heightened sense of entrepreneurship. Learners will gain skills aiding with the development, organization, and establishment of a new business venture. They will also learn how to compound negotiation practices with bargaining techniques to help resolve group and organizational conflicts. Learners will be able to envision and assemble a business plan able to attract talent, guide initial operations, and begin seeking venture capital. They will also explore how e-Commerce leverages the Internet in today's competitive marketplace. Finally, learners will understand how the structure of a venture affects its finances, analyses, planning, and capital requirements.

The objectives of the Professional Development Certificate in Entrepreneurship include the following:

1. Synthesize the vital elements of small business management into a heightened sense of entrepreneurship.
2. Develop skills aiding with developing, organizing, and establishing a new business venture.
3. Compound negotiation practices with bargaining techniques to help resolve group and organizational conflicts.
4. Envision and develop a business plan able to attract talent, guide initial operations, and begin seeking venture capital.
5. Explore how e-Commerce levered the Internet in today's competitive marketplace.
6. Understand how the structure of a venture affects its finances, analyses, planning, and capital requirements.

### Professional Development Certificate in Entrepreneurship Required Courses

REQUIRED COURSES		CREDITS
<b>BUS 3415</b>	Business Negotiation	3
<b>ENT 4100</b>	Entrepreneurship	3
<b>ENT 4101</b>	Business Plans for New Ventures	3
<b>MKT 4400</b>	Essentials of Marketing	3
<b>MKT 4416</b>	Internet Marketing	3
<b>BUS 4401</b>	Small Business Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Entrepreneurship may allow learners to pursue the following career paths among others:

- Entrepreneurship/Entrepreneurial Studies (52.0701)
- Entrepreneurial and Small Business Operations, Other (52.0799)
- Small Business Administration/Management (52.0703)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN FINANCE (PDCF)

In the Professional Development Certificate in Finance, learners will increase financial literacy while analyzing financial documents and methods of control. They will perform valuations involving equity-based instruments, dividend policies/payments, and tangible assets. Learners will explore the nature and outcomes of the lending cycle, forms of lending, and implications related to the current regulatory environment. Additionally, learners will investigate how to implement technological processes for making decisions leading to a successful venture. They will study the roles of foreign direct investment, foreign exchange rates, and multinational corporations in raising capital as well as understand the utility of banking systems, credit unions, financing vehicles, and risk assessments in managing small businesses.

The objectives of the Professional Development Certificate in Finance include the following:

1. Increase financial literacy while analyzing financial documents and methods of control.
2. Perform valuations involving equity-based instruments, dividend policies/payments, and tangible assets.
3. Explore the nature and outcomes of the lending cycle, forms of lending, and related regulatory environment.
4. Investigate how to implement technological processes for making decisions leading to a successful venture.
5. Study the roles of foreign direct investment, foreign exchange rates, multinational corporations in raising capital.
6. Appreciate the utility of banking systems, credit unions, financing vehicles, and risk assessments in managing small businesses.

### Professional Development Certificate in Finance Required Courses

REQUIRED COURSES		CREDITS
ENT 4305	Introduction to Banking	3
ENT 4403	Money, Banking and Finance	3
FIN 4404	Fundamentals of Finance	3
FIN 4405	Principles of Lending	3
IB 4404	International Finance	3
TEC 4450	E-Business Strategies and Technology	3

### Potential Career Paths

Completion of the Professional Development Certificate in Finance may allow learners to pursue the following career paths among others:

- Finance, General (52.0801)
- International Finance (52.0806)
- Public Finance (52.0808)
- Banking and Financial Support Services (52.0803)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN HUMAN RESOURCES (PDCHR)

In the Professional Development Certificate in Human Resources, learners will model effective compensation practices to enhance retention and performance. They will explore models of behavior that enable supervisors to understand and manage behaviors within organizations. Additionally, learners will develop strategies aligning individual and group behaviors with strategic and organizational goals to understand that compensation is an essential component of defining and maintaining a competitive advantage. Learners will prepare for human resources activities involving job search processes, resume and cover letter preparation, and interview techniques. They will gain an understanding of the roles assumed by human resources while developing and retaining core and support staff.

The objectives of the Professional Development Certificate in Human Resources include the following:

1. Model effective compensation practices aiming to enhance retention and performance.
2. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
3. Develop strategies aligning individual and group behaviors with strategic and organizational goals.
4. Understand that compensation is an essential component of defining and maintaining a competitive advantage.
5. Prepare for human resources activities involving job search processes, resume and cover letter preparation, and interview techniques.
6. Understand the roles assumed by human resources while developing and retaining core and support staff.

### Professional Development Certificate in Human Resources Required Courses

REQUIRED COURSES		CREDITS
<b>BUS 3405</b>	Career Management and Personal Marketing	3
<b>HRM 4102</b>	Human Resource Management	3
<b>HRM 4103</b>	Staffing Organizations	3
<b>HRM 4405</b>	Compensation Management	3
<b>MGT 4121</b>	Organizational Behavior	3
<b>MGT 4404</b>	Contemporary Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Human Resources may allow learners to pursue the following career paths among others:

- Human Resources Management/Personnel Administration, General (52.1001)
- Human Resources Development (52.1005)
- Human Resources Management and Services, Other (52.1099)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN LEADERSHIP (PDCL)

The Professional Development Certificate in Leadership fosters the skills and perspective enabling leaders to realize their potential through the discussion of the qualities, actions, and communicative practices of effective leaders. Learners will practice using effective, clear, courteous, and concise communications suitable for professional environments. They will prepare for human resources activities involving job search processes, resume and cover letter preparation, and interview techniques. Learners will create an interdisciplinary perspective of individual and group behaviors within an organization and gain an appreciation of the roles of ethical and social responsibilities influencing global markets, utilization of information, and investment.

The objectives of the Professional Development Certificate in Leadership include the following:

1. Practice using effective, clear, courteous, and concise communications suitable for professional environments.
2. Prepare for human resources activities involving job search processes, resume and cover letter preparation, and interview techniques.
3. Create an interdisciplinary perspective of individual and group behaviors within an organization.
4. Appreciate the roles of ethical and social responsibilities influencing global markets, utilization of information, and investment.
5. Foster the skills and perspective enabling leaders to realize their potential.
6. Discuss the qualities, actions, and communicative practices of effective leaders.

### Professional Development Certificate in Leadership Required Courses

REQUIRED COURSES		CREDITS
<b>BUS 3300</b>	Introduction to Business	3
<b>BUS 3405</b>	Career Management and Personal Marketing	3
<b>BUS 3414</b>	Business Communication	3
<b>LDR 4100</b>	Foundations of Leadership	3
<b>LDR 4470</b>	Customer Service Management	3
<b>MGT 4121</b>	Organizational Behavior	3

### Potential Career Paths

Completion of the Professional Development Certificate in Leadership may allow learners to pursue the following career paths among others:

- Organizational Leadership (52.0213)
- Customer Service Management (52.0207)
- Business, Management, Marketing, and Related Support Services, Other (52.9999)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN MANAGEMENT (PDCM)

The Professional Development Certificate in Management allows learners to transform best practices in communications, employee motivation, negotiation, and discipline into effective employee management strategies. Learners will create an interdisciplinary perspective of individual and group behaviors within an organization and explore models of behavior that enable supervisors to understand and manage behaviors within organizations. They will also study contemporary perspectives of value creation using concepts from accounting, industry, and management as well as develop supervisory skills to aid with resolving conflict at the workplace. Finally, learners will examine product distribution starting at the producer/manufacturer level to the consumer via retail and other points of sale.

The objectives of the Professional Development Certificate in Management include the following:

1. Create an interdisciplinary perspective of individual and group behaviors within an organization.
2. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
3. Explore contemporary perspectives of value creation using concepts from accounting, industry, and management.
4. Develop supervisory skills aiding with resolving conflict at the workplace.
5. Transform best practices in communications, employee motivation, negotiation, and discipline into effective employee management strategies.
6. Examine product distribution starting at a producer/manufacturer to the consumer via retail and other points of sale.

### Professional Development Certificate in Management Required Courses

REQUIRED COURSES		CREDITS
<b>HRM 4107</b>	Supervisory Management	3
<b>MGT 4121</b>	Organizational Behavior	3
<b>MGT 4124</b>	Operations Management	3
<b>MGT 4404</b>	Contemporary Management	3
<b>MGT 4426</b>	Total Quality Management	3
<b>MKT 4107</b>	Retail Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Management may allow learners to pursue the following career paths among others:

- Business Administration and Management, General (52.0201)
- Operations Management and Supervision (52.0205)
- Non-Profit/Public/Organizational Management (52.0206)
- Retail Management (52.0212)



## PROFESSIONAL DEVELOPMENT CERTIFICATE IN PROJECT MANAGEMENT (PDCPM)

The Professional Development Certificate in Project Management allows learners to explore models of behavior that enable supervisors to understand and manage behaviors within organizations. Activities include modeling project planning, execution, management, and assessment within complex organizations. Learners will explore contemporary perspectives of value creation using concepts from accounting, industry, and management. Additionally, they will examine product distribution starting at a producer/manufacturer level to the consumer via retail and other points of sale. Learners will also discuss the ethical and social responsibilities of entrepreneurs using financial data, social returns, and regulatory environments. They will learn how to frame intellectual property rights and contract law principles as part of the daily operation of a small business.

The objectives of the Professional Development Certificate in Project Management include the following:

1. Explore models of behavior enabling supervisors to understand and manage behaviors within organizations.
2. Model project planning, execution, management, and assessment within complex organizations.
3. Explore contemporary perspectives of value creation using concepts from accounting, industry, and management.
4. Examine product distribution starting at a producer/manufacturer level to the consumer via retail and other points of sale.
5. Discuss ethical and social responsibilities of entrepreneurs using financial data, social returns, and regulatory environments.
6. Frame intellectual property rights and contract law principles as part of the daily operation of a small business.

### Professional Development Certificate in Project Management Required Courses

REQUIRED COURSES		CREDITS
<b>BUS 3300</b>	Introduction to Business	3
<b>BUS 3301</b>	Business Law	3
<b>LDR 1460</b>	Project Management Fundamentals and Leadership	3
<b>MGT 4124</b>	Operations Management	3
<b>MGT 4404</b>	Contemporary Management	3
<b>MGT 4426</b>	Total Quality Management	3

### Potential Career Paths

Completion of the Professional Development Certificate in Project Management may allow learners to pursue the following career paths among others:

- Project Management (52.0211)
- Operations Management and Supervision (52.0205)
- Logistics and Materials Management (52.0203)

## PROFESSIONAL DEVELOPMENT CERTIFICATE IN TECHNOLOGY (PDCT)

The Professional Development Certificate in Technology allows learners to explore ways to simultaneously reduce costs and enhance productivity while increasing customer satisfaction. Learners will understand the roles of emerging technologies in e-commerce/e-business ventures and innovations while also learning to appreciate the planning, development, and management stages of database systems encountered in e-commerce. Learners will also become versed in effective methods that enable entrepreneurs to develop a venture suited to global markets as well as methods of coupling internet applications with strategies to drive growth, awareness, and sales. Learners will sharpen their abilities to integrate data and evidence into decision-making processes vital to a successful venture.

The objectives of the Professional Development Certificate in Technology include the following:

1. Explore ways to simultaneously reduce costs and enhance productivity while increasing customer satisfaction.
2. Understand the roles of emerging technologies in e-Commerce/e-Business ventures and innovations.
3. Appreciate the planning, development, and management stages of database systems encountered in e-Commerce.
4. Effective methods enabling entrepreneurs to develop a venture suited to global markets.
5. Methods of coupling internet applications with strategies to drive growth, awareness, and sales.
6. Sharpen abilities to integrate data and evidence into decision-making processes vital to a successful venture.

### Professional Development Certificate in Technology Required Courses

REQUIRED COURSES		CREDITS
ENT 4100	Entrepreneurship	3
ENT 4408	Entrepreneurship and the Internet	3
MGT 4325	Business Information Systems	3
TEC 4100	Engineering and Technology	3
TEC 4110	Emerging & Strategic Technological Innovations	3
TEC 4450	eBusiness Strategies and Technology	3

### Potential Career Paths

Completion of the Professional Development Certificate in Technology may allow learners to pursue the following career paths among others:

- E-Commerce/Electronic Commerce (52.0208)
- Accounting Technology/Technician and Bookkeeping (52.0302)
- Business/Office Automation/Technology/Data Entry (52.0407)
- Management Information Systems, General (52.1201)
- Management Information Systems and Services, Other (52.1299)

## GRADUATE CERTIFICATE PROGRAMS

The School of Business and Management at California Southern University certificates at the graduate level designed for individuals who have already earned a bachelor's degree. Certificate programs provide specific professional learning in a concentrated format by offering a prescribed set of courses to earn academic credit in a specific subject area. This is not a degree program. Upon completion of the program requirements, learners earn certificate focused in an area of study. Learners who show an interest in pursuing a graduate certificate program are seeking a quality education that focuses on continuing education and professional development.

The School of Business and Management offers graduate certificate programs in **Financial Management, Human Resource Management, International Business, Management, Project Management, and Strategic Leadership.**

The objectives of the Graduate Certificate Programs are to:

1. Promote the incorporation of practical business experience with formal academic learning so that shared experiences can create integrated learning.
2. Foster growth in intellectual accomplishment and an opportunity to develop an executive level perspective on business practices.
3. Encourage learners to develop the ability to use quantitative and qualitative tools to identify and address business problems and opportunities.
4. Encourage learners to gain an appreciation of ethical principles and its application to the business environment.
5. Provide working professionals the chance to experience graduate study without committing to a full graduate program.
6. Enable personal growth and the ability to gain academic experience and a credential in a specific discipline.
7. Provide the option of pursuing a Master of Business Administration degree upon successful completion of the certificate program.
8. Facilitate the acquisition of practical knowledge with an understanding of the integrated nature of business functions.
9. Provide the tools to evaluate the issues that characterize the contemporary business environment.

### Graduate Certificate Program Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses (6)	18
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>18</b>

### Program Length

One-year full-time studies defined as one course in each 8-week term with 6 terms in a calendar year. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## CERTIFICATE IN FINANCIAL MANAGEMENT (CBFM)

In the Certificate in Financial Management, learners will develop the necessary skills to support financial resources through capital generation, asset planning, and asset management. They will master theoretical and technical concepts associated with investing in marketable securities including risk-return trade-off, modern portfolio theory with efficient diversification, asset allocation, futures, options, and derivative security markets.

Learners will become versed in how to manage return and risk in financial institutions such as commercial banks, savings and loan associations, investment banks, and insurance companies. Learners will explore markets, institutions, laws, regulations, and techniques through which bonds, stocks, and other securities are traded, interest rates are determined, and financial services are produced and delivered worldwide.

They will analyze how psychology impacts the decisions and judgments of corporate managers regarding valuation, capital budgeting, real options, capital structure, payouts, corporate governance, and mergers and acquisitions. Learners will apply accounting information in organizational planning, control, and special decision-making.

### Certificate in Financial Management Required Courses

REQUIRED COURSES		CREDITS
<b>FIN 6505</b>	Corporate Finance	3
<b>FIN 6513</b>	Investment Management	3
<b>FIN 6514</b>	Financial Institutions	3
<b>FIN 6516</b>	Capital Markets	3
<b>FIN 6518</b>	Behavioral Corporate Finance	3
<b>MGT 6512</b>	Managerial Accounting for Decision Making	3

### Potential Career Paths

Completion of the Certificate in Financial Management may allow learners to pursue the following career paths among others:

- Accounting and Finance (52.0304)
- Finance, General (52.0801)
- Banking and Financial Support Services (52.0803)
- Financial Planning and Services (52.0804)

## CERTIFICATE IN HUMAN RESOURCE MANAGEMENT (CBHRM)

The Certificate in Human Resource Management provides learners to opportunity to apply strategies for managing individuals, the dynamics of a group, and system relationships to achieve organizational goals. They will analyze theories, research, and state-of-the-art practices that can guide compensation decision-making. They will examine the history and development of labor relations, the structure of union organizations, and the process of negotiations and contract administration.

Learners will explore the blending of practice, theory, and skills necessary for effective supervision in modern organizational settings. Learners will also examine training activities in the context of organizational strategies and explore how e-learning can enhance training programs by placing employees in virtual work environments that allow them to experiment and practice without fear of failure. Finally, they will analyze corporate behavior and decision-making from the context of ethical and global issues.

### Certificate in Human Resource Management Required Courses

REQUIRED COURSES		CREDITS
HRM 6603	Human Resource Management	3
HRM 6502	Compensation Issues in HRM	3
HRM 6503	Labor Relations	3
HRM 6504	Supervisory Concepts and Practice	3
HRM 6505	Effective Training and E-Learning	3
MGT 6519	Ethics in Business	3

### Potential Career Paths

Completion of the Certificate in Human Resource Management may allow learners to pursue the following career paths among others:

- Human Resources Management/Personnel Administration, General (52.1001)
- Human Resources Development (52.1005)
- Human Resources Management and Services, Other (52.1099)

## CERTIFICATE IN INTERNATIONAL BUSINESS (CBIB)

The Certificate in International Business explores governmental intervention in international business, international monetary systems, the balance of payments analysis, and foreign exchange markets and currencies.

Learners will examine specific issues associated with entering overseas markets and conducting international marketing operations. They will evaluate the complexities of operating in foreign environments and managing multinational organizational relationships and study the principles underlying the legal environment of global business.

Learners will analyze a comparative study of the institutional characteristics and internal efficiencies of developed and undeveloped capital markets through the analysis of corporate behavior and decision-making from the context of ethical and global issues.

### Certificate in International Business Required Courses

REQUIRED COURSES		CREDITS
IB 6512	International Economics	3
IB 6513	International Marketing	3
IB 6514	Cultural Environments of International Business	3
IB 6517	International Business Law	3
IB 6518	International Financial Management	3
MGT 6519	Ethics in Business	3

### Potential Career Paths

Completion of the Certificate in International Business may allow learners to pursue the following career paths among others:

- International Finance (52.0806)
- International Business/Trade/Commerce (52.1101)
- International Marketing (52.1403)

## CERTIFICATE IN MANAGEMENT (CBM)

In the Certificate in Management, learners will study advanced theories and techniques of organizational development, focusing specifically on the design, management, and control of organizational development programs in business. They will analyze core concepts, analytical tools, and cases that showcase the most critical strategic challenges managers face.

Learners will be introduced to Statistical Package for Social Sciences (SPSS) with examples and business applications that identify the best ways to review descriptive business information including forecasting, comparative data analysis, descriptive statistics, charts and graphs, tables, and a wide variety of bivariate techniques. They will analyze the use of accounting information in organizational planning, control, and special decision-making.

Learners will become versed in how to evaluate leadership development and organizational change including the pace of change, management of organizational change, the importance of management responsibility, understanding and diagnosing change, the substance and process of change, and sustainability. They will explore the role of information technology in management, including current professional practices and methodologies.

### Certificate in Management Required Courses

REQUIRED COURSES		CREDITS
<b>MGT 6506</b>	Organizational Behavior	3
<b>MGT 6507</b>	Strategic Management	3
<b>MGT 4510</b>	Statistical Analysis	3
<b>MGT 6512</b>	Managerial Accounting for Decision Making	3
<b>MGT 6535</b>	Management of Change	3
<b>MGT 6537</b>	Management of Information Systems for Managers	3

### Potential Career Paths

Completion of the Certificate in Management may allow learners to pursue the following career paths among others:

- Business Administration and Management, General (52.0201)
- E-Commerce/Electronic Commerce (52.0208)
- Business Administration, Management and Operations, Other (52.0299)
- Accounting and Business/Management (52.0305)
- Finance and Financial Management Services, Other (52.0899)
- Management Information Systems, General (52.1201)
- Information Resources Management/CIO Training (52.1206)
- Management Sciences and Quantitative Methods, Other (52.1399)

## CERTIFICATE IN PROJECT MANAGEMENT (CBPM)

In the Certificate in Project Management, learners will apply the project management life cycle to mirror the way a project would be executed in today's business environment. They will explore the various concepts and essentials discussed in the Project Management Body of Knowledge (PMBOK) developed by the Project Management Institute (PMI) to prepare them to take the PMP and CAPM certification exams through the PMI.

Learners will also compare operational and strategic change management in contemporary organizations of both for-profit and not-for-profit enterprises. They will learn how to manage conflict and effectively interface with organizational executives and stakeholders to obtain the project objectives. Learners will also review different methodologies for applying the various project management knowledge areas, skills, and processes in different orders and degrees of rigor to meet the requirements of the customer and other stakeholders, while managing expectations.

The Project Management Capstone course provides the learner with an opportunity to demonstrate they have achieved an acceptable level of academic and practical knowledge relative to the skills and discipline required for effective and efficient project management.

### Certificate in Project Management Required Courses

REQUIRED COURSES		CREDITS
<b>MGT 6529</b>	Project Management	3
<b>PM 6900</b>	Project Management Concepts and Essentials	3
<b>PM 6901</b>	Project Management Strategic Design	3
<b>PM 6902</b>	Project Management Organization	3
<b>PM 6903</b>	Project Management Integration	3
<b>PM 6910</b>	PM Capstone	3

### Potential Career Paths

Completion of the Certificate in Project Management may allow learners to pursue the following career paths among others:

- Project Management (52.0211)
- Operations Management and Supervision (52.0205)
- Logistics and Materials Management (52.0203)



## CERTIFICATE IN STRATEGIC LEADERSHIP (CBSL)

In the Certificate in Strategic Leadership, learners will apply essential 21st Century strategic management and leadership skills to gain a competitive advantage through an analytic approach to leadership and the development of strong management principles.

They will examine leadership theory and application and how it meets the needs and requirements of key audiences from a strategic management perspective while exploring the latest workforce developments, global trends, and technologies that influence human relations for effective strategic leadership. They will analyze how strategic leaders promote corporate social responsibility through values-based and systems-based knowledge and skills and master the skills and knowledge that managers, leaders, and executives need to successfully predict and resolve conflicts in their organizations and the external environment.

Learners will develop high-performance teams from the organization's perspective to deliver maximum benefits as well as real-world customer service leadership knowledge and skills through the investigation and evaluation of various issues associated with the 21st-century customer service industry.

**Be advised, unlike the other Graduate Certificate Programs in the School of Business and Management, the Certificate in Strategic Leadership is a 21-credit program comprised of seven (7) required courses.**

### Certificate in Strategic Leadership Required Courses

REQUIRED COURSES		CREDITS
SLDR 6600	Essential Concepts for Strategic Management and Leadership	3
SLDR 6601	Role of Leadership in Strategic Management Communications	3
SLDR 6602	Effective Human Relations Skills for Leaders	3
SLDR 6603	Leadership for Promoting Strategic Corporate Social Responsibility	3
SLDR 6604	Conflict Management Strategies and Resolution	3
SLDR 6605	Leadership Strategies for Developing High Performance Teams	3
SLDR 6606	Customer Service Leadership	3

### Potential Career Paths

Completion of the Certificate in Strategic Leadership may allow learners to pursue the following career paths among others:

- Organizational Leadership (52.0213)
- Business/Corporate Communications (52.0501)
- Customer Service Management (52.0207)

## ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS)

### Program Objectives

The Associate of Arts in Liberal Studies (AALS) is a flexible degree program that provides the learner with an opportunity to explore and build an academic foundation in liberal arts and general studies and to define their career goals. It provides learners with an initiation into the liberal arts and general studies tradition with a selection of courses from English, the Humanities, Mathematics, Natural Sciences, and Social Sciences. It enables learners to better understand and relate to the world around them from a liberal studies perspective and prepares for entry into a bachelor's degree program at the junior level.

### Program Learning Outcomes

1. *Written Communication* – Interact with others using written communication resulting in understanding and being understood.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* – Evaluate evidence and apply reasoning to discriminate among degrees of credibility, accuracy, and reliability to evaluate the strengths and relevance of arguments and determine what conclusions or consequences are supported by that information.
4. *Cultural and Social Understanding* – Possess an awareness, understanding, and appreciation of the social and cultural dimensions within global communities and assess the impact that social institutions have on individuals and culture—past, present, and future.
5. *Information Literacy* – Demonstrate competency in information literacy by determining the nature and extent of the information needed, evaluating information technology, and incorporating it into their knowledge base to effectively accomplish a specific purpose.
6. *Personal Development* – Integrate formal academic learning with personal experiences so that learning is meaningful, personalized, and relates to personal or professional goals.
7. *Quantitative Reasoning* – Possess the skills and knowledge necessary to apply the use of logic, utilize mathematical reasoning, and interpret mathematical formulas and models.
8. *Scientific Reasoning* – Adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to generate an evidenced and logical argument, distinguish a relevant argument from a non-relevant argument, and reason by deduction, induction, and analogy.
9. *Ethical, Legal, and Professional Issues* – Behaves and makes decisions that demonstrate ethical behavior as it relates to the specific discipline, recognize ethical issues, and apply and evaluate ethical perspectives/concepts.

### Associate of Arts in Liberal Studies Admission Requirements

Regular/Matriculating admission into the associate degree program requires a high school diploma from an accredited or approved institution or a GED. If an applicant has completed two (2) or more undergraduate courses at another post-secondary institution, the applicant can be admitted based on that achievement, and the requirement for a high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission “Second Chance College” policy and requirements in this catalog.

California Southern University encourages those students who have taken courses at a Community College or at a Junior College to continue their education and earn an associate degree. To this end, the University accepts the maximum of 45 semester credits earned at prior schools in transfer toward earning the CalSouthern Associate of Arts in Liberal Studies

degree. In addition, by completing the associate degree, graduates are then eligible to apply for bachelor's degree programs offered by the University.

The associate degree requires a total of 60 semester credits. A maximum of 45 undergraduate credits may be accepted in transfer and a minimum of 15 credits of coursework must be completed at CalSouthern to meet our requirements. Of the 60-credit total, CalSouthern requires that at least 21 credits toward the AALS must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses will not map directly onto our GE courses, nevertheless they are accepted as meeting the 21 credit GE requirement. Additional GE courses available for transfer beyond the 21 credits we require may be accepted as "Elective Courses" to meet the total 45 credit maximum transfer limit. If the applicant does not have the 21 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses for which a grade of "C" or higher was earned will be considered for transfer. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Associate of Arts in Liberal Studies Degree Requirements

DEGREE REQUIREMENTS	CREDITS
University Success Online	3
General Education Courses	21
Elective Courses	36
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>60</b>

## Program Length

With full-time studies, earning the associate degree varies from 1 to 3-1/2 years depending on the number of credits accepted in transfer. Full-time studies are defined as taking one course in each 8-week term and 6 terms in a calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer. As many as 45 semester credits can be transferred in from courses completed at community colleges and junior colleges. The minimum number of credits required to be completed at CalSouthern is 15, which can be completed in less than one year.

## General Education Courses

The associate degree requires the successful completion of 21 General Education credits. This requirement can be met entirely or in part by transfer from other institutions. If the applicant does not have the entire 21 GE credits to transfer, then the University will recommend GE courses to be taken to add breadth and to satisfy the 21 GE credits required. The General Education courses available for the associate degree are grouped into five sub-disciplines: English, humanities, mathematics, natural sciences, and social sciences. Course listings and descriptions can be found in the Undergraduate General Education section under Course Descriptions of the university catalog.

## Elective Courses

The elective courses category is designed to provide learners with the opportunity to explore their interests in any undergraduate courses offered by the University that do not have pre-requisites.

## Potential Career Paths

Completion of the Associate of Arts in Liberal Studies degree may allow learners to pursue the following career paths among others:

- Business Development (52.0210)
- Client Services (52.9999)
- Communication Specialist (52.0501)
- Marketing Coordinator (52.1401)
- Project Manager (52.0211)
- Researcher (52.0210)

# BACHELOR OF APPLIED SCIENCE (BAS)

## Program Objectives

The Bachelor of Applied Science (BAS) is designed especially for the learner who has completed an Associate of Arts (AA) or an Associate of Science (AS) degree. California Southern University has developed the BAS to accept these AA and AS course credits toward the Bachelor of Applied Science. CalSouthern can accept up to 90 semester credits in transfer, thereby leaving the last 30 credits, equivalent to the senior year of undergraduate studies, to be completed at CalSouthern.

CalSouthern also recognizes the academic value of vocational and trade school coursework. Graduates from accredited vocational, technical, and business post-secondary schools can also benefit from having their previous coursework recognized for admission into the BAS program.

The Bachelor of Applied Science (BAS) is a flexible, interdisciplinary degree completion program that offers learners unique areas of concentration tailored to their individual interests and goals. The program is designed to allow for program customization, which makes advising an integral component of the BAS degree program. Learners will work closely with Learner Support Services to develop a degree plan tailored to their academic and professional goals. This ensures that learners obtain the requisite foundation in General Education and the theoretical and specialized knowledge in their chosen area of concentration.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to communicate with others using written communication resulting in the ability to make persuasive presentations and leverage technology to enhance communications.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* – Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques and information systems and technology in support of organizational goals.
4. *Cultural and Social Understanding* – Recognize the importance of diversity and develop an understanding of the local and global impact of information technology on individuals, organizations, and society.
5. *Information Literacy* – Demonstrate the application of business competencies, information technology competencies, and project management competencies necessary for organizational success.
6. *Personal Development* – Apply core competencies learned in the graduate's chosen concentration to function as a successful professional as related to both personal and professional goals.
7. *Quantitative Reasoning* – Exhibit analytical thought and informed judgment using mathematical reasoning, and interpretation of mathematical models and formulas.
8. *Scientific Reasoning* – Utilize informed analyses and other cognitive decision-making tools to make socially-responsible, situation-appropriate decisions.
9. *Ethical, Legal, and Professional Issues* – Demonstrate personal and professional ethical and legal responsibility in the application of best practices and standards to conform to legal and regulatory standards in all managerial and organizational decision making.

## Bachelor of Applied Sciences Admission Requirements

Matriculating admission into the bachelor's degree programs requires a high school diploma from an accredited or approved institution, or a GED. If an applicant has successfully completed two (2) or more undergraduate courses at another post-secondary institution, the applicant may be admitted based on that achievement, and the high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission “Second Chance College” policy and requirements in this catalog.

California Southern University wants to encourage those students who have taken college level courses to continue their education and earn a bachelor’s degree. To this end, the University accepts the maximum units earned at your previous schools in transfer toward earning the CalSouthern bachelor’s degree. In addition, by completing the bachelor’s degree, graduates are then eligible to apply for a graduate degree program offered by the University.

The bachelor’s degree requires a total of 120 semester credits. A maximum of 90 undergraduate credits may be accepted in transfer and a minimum of 30 credits of course work must be completed at CalSouthern to meet our requirements. Of the 120-credit total, CalSouthern requires that at least 36 credits toward the bachelor’s degree must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in “bulk transfer” thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution’s GE courses will not map directly onto our GE courses, nevertheless they are accepted as counting toward the 36 credit GE requirement. Additional GE courses beyond the 36 credits required may be accepted as “Elective Courses” to meet the total 90 credit maximum transfer limit. If the applicant does not have the 36 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required. At CalSouthern, the credits you earned many years ago do not expire and are accepted in transfer. After all, the diplomas and degrees you earn do not have an expiration date, and neither do your credits or knowledge gained.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses, for which a grade of "C" or higher was earned, will be considered for transfer. To evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Bachelor of Applied Science Degree Requirements

This program has 4 academic components: General Education, required Core Courses, courses in an Academic Concentration, and Electives from the University’s list of courses and/or credits transferred from prior college courses.

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	24
Concentration & Elective Courses	15
Elective Courses	45
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>120</b>

## Program Length

The length of time required to accumulate the 120 semester credits required for the bachelor’s degree depends on the number of credits required to be completed at CalSouthern after deducting the transfer credits you bring in. Credits toward the degree are earned at the average rate of one course in each 8-week term with six terms in a calendar year, which is an average of 18 semester credits per year.

The full 120 semester credits, assuming no transfer credits, for the BAS degree can be earned in 6-1/2 calendar years of study. With the maximum of 90 credits in transfer, the remaining 30 credits can be earned in less than 2 calendar years. Your time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## General Education Courses

The 36-credit requirement for General Education is met by a combination of transfer credits accepted and courses completed at CalSouthern. CalSouthern accepts general education courses completed at other post-secondary institutions in “bulk” as meeting our GE requirement. We do not try to match the GE courses one-on-one with our GE courses. However, if the learner does not meet the 36-credit requirement, then GE courses from our list will be required. For that purpose, learners will be taking a balanced representation of GE from these five areas: English, humanities, mathematics, natural sciences, and social sciences. Please see the Undergraduate General Education section of the catalog for a listing of General Education Courses available.

## Bachelor of Applied Science Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>UNI 1000</b>	University Success Online	3
<b>BUS 3300</b>	Introduction to Business	3
<b>BUS 3414</b>	Business Communications	3
<b>ENT 4100</b>	Entrepreneurship	3
<b>LDR 4100</b>	Foundations of Leadership	3
<b>LDR 1460</b>	Project Management Fundamentals and Leadership	3
<b>MKT 4400</b>	Essentials to Marketing	3
<b>CAP 3404</b>	BAS Capstone	3

## Bachelor of Applied Science Concentration & Elective Courses

Electives permit learners to transfer AA, AS, and vocational courses that have been completed at another post-secondary institution and to receive recognition of credits earned toward the BAS degree. If additional credits are required in this area to meet the 120-credit requirement, then courses can be selected from any academic area that does not require prerequisites.

At CalSouthern, learners may choose elective courses in a particular area of interest to concentrate their studies in. For the BAS, the following areas of concentration are offered: accounting, entrepreneurship, human resource management, international business, leadership, management, marketing, and technology management. By completing 5 courses in any one area, the concentration will be shown on your degree and transcript. Or you can take a random sampling from more than one category to satisfy your interests and add breadth without declaring a particular concentration.

## Completing Your Degree Plan

Your Degree Plan, completed at the time of your entry, is intended to be your guide toward the completion of your degree. As you progress through the program and understand the relevance of the coursework to your individual needs, you may

alter your plan through consultation with Learner Support Services (meaning you can change courses or objectives, however, you cannot reduce the total credits you need for your degree).

## Potential Career Paths

Completion of the Bachelor of Applied Science degree may allow learners to pursue the following career paths among others:

- Communications Generalist (52.0501)
- Computer Animation (10.0304)
- Creative Fields – Editing/Writing (23.1301)
- Education (13.0101)
- Human Resources (52.1099)
- Management (52.0201)
- Public Health and Medical Field (51.2201)



# BACHELOR OF BUSINESS ADMINISTRATION (BBA)

## Program Objectives

The Bachelor of Business Administration (BBA) degree program is designed to provide undergraduate learners with a practical education in business administration. The core courses offer a well-rounded education in business and learners may build their own degree by selecting concentration courses with a focus on accounting, entrepreneurship, human resource management, international business, leadership, management, marketing, or technology management.

CalSouthern can accept up to 90 semester credits in transfer, thereby leaving the last 30 credits, equivalent to the senior year of undergraduate studies, to be completed at CalSouthern.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to communicate with others using written communication resulting in understanding and being understood within an organization. Apply critical thinking and reasoning skills to discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data to analyze situations within the business environment.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately give the purpose and the context of the communication
3. *Critical Thinking* – Apply critical thinking and reasoning skills to discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data to analyze situations within the business environment.
4. *Cultural and Social Understanding* – Recognize the importance of social and cultural diversity within global communities and develop a perspective based on the knowledge of foreign business environments and cultures.
5. *Information Literacy* – Determine the nature and extent of the information needed and demonstrate the ability to locate, evaluate, and use it effectively within modern corporate organizations.
6. *Personal Development* – Integrate formal academic learning with personal experiences so that learning is meaningful, personalized and relates to both personal and professional goals.
7. *Quantitative Reasoning* – Demonstrate the ability to use analytical skills to understand business situations and make well-informed decisions.
8. *Scientific Reasoning* – Demonstrate a system of inquiry that is dependent on empirical evidence to develop integrative solutions to improve business outcomes.
9. *Ethical, Legal, and Professional Issues* – Apply ethical and legal principles to the business environment and evaluate different ethical perspectives.

## Bachelor of Business Administration Admission Requirements

Matriculating admission into the bachelor's degree programs requires a high school diploma from an accredited or approved institution, or a GED. If an applicant has successfully completed two (2) or more undergraduate courses at another post-secondary institution, or has earned an associate degree, the applicant may be admitted based on that achievement and the high school diploma is waived.

Conditional/non-matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission "Second Chance College" policy and requirements in this catalog.

CalSouthern wants to encourage those students who have taken college level courses to continue their education and earn a bachelor's degree. To this end, the University accepts the maximum units earned at your prior schools in transfer toward earning the CalSouthern bachelor's degree. In addition, by completing the bachelor's degree, graduates are then eligible to apply for a graduate degree program offered by the University.

The bachelor's degree requires a total of 120 semester credits. A maximum of 90 undergraduate credits may be accepted in transfer and a minimum of 30 credits of coursework must be completed at CalSouthern to meet our requirements. Of the 120-credit total, CalSouthern requires that at least 36 credits toward the bachelors must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses will not map directly onto our GE courses, nevertheless they are accepted as counting toward the 36 credit GE requirement. Additional GE courses beyond the 36 credits we require may be accepted as "Elective Courses" to meet the total 90 credit maximum transfer limit. If the applicant does not have the 36 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required. At CalSouthern, the credits you earned many years ago do not expire and are accepted in transfer. After all, the diplomas and degrees you earn do not have an expiration date, and neither do your credits.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses for which a grade of "C" or higher was earned will be considered for transfer. To evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Bachelor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	45
Concentration & Elective Courses	15
General Elective Courses	24
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>120</b>

## Program Length

The length of time required to accumulate the 120 semester credits required for the bachelor's degree depends on the number of credits required to be completed at CalSouthern after deducting the transfer credits you bring in. Credits toward the degree are earned at the average rate of one course in each 8-week term with six terms in a calendar year, which is an average of 18 semester credits per year.

The full 120 semester credits, assuming no transfer credits, for the BBA degree can be earned in 6-1/2 calendar years of study. With the maximum of 90 credits in transfer, the remaining 30 credits can be earned in less than 2 calendar years. Your time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## General Education Courses

The bachelor's degree requires the successful completion of 36 General Education credits. This requirement can be met entirely or in part by transfer from other institutions. If the applicant does not have the entire 36 GE credits to transfer, then the University will recommend GE courses to be taken to add breadth and to satisfy the 36 GE credits required. The General Education courses available for the bachelor's degree are grouped into five sub-disciplines: English, Humanities, Mathematics, Natural Sciences, and Social Sciences. A course listing is included in the Undergraduate General Education section and descriptions are in the Course Descriptions section of the university catalog.

## Bachelor of Business Administration Required Core Courses

These courses can be satisfied by transfer or by completing them at CalSouthern.

REQUIRED CORE COURSES		CREDITS
UNI 1000	University Success Online	3
ACT 4102	Principles of Accounting I	3
BUS 3110	Business Ethics	3
BUS 3300	Introduction to Business	3
BUS 3301	Business Law	3
BUS 3413	Business Statistics	3
BUS 3414	Business Communications	3
ECO 3300	Macroeconomics	3
ECO 3403	Microeconomics	3
FIN 4404	Fundamentals of Finance	3
IB 4100	International Management	3
MGT 4325	Business Information Systems	3
MGT 4404	Contemporary Management	3
MKT 4400	Essentials of Marketing	3
CAP 3400	BBA Capstone	3

## Bachelor of Business Administration Concentration & Elective Courses

Concentration in a specific business area requires 15 semester credits of elective courses in a specific area of concentration. The University offers seven concentrations: Accounting, Entrepreneurship, Human Resources Management, International Business, Leadership, Management, Marketing, and Technology Management.

Completing five courses (15 credits) in any one concentration earns this concentration on your transcript and diploma. Learners may elect not to select a concentration but to satisfy this five-course requirement by a selection of courses from different concentrations.

ACCOUNTING CONCENTRATION		CREDITS
ACT 4104	Principles of Accounting II	3
ACT 4150	Managerial Accounting	3
ACT 4202	Tax Accounting I	3
ACT 2204	Tax Accounting II	3
ACT 4451	Intermediate Accounting I	3

<b>ACT 4452</b>	Intermediate Accounting II	3
<b>ACT 4453</b>	Cost Accounting	3
<b>ACT 4467</b>	Auditing	3

ENTREPRENEURSHIP CONCENTRATION		CREDITS
<b>ENT 4100</b>	Entrepreneurship	3
<b>ENT 4101</b>	Business Plans for New Ventures	3
<b>ENT 4106</b>	Family Business Management	3
<b>ENT 4402</b>	Entrepreneurial Financing and Venture Capital Management	3
<b>ENT 4408</b>	Entrepreneurship and the Internet	3
<b>ENT 4515</b>	Women and Entrepreneurship	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
<b>HRM 4102</b>	Human Resource Management	3
<b>HRM 4103</b>	Staffing Organizations	3
<b>HRM 4107</b>	Supervisory Management	3
<b>HRM 4404</b>	Labor Relations and Collective Bargaining	3
<b>HRM 4405</b>	Compensation Management	3
<b>HRM 4406</b>	Employee Training and Development	3

INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
<b>IB 4101</b>	International Business Law	3
<b>IB 4402</b>	International Economics	3
<b>IB 4403</b>	Global Marketing	3
<b>IB 4404</b>	International Finance	3
<b>MGT 4121</b>	Organizational Behavior	3

LEADERSHIP CONCENTRATION		CREDITS
<b>LDR 4100</b>	Foundations of Leadership	3
<b>LDR 4125</b>	Leadership Communications	3
<b>LDR 4150</b>	Leadership Theory and Practices	3
<b>LDR 1460</b>	Project Management Fundamentals and Leadership	3

<b>LDR 4480</b>	Leadership Group Dynamics	3
<b>LDR 1490</b>	Nonverbal Communications in Leadership	3

MANAGEMENT CONCENTRATION		CREDITS
<b>BUS 3405</b>	Career Management and Personal Marketing	3
<b>BUS 3415</b>	Business Negotiation	3
<b>ENT 4305</b>	Introduction to Banking	3
<b>ENT 4403</b>	Money, Banking, and Finance	3
<b>FIN 4405</b>	Principals of Lending	3
<b>MGT 4121</b>	Organizational Behavior	3
<b>MGT 4124</b>	Operations Management	3
<b>BUS 4401</b>	Small Business Management	3

MARKETING CONCENTRATION		CREDITS
<b>MKT 4106</b>	Advertising	3
<b>MKT 4107</b>	Retail Management	3
<b>MKT 4108</b>	Sales	3
<b>MKT 4409</b>	Consumer Behavior	3
<b>MKT 4410</b>	Brand Management	3
<b>MKT 4416</b>	Internet Marketing	3
<b>MKT 4420</b>	Marketing Management	3

TECHNOLOGY MANAGEMENT CONCENTRATION		CREDITS
<b>TEC 4100</b>	Engineering and Technology	3
<b>TEC 4110</b>	Emerging & Strategic Technological Innovations	3
<b>TEC 4120</b>	Alternative Energy Solutions and Systems	3
<b>TEC 4430</b>	Systems Analysis and Design	3
<b>TEC 4440</b>	Information and Technology Security	3
<b>TEC 4450</b>	eBusiness Strategies and Technology	3

## General Elective Courses

The Electives category permits learners to transfer into CalSouthern those undergraduate and vocational courses completed at another post-secondary institution and to receive recognition of credits earned toward the BBA degree. If additional credits are required in this area to meet the 120-credit requirement, courses can be selected from any academic area at the University that does not require prerequisites.

## Potential Career Paths

Completion of the Bachelor of Business Administration degree may allow learners to pursue the following career paths among others:

- Accounting (52.0301)
- Advertising and Promotion (09.0903)
- Customer Service Manager (52-0207)
- Hospitality Manager (52.0901)
- Human Resource Manager (52.1001)
- Insurance Agent (52.1701)
- Loan Officer (52.0899)
- Operations Manager (52.0205)
- Management Trainee (52.0201)
- Retail Sales Manager (52.0212)

# MASTER OF BUSINESS ADMINISTRATION (MBA)

## Program Objectives

The Master of Business Administration (MBA) degree program provides a broad view of organizational performance from the general management perspective. It offers an innovative curriculum designed to develop skills needed for effective leadership and management. Learners may build their own degree by selecting a concentration in financial management, human resources management, healthcare administration, international business, management, project management, or strategic leadership. CalSouthern's intensive curriculum provides the essential management skills to succeed in any career. The program focuses on leadership, communication, the fundamentals of business, and analytical skills.

## Program Learning Outcomes

1. Communicate using the advanced written communication skills necessary to analyze a business situation (problem and/ or opportunity) and employ a high level of proficiency in the preparation and presentation of management reports.
2. Employ appropriate oral communication skills to successfully interact with people from a variety of experiences and backgrounds in presentations, discussions, negotiations, and conflict management situations.
3. Employ appropriate analytical models and apply critical reasoning processes for the use of collecting data, analyzing, and synthesizing information to arrive at professional conclusions.
4. Demonstrate an appreciation of the social and cultural dimensions within global communities and assess its impact on business operations with an understanding of how global competitive environments are changing business practices.
5. Develop a strategic level of understanding of the key functions of business: accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics and utilize this information effectively to accomplish a specific goal.
6. Assess formal academic learning and integrate personal and professional development with an emphasis on self-awareness, self-management, collaboration, and teamwork to better negotiate complexities within organizations.
7. Utilize quantitative reasoning skills necessary to analyze a firm's quantifiable numerical data and/or make intelligent and effective decisions that support management decision-making.
8. Develop a thorough knowledge of scientific and scholarly research methods that demonstrate a system of inquiry to support the application of theoretical knowledge to business challenges.
9. Develop an appreciation of ethical and legal issues in management that adhere to professional standards and integrate them into sustainable business models.

## Master of Business Administration Admission Requirements

Regular/Matriculating admission to the MBA requires a bachelor's degree or its equivalent 120 semester credits completed in a related academic field at an accredited or approved postsecondary institution.

Adult applicants with credits and/or degrees from State Licensed post-secondary schools may be admitted as conditional/non-matriculating into a master's program and enrolled in graduate courses, leveling and/or core courses, on a course-by-course basis. Upon successful completion of four (4) courses with a grade of "B" or better, and upon review of the applicant's Personal Statement, the applicant's status may change to Regular/Matriculating toward the master's degree. Successful completion of the prescribed courses or leveling courses will be recorded as the basis for admission up-grade into graduate studies as a Regular/Matriculating learner.

All graduate program applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Academic Evaluation Team uses the Personal Statement to assess writing ability, readiness to pursue a graduate degree, and potential for success as a student at CalSouthern. The Personal Statement should be one to two pages in length

and double spaced. The Personal Statement is an important evaluative component of the admission process. Therefore, applications will not be considered complete until the Personal Statement has been submitted

MBA applicants who have completed a bachelor's degree or 120 credits in a business-related academic area from an accredited or approved institution are admitted as regular/matriculating. If the bachelor's degree is in a different non-business academic area the applicant must take one to five leveling courses to bring them to readiness to undertake graduate coursework, beginning with MGT 85900, Business Management. The exact leveling courses that are required for matriculation will be based on transcript evaluations. These enrolled learners are considered Conditional/Non-Matriculating until the leveling requirements are satisfied.

CalSouthern may accept a maximum of 6 graduate semester credits in transfer toward the MBA. Course credit earned in graduate courses with a grade of "B" or higher will be considered for transfer into the master's degree program.

To evaluate prior college coursework and accept transfer credits, CalSouthern requires official transcripts. Conditional/Non-Matriculating learners will be enrolled and encouraged to begin their courses pending receipt of the official transcripts and awarding of transfer credit as appropriate.

## Master of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>36</b>

## Program Length

With full-time studies, earning the MBA varies from 1-1/2 to 2 years depending on the number of credits accepted in transfer. Full-time studies are defined as one course in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Business Administration Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>ECO 6501</b>	Economics for Organizational Management	3
<b>MGT 6500</b>	Business Organization and Management	3
<b>MGT 6512</b>	Managerial Accounting for Decision Making	3
<b>MGT 6519</b>	Ethics in Business	3
<b>MIS 6510</b>	Applied Data Analysis	3
<b>MKT 6502</b>	Marketing Management	3
<b>CAP 8900</b>	MBA Capstone	3

## Master of Business Administration Concentration & Elective Courses

Concentration in a specific business area requires 15 semester credits of elective courses in a specific area of concentration. The University offers seven concentrations: Financial Management, Healthcare Administration, Human Resources



Management, International Business, Management, Project Management, and Strategic Leadership. Completing five courses (15 credits) in any one concentration earns this concentration on your transcript and diploma. Learners may elect not to select a concentration but to satisfy this five-course requirement by a selection of courses from different concentrations.

FINANCIAL MANAGEMENT CONCENTRATION		CREDITS
<b>ACT 6515</b>	Financial Statement Analysis	3
<b>ECO 6601</b>	Managerial Economics	3
<b>FIN 6505</b>	Corporate Finance	3
<b>FIN 6507</b>	Lending in Consumer and Corporate Markets	3
<b>FIN 6509</b>	Management in Banking and Financial Services	3
<b>FIN 6513</b>	Investment Management	3
<b>FIN 6514</b>	Financial Institutions	3
<b>FIN 6516</b>	Capital Markets	3
<b>FIN 6518</b>	Behavioral Corporate Finance	3

HEALTHCARE ADMINISTRATION CONCENTRATION		CREDITS
<b>HCA 6800</b>	Healthcare Administration	3
<b>HCA 6802</b>	Healthcare Compliance, Law and Ethics	3
<b>HCA 6804</b>	Healthcare Economics	3
<b>HCA 6806</b>	Managing Epidemiology	3
<b>HCA 6810</b>	Healthcare Informatics	3
<b>HCA 6812</b>	Quality Control in Healthcare	3
<b>HCA 6814</b>	Cultural Diversity in Healthcare	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
<b>HRM 6603</b>	Human Resource Management	3
<b>HRM 6502</b>	Compensation Issues in Human Resource Management	3
<b>HRM 6503</b>	Labor Relations	3
<b>HRM 6504</b>	Supervisory Concepts and Practice	3
<b>HRM 6505</b>	Effective Training and E-Learning	3

INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
<b>IB 6512</b>	International Economics	3
<b>IB 6513</b>	International Marketing	3
<b>IB 6514</b>	Cultural Environment of International Business	3
<b>IB 6517</b>	International Business Law	3
<b>IB 6518</b>	International Financial Management	3

MANAGEMENT CONCENTRATION		CREDITS
<b>MGT 6200</b>	Professional Women in Today's Business Environment	3
<b>MGT 6250</b>	Entrepreneurship: A Woman's Prospective	3
<b>MGT 6506</b>	Organizational Behavior	3
<b>MGT 6507</b>	Strategic Management	3
<b>MGT 4510</b>	Statistical Analysis	3
<b>MGT 6535</b>	Management of Change	3
<b>MGT 6536</b>	Cross Cultural Management	3
<b>MGT 6537</b>	Management of Information Systems for Managers	3
<b>MGT 6510</b>	Technology Concepts for Managers	3
<b>MKT 6515</b>	Coordinating and Managing Supply Chains	3
<b>MGT 6545</b>	Managing, Organizing and Negotiating for Value	3

PROJECT MANAGEMENT CONCENTRATION		CREDITS
<b>MGT 6529</b>	Project Management	3
<b>PM 6900</b>	Project Management Concepts and Essentials	3
<b>PM 6901</b>	Project Management Strategic Design	3
<b>PM 6902</b>	Project Management Organization	3
<b>PM 6903</b>	Project Management Integration	3
<b>PM 6910</b>	Project Management Capstone	3

STRATEGIC LEADERSHIP CONCENTRATION		CREDITS
<b>SLDR 6600</b>	Essential Concepts for Strategic Management and Leadership	3
<b>SLDR 6601</b>	Role of Leadership in Strategic Management Communications	3
<b>SLDR 6602</b>	Effective Human Relations Skills for Leaders	3
<b>SLDR 6603</b>	Leadership for Promoting Strategic Corporate Social Responsibility	3
<b>SLDR 6604</b>	Conflict Management Strategies and Resolution	3
<b>SLDR 6605</b>	Leadership Strategies for Developing High Performance Teams	3
<b>SLDR 6606</b>	Customer Service Leadership	3

## Potential Career Paths

Completion of the Master of Business Administration degree may allow learners to pursue the following career paths among others:

- Communications Manager (52.0501)
- Computer and Information Systems Manager (52.1206)
- Executive Recruiter (52.1001)
- Financial Analyst (52.0801)
- Health Services Manager (51.2211)
- Management Consultant/Analyst (52.0101)
- Operations Research Analyst (52.1801)
- Product Manager (52.0299)
- Transportation Director (52.0209)

# DOCTOR OF BUSINESS ADMINISTRATION (DBA)

## Program Objectives

The Doctor of Business Administration (DBA) degree program transforms mature learners into leaders. Doctoral candidates learn the most advanced decision-making techniques, while also developing the research and writing skills that accompany high-level responsibility in the academic and business environments.

Business executives must be able to perform in a dynamic environment where market expansion is global, where competition presents ever-changing decision-making challenges, and change is the norm. Excellence in leadership, strategic management, and organizational change management are essential to develop effective corporate executives and hence organizational viability.

To facilitate the interdisciplinary cross-fertilization of ideas, which drives innovation in business, the doctoral program will allow learners to select electives from all graduate level courses offered at CalSouthern, in any discipline to enable and facilitate them to build their own doctoral degree program.

## Build Your Own Degree

At California Southern University, we, along with the entire civilized world, are experiencing the destabilizing forces brought about by the digital revolution. Our past ways of living and acclimating to a mechanical-analog world are being squashed and abandoned by the newer digital, Internet, online, now, AI, constantly changing world.

As educators we must also be revolutionary and change how we view knowledge, how and what we consider to be “education”, how we reach our learners, and how we adapt to the current needs of our learners, and how we can assist them, as individuals, to grow intellectually and prosper.

Our challenge as a 21<sup>st</sup> Century educational institution is to keep up with the revolution. We no longer can get away with teaching facts, when all the world’s information is available on the smart phone or smart TV. We have to train our learners to be able to discern facts from fiction, to analyze data, synthesize alternatives, and apply data to solve problems in society. Textbooks are yesterday’s sources of information and treatments of how to do this or that. We need to access tomorrow’s facts today. We need to keep up with our learner’s needs today, to be where they are. We have to invite them to share with us what they need to study to be successful in their worlds.

To achieve these objectives, CalSouthern offers DBA learners the opportunity to have direct input into which courses they believe are relevant to their doctoral studies, to the extent doctoral candidates can select up to 15 semester credits from any courses offered by the University that do not have prerequisites to fulfill the credit requirements.

## Program Learning Outcomes

1. Employ written communication skills in a variety of modalities to communicate strategic approaches to business practices and translate research findings into actionable guidelines for management.
2. Employ appropriate oral communication skills to successfully interact with people from a variety of experiences and backgrounds in presentations, discussions, negotiations, and conflict management situations.
3. Apply advanced critical and conceptual thinking skills in analyzing the effective handling of business problems and opportunities.
4. Acquire an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within communities and their impact on business theory and practices.
5. Identify the nature and scope of the information needed in relation to accessing and evaluating scholarly materials and applying current research to business and management.
6. Integrate formal academic learning to align with personal experiences in business administration, leadership, and management so that learning is meaningful and relates to personal and/or professional goals.

7. Apply qualitative and quantitative tools to Integrate internal and external data to support evidence-based decision making and to perform effective business analysis.
8. Utilize the requisite research skills and generate empirical evidence to apply situational analyses and evaluate the impact of managerial actions.
9. Demonstrate ethical behavior as it relates to legal and ethical principles, professional standards of practice, social responsibility, and corporate governance in business situations.

## Program Structure

The DBA degree program consists of an integrated sequence of courses and a Doctoral Project (an Applied Dissertation) that encompasses 60 credits beyond a master's degree. The courses are structured to allow working professionals to complete their degrees while working full-time. The structure of the program encompasses:

- Ten integrated inquiry courses (30 credits) that are designed to develop applications of theory in a range of business, management, and research methodologies consisting of required and elective courses.
- Under the Build Your Own degree program, learners can select up to five courses (15 credits) from any of the graduate level courses from any school of the University that fits into their educational objectives or dissertation interests.
- A comprehensive essay to be completed prior to beginning the doctoral project. Successful completion of this essay demonstrates that the candidate has the knowledge and skills fundamental to the DBA degree (1 credit).
- Five required dissertation courses (14 total credits) focus on conducting research into applied business matters leading to the completion and defense of your Doctoral Project. This is a five-course sequence that takes you step by step through the dissertation process so that upon completion of the fifth course you are expected to have completed your dissertation.
- A Doctoral Dissertation in which you are required to demonstrate expertise by analyzing and presenting a business management problem, situation, or analysis. The research should include a theoretical framework, literature review, research design and an appropriate methodology.

## Doctor of Business Administration Admission Requirements

Admission to the DBA degree requires a bachelor's degree or its equivalent completed at an accredited or approved postsecondary institution or a master's degree in the field of study or related field from an accredited or approved postsecondary institution. Learners entering with a bachelor's degree in an academic area other than business may be required to take leveling courses (see MBA Admission Requirements) to bring them to a level of preparation for graduate studies.

If the applicant has earned a master's degree in another field from an accredited or approved postsecondary institution, the learner may be required to take one or more of the following leveling courses in preparation for doctoral work. Please see transfer policies for details on transferring. In this case, the academic committee may require the completion of five prerequisite courses:

- MGT 6500 — Business Organization and Management
- MGT 6519 — Ethics in Business
- MGT 6512 — Managerial Accounting for Decision Making
- ECO 6501 — Economics for Organizational Management
- MKT 6502 — Marketing Management

## Transfer Credits Accepted

The DBA requires a total of 90 graduate credits beyond the bachelor's degree or 60 graduate credits beyond the master's degree. For applicants entering with a bachelor's degree, CalSouthern can accept up to 30 graduate credits in transfer for graduate courses completed in business or related field with a grade of "B" or better. For applicants entering with a master's degree in business or related field, CalSouthern can accept up to 30 graduate credits in business completed at another institution at the doctoral level with a "B" or better grade and must be directly related to the respective degree program at CalSouthern.

## Applicants with ABDs

There is a non-degree category in higher education that is so prevalent that it has its own unofficial designation: **All But Dissertation**. This identifies a doctoral student who did not complete his/her doctoral dissertation for any number of reasons and did not earn the doctoral degree.

Estimates are that approximate half of students attempting a doctorate fail to achieve the degree and are ABDs. Many were forced to drop-out due to problems of finance, family, health, jobs, time, or any other non-academic factors. At CalSouthern, we recognize that many ABDs are academically qualified by ability, motivation, and maturity to eventually earn their doctorates.

California Southern University invites ABDs in business-related disciplines from accredited or approved schools to apply to enter our DBA program and give us the opportunity to help you convert your ABD into a DBA. Contact a CalSouthern Admissions Representative with your special needs.

## Doctor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	30
Concentration & Elective Courses	15
Comprehensive Essay Examination	1
Doctoral Project Courses	14
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>60</b>

## Program Length

With full-time studies, earning the DBA varies from 2 to 5 years depending on the number of credits accepted in transfer. Full-time studies would be defined as one course in each 8-week term over a 6-term calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

### Disclaimer:

- All program requirements for the Doctor of Business Administration degree program must be completed through California Southern University in no less than two (2), no more than ten (10) years of initial course enrollment.

## Doctor of Business Administration Required Courses

REQUIRED FIRST-YEAR CORE COURSES		CREDITS
<b>ACT 7530</b>	Management Finance and Control	3
<b>BUS 7300</b>	Advanced Measurement and Statistics for Business	3
<b>BUS 7305</b>	Ethnography of Corporate Culture	3
<b>MGT 7500</b>	Organizational Development and Design	3
<b>MGT 7525</b>	Leadership, Ethics, and Corporate Governance	3
<b>MKT 6505</b>	Consumer Behavior, Theory, and Analysis	3
REQUIRED SECOND- AND THIRD-YEAR CORE COURSES		CREDITS
<b>IB 6516</b>	Global Business Strategic Management	3
<b>MGT 7515</b>	Information, Organization, and Strategy	3
<b>MGT 7520</b>	Business Research Methods	3
<b>MGT 6540</b>	Quantitative Research Methods	3

## Comprehensive Essay Examination

The Comprehensive Essay Examination provides an opportunity to assess comprehensive academic competence in business. Preparing for and taking the examination encourages the integration of all facets of doctoral education completed during the first years of the program. The examination is considered in evaluating a learner's readiness to move forward in the program. The exam is taken following the successful completion of all core courses. Learners must successfully pass the examination to continue in the program.

Specifically, the essay explores what has been learned in the courses expands, enriches, and dovetails with the learner's professional experiences to focus his/her future professional life and doctoral studies. It is a critical self-assessment of what has been learned, demonstrates how this learning has been integrated intelligently, and explores its relevance to future studies.

COMPREHENSIVE ESSAY EXAMINATION		CREDITS
<b>BUS 7805</b>	Doctoral Comprehensive Essay Examination	1

## Doctor of Business Administration Concentration & Elective Courses

The DBA program requires 15 semester credits of concentration or elective courses. The School of Business and Management offers six concentrations: Financial Management, Healthcare Administration, Human Resources Management, International Business, Project Management, and Strategic Leadership. Completing five courses (15 credits) in any one concentration earns this concentration on your transcript and diploma. Learners may elect not to select a concentration, but to satisfy this five-course requirement by a selection of elective courses from different concentrations or academic areas in the University.

FINANCIAL MANAGEMENT CONCENTRATION		CREDITS
<b>ACT 6515</b>	Financial Statement Analysis	3
<b>ECO 6601</b>	Managerial Economics	3
<b>FIN 6505</b>	Corporate Finance	3
<b>FIN 6507</b>	Lending in Consumer and Corporate Markets	3
<b>FIN 6509</b>	Management in Banking and Financial Services	3
<b>FIN 6513</b>	Investment Management	3
<b>FIN 6514</b>	Financial Institutions	3
<b>FIN 6516</b>	Capital Markets	3
<b>FIN 6518</b>	Behavioral Corporate Finance	3

HEALTHCARE ADMINISTRATION CONCENTRATION		CREDITS
<b>HCA 6800</b>	Healthcare Administration	3
<b>HCA 6802</b>	Healthcare Compliance, Law and Ethics	3
<b>HCA 6804</b>	Healthcare Economics	3
<b>HCA 6806</b>	Managing Epidemiology	3
<b>HCA 6810</b>	Healthcare Informatics	3
<b>HCA 6812</b>	Quality Control in Healthcare	3
<b>HCA 6814</b>	Cultural Diversity in Healthcare	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
<b>HRM 6603</b>	Human Resource Management	3
<b>HRM 6502</b>	Compensation Issues in Human Resource Management	3
<b>HRM 6503</b>	Labor Relations	3
<b>HRM 6504</b>	Supervisory Concepts and Practice	3
<b>HRM 6505</b>	Effective Training on E-Learning	3

INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
<b>IB 6512</b>	International Economics	3
<b>IB 6513</b>	International Marketing	3
<b>IB 6514</b>	Cultural Environment of International Business	3



<b>IB 6517</b>	International Business Law	3
<b>IB 6518</b>	International Financial Management	3

PROJECT MANAGEMENT CONCENTRATION		CREDITS
<b>MGT 6529</b>	Project Management	3
<b>PM 6900</b>	Project Management Concepts and Essentials	3
<b>PM 6901</b>	Project Management Strategic Design	3
<b>PM 6902</b>	Project Management Organization	3
<b>PM 6903</b>	Project Management Integration	3
<b>PM 6910</b>	PM Capstone	3

STRATEGIC LEADERSHIP CONCENTRATION		CREDITS
<b>SLDR 6600</b>	Essential Concepts for Strategic Management and Leadership	3
<b>SLDR 6601</b>	Role of Leadership in Strategic Management Communications	3
<b>SLDR 6602</b>	Effective Human Relations Skills for Leaders	3
<b>SLDR 6603</b>	Leadership for Promoting Strategic Corporate Social Responsibility	3
<b>SLDR 6604</b>	Conflict Management Strategies and Resolution	3
<b>SLDR 6605</b>	Leadership Strategies for Developing High Performance Teams	3
<b>SLDR 6606</b>	Customer Service Leadership	3

## Doctoral Project

An essential feature of a doctoral program is a commitment to practical and applied scholarship. Learners complete a Doctoral Project that provides an opportunity to study an applied business-relevant topic. The DBA candidate may choose between four basic research designs: theoretical, qualitative, quantitative, or mixed methods. The University encourages Doctoral Projects that extend the DBA candidate's work and experiences into emerging fields of inquiry that address contemporary real-world problems and issues. Learners are given extensive support throughout the Doctoral Project.

REQUIRED DOCTORAL PROJECT COURSES		CREDITS
<b>MGT 8995</b>	Doctoral Project I	3
<b>MGT 8996</b>	Doctoral Project II	3

<b>MGT 8997</b>	Doctoral Project III	3
<b>MGT 8998</b>	Doctoral Project IV	3
<b>MGT 8999</b>	Doctoral Project V	2

## Potential Career Paths

Completion of the Doctor of Business Administration degree may allow learners to pursue the following career paths among others.

- Senior Leadership Roles in Various Industries (52.0201)
- Consulting (52.9999)
- Economist (45.0601)
- Healthcare (51.0701)
- Human Resources (52.1001)
- Instructor (13.0301)
- Researcher (52.0210)
- Writer (23.1301)

## WELCOME TO THE SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE

Welcome to the School of Criminology and Criminal Justice at California Southern University! At CalSouthern, we are dedicated professionals who deliver only the highest quality educational experience to learners across the state, country, and world. Designed with accessibility and flexibility in mind, our Bachelor of Science in Criminal Justice (BSCJ) and Master of Science in Law Enforcement Executive Leadership (MSLEEL) degree programs are carefully tailored to prepare our learners for a broad spectrum of careers in the Criminal Justice field and to assist career professionals seeking further challenge, growth, and advancement.

Our course content is delivered through exceptional faculty mentors who utilize an integrated online learning environment to facilitate our interactive online courses. These faculty mentors are highly educated and experienced professionals who are experts in their respective disciplines. They are trained to teach through their own experiences, while illustrating how these real-world examples reflect theory and research. Through this approach, learners will develop practical skills and knowledge critical to their professional and personal development.

Offering a robust array of courses, learners in the BSCJ and MSLEEL degree programs take courses related to criminal procedure, ethics, criminal investigations, criminal law, applied criminology, cultural diversity and implicit bias, contemporary issues in criminal justice, victimology, cyber-crime, family crime, organized crime, terrorism and homeland security, juvenile justice and forensic psychology, among others.

Welcome to CalSouthern! We are here to assist you in the achievement of your goals and look forward to celebrating your accomplishments!

Warm Regards,

Jeffrey Gross, MPA

Department Chair, School of Criminology and Criminal Justice

## Mission Statement

The mission of the School of Criminology and Criminal Justice is to provide a high quality undergraduate and graduate education to a globally dispersed student body of adult learners using distance learning methodologies. The School is dedicated to providing a rich and dynamic educational experience to those who choose the freedom and flexibility of distance learning to achieve their educational goals. The School is committed to providing programs that develop innovative, principled, insightful leaders and cultivating an environment of academic integrity while stimulating intellectual curiosity through a respectful exchange of ideas between its faculty mentors and its learners.

## BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (BSCJ)

### Program Objectives

The Bachelor of Science in Criminal Justice (BSCJ) program is the study of crime and the administration of criminal justice systems and their effect on society. The curriculum is designed to provide practical knowledge of criminal justice systems and operations with an emphasis on the criminal courts, investigative principles, ethical principles, criminal law, victims of crime, and community relations. It provides the opportunity to continue studies in areas including organized crime, white collar crime, drug and alcohol abuse, social and forensic psychology, and terrorism and terrorism response, among others. This directed self-study program facilitates understanding the causes of crime, the means to prevent and investigate crime, and the ways to be an effective leader in the field of criminal justice.

### Program Learning Outcomes

1. *Written Communication* – Apply effective written communication skills to various interactions with law enforcement personnel, victims, witnesses, and suspects utilizing the language conventions specific to criminal justice.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* - Demonstrate critical thinking and skeptical inquiry in the understanding of key concepts in criminal justice, applying these concepts appropriately, evaluating and justifying positions, and creating coherent arguments.
4. *Cultural and Social Understanding* – Analyze the major historical and contemporary issues facing the criminal justice system as they relate to contemporary urban society and respect for racial, ethnic, cultural, and gender diversity.
5. *Information Literacy* – Demonstrate information literacy and technological competency to facilitate the study of criminal justice and criminology.
6. *Personal Development* – Practice and apply inter-personal skills in the educational environment so that learning criminal justice and law enforcement practices and procedures is meaningful, personalized, and related to both personal and professional goals.
7. *Quantitative Reasoning* – Demonstrate the ability to use analytical skills in conjunction with information systems, data analysis and computer skills to understand situations in criminal justice and make well-reasoned decisions.
8. *Scientific Reasoning* – Possess the knowledge, understanding, and ability to employ state-of-the-art technologies common to the criminal justice profession to conduct research and present findings explaining how this data informs policies and programs.
9. *Ethical, Legal, and Professional Issues* – Apply ethical and legal principles using sound judgment to evaluate and employ appropriate professional behaviors.

## Bachelor of Science in Criminal Justice Admission Requirements

Matriculating admission into the bachelor's degree programs requires a high school diploma or equivalent from an accredited or approved institution, or a GED. If an applicant has successfully completed two (2) or more undergraduate courses at another post-secondary institution, the applicant may be admitted based on that achievement and the prerequisite of a high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for applicants who do not have a high school diploma or equivalent, or a GED and have not earned college credits elsewhere. See Conditional admission "Second Chance College" policy and requirements in this catalog.

The bachelor's degree requires successful completion of a total of 120 semester credits. A maximum of 90 undergraduate credits can be accepted in transfer, and a minimum of 30 credits of coursework must be completed at CalSouthern to meet our requirements. Of the 120-credit total, CalSouthern requires that at least 36 credits toward the bachelor's degree must be earned in General Education (GE). This requirement can be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credits transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses will not map directly onto our GE courses, nevertheless they are accepted as counting toward the 36 credit GE requirement. Additional GE courses beyond the 36 credits required may be accepted as "Elective Courses" to meet the total 90 credit maximum transfer limit. If the applicant does not have the 36 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required. At CalSouthern, credits earned many years ago do not expire and are accepted in transfer.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses for which a grade of "C" or higher was earned will be considered for transfer. To evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Bachelor of Science in Criminal Justice Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	33
Elective Courses	51
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>120</b>

## Program Length

The length of time necessary to complete the 120 semester credits required for the bachelor's degree depends on the number of credits required to be completed at CalSouthern after deducting the number of credits accepted for transfer. Credits toward the degree are earned at the average rate of one course in each eight-week term with six terms in a calendar year, which is an average of 18 semester credits per year.

If there are no credits transferred, successful completion of the requisite 120 semester credits for the BSCJ degree can be earned in six and one-half calendar years of study. With the maximum of 90 credits in transfer, the remaining 30 credits can be earned in less than two calendar years. Thus, the time for completion of the BSCJ degree generally ranges from two years to six and one-half years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## General Education Courses

As discussed above, the bachelor's degree requires the successful completion of 36 General Education credits, which can be met entirely or in part by transfer from other institutions. If the applicant does not have the entire 36 GE credits to transfer, then the University will recommend GE courses to be taken to add breadth and to satisfy the 36 GE credits required. The General Education courses available for the bachelor's degree are grouped into five sub-disciplines: English, Humanities, Mathematics, Natural Sciences, and Social Sciences. For reference, within this catalog, course listings can be found in the Undergraduate General Education section and course descriptions can be found in the Course Descriptions section.

## Bachelor of Science in Criminal Justice Required Courses

REQUIRED LOWER DIVISION COURSES		CREDITS
<b>UNI 1000</b>	University Success Online	3
<b>LGL 3101</b>	Introduction to Criminal Justice	3
<b>LGL 3110</b>	Criminal Procedure and the Court System	3
<b>LGL 3121</b>	Corrections: A Comprehensive View	3
<b>LGL 3210</b>	Ethics in Criminal Justice	3
<b>LGL 3221</b>	Criminal Investigation Procedures	3
REQUIRED UPPER DIVISION COURSES		CREDITS
<b>LGL 3415</b>	Criminal Law	3
<b>LGL 3420</b>	Applied Criminology	3
<b>LGL 3525</b>	Administrative Office Procedures in Criminal Justice	3
<b>LGL 3531</b>	Law Enforcement and the Community	3
<b>CAP 3401</b>	BSCJ Capstone	3

## Bachelor of Science in Criminal Justice Elective Courses

The elective courses to meet the 120 semester credits required for the BSCJ degree can be taken from any 2000 level courses in the University as long as all prerequisites are met, thus giving the learner a broader educational opportunity.

LOWER DIVISION ELECTIVE COURSES		CREDITS
<b>LGL 3105</b>	Family Violence	3
<b>LGL 3118</b>	Organized Crime	3
<b>LGL 3128</b>	Cultural Diversity in Criminal Justice	3
<b>LGL 3130</b>	Cyber-Crime and Cyber-Terrorism	3
<b>LGL 3215</b>	White Collar Crime	3
<b>LGL 3225</b>	Social Psychology	3

<b>LGL 3228</b>	Homeland Security	3
-----------------	-------------------	---

UPPER DIVISION ELECTIVE COURSES		CREDITS
<b>LGL 3410</b>	Research Methods in Criminology	3
<b>LGL 3412</b>	Drugs and Substance Abuse	3
<b>LGL 3510</b>	Introduction to Forensic Psychology	3
<b>LGL 3511</b>	Juvenile Justice	3
<b>LGL 3518</b>	Introduction to Terrorism	3
<b>LGL 3421</b>	Victims and the Criminal Justice System	3
<b>LGL 3535</b>	Terrorism Response: Infrastructure and Risk Analysis	3

## Potential Career Paths

Completion of the Bachelor of Science in Criminal Justice degree may allow learners to pursue the following career paths among others:

- Peace Officer (43.0107)
- Probation Officer (43.0107)
- Correctional Officer (43.0102)
- Detective/Investigator (43.9999)
- Forensic Science Technician (43.0106)
- Fish and Game Warden (43.0199)
- Security Officer (43.0112)

# MASTER OF SCIENCE IN LAW ENFORCEMENT EXECUTIVE LEADERSHIP (MSLEEL)

## Program Objectives

The Master of Science in Law Enforcement Executive Leadership (MSLEEL) degree program is designed to provide executive-level organizational leadership skills for law enforcement supervisory and management professionals. The program teaches the learner how to formulate, implement, and execute real-time management solutions and emphasizes the administration of policies, procedures, and guidelines for the law enforcement executive leader within divisions, sections, bureaus, and other sub-system categories of agencies. The MSLEEL program educates executives, managers, line-level supervisors, and persons interested in becoming executive leaders in the Criminal Justice field.

## Program Learning Outcomes

Upon completion of the MSLEEL program, learners are expected to:

1. Communicate in writing utilizing clear direction and guidance in both vertical and horizontal organizational settings in a Criminal Justice environment.
2. Employ appropriate oral communication skills to successfully interact with people from a variety of experiences and backgrounds in presentations, discussions, negotiations, and conflict management situations.
3. Employ appropriate analytical models and apply critical reasoning processes to complex executive-level organizational issues and articulate the overarching philosophy for resolution of complex issues.
4. Acquire awareness of, and genuine sensitivity to, the diversity of cultures involved in a Criminal Justice operational environment.
5. Analyze information and formulate executive-level alternatives for resolution demonstrating competence and effectiveness in disseminating information synthesized for the organization.
6. Foster awareness, confidence, and a sense of accomplishment within the people in the organization through the development of managerial-level strategies, plans, and philosophies.
7. Apply and analyze quantifiable numerical data and make intelligent and rational decisions that support a Criminal Justice agency.
8. Maximize the use of research and statistical methodologies in executive-level management decisions in theoretical analysis of policing of Criminal Justice strategy.
9. Demonstrate ethical, legal, and professional conduct in behaviors and decisions that meet a high duty of trust and reliability in all management decisions.

## Master of Science in Law Enforcement Executive Leadership Admission Requirements

Regular/matriculating admission to the MSLEEL degree program requires a bachelor's degree or its equivalent 120 semester credits completed in a related academic field at an accredited or approved postsecondary institution. The applicant may be required to take one or more leveling courses to bring them to readiness to undertake graduate coursework. The exact leveling course(s) that may be required for matriculation will be based on transcript evaluations.

Adult applicants with credits and/or degrees from State licensed post-secondary schools may be admitted as conditional/non-matriculating into a master's program and enrolled in graduate courses on a course-by-course basis. Upon successful completion of four courses with a grade of "B" or better, and upon review of the applicant's Personal Statement, the applicant's status can change to matriculating toward the master's degree. Successful completion of the prescribed courses or leveling courses will be recorded as the basis for admission up-grade into graduate studies as a matriculating learner.

All graduate program applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Academic Evaluation Team uses the Personal Statement to assess writing ability, readiness to pursue a graduate degree, and potential for success as a learner at CalSouthern. The Personal Statement should be one to two pages in length



and double-spaced. The Personal Statement is an important evaluative component of the admission process. Therefore, applications will not be considered complete until the Personal Statement has been submitted.

CalSouthern may accept a maximum of six graduate semester credits in transfer toward the MSLEEL degree. Course credit earned in graduate courses with a grade of "B" or higher will be considered for transfer into the master's degree program.

To evaluate prior college coursework and accept transfer credits, CalSouthern requires official transcripts. Conditional/non-matriculating learners will be enrolled and encouraged to begin their courses pending receipt of the official transcripts. Awarding graduate transfer credit as appropriate will be based on official transcripts.

## Master of Science in Law Enforcement Executive Leadership Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Courses	36
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>36</b>

### Program Length

The length of time required to complete the 36 semester credits required for the MSLEEL degree depends on the number of credits transferred, if any. Credits toward the degree are earned at the average rate of one course in each eight-week term with six terms in a calendar year, which is an average of 18 semester credits per year. Therefore, the MSLEEL can be completed in two years or less. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Science in Law Enforcement Executive Leadership Required Courses

REQUIRED COURSES		CREDITS
<b>LE 6500</b>	Organizational Leadership Communication	3
<b>LE 6510</b>	Law Enforcement Code of Ethics	3
<b>LE 6520</b>	Budgeting Development/Analysis	3
<b>LE 6530</b>	Homeland Security Strategic Application	3
<b>LE 6540</b>	Police Management of Technology	3
<b>LE 6550</b>	Police Administrative Policy Operations	3
<b>LE 6560</b>	Strategic Organizational Planning	3
<b>LE 6570</b>	Executive Corrections Management	3
<b>LE 6580</b>	Contemporary Criminal Justice Trends	3
<b>LE 6590</b>	Administration of Police Executive Systems	3
<b>LE 6600</b>	Cultural Competency in Criminal Justice	3
<b>CAP 6100</b>	MSLEEL Capstone	3

## Potential Career Paths

Completion of the Master of Science in Law Enforcement Executive Leadership degree may allow learners to pursue the following career paths among others:

- Commander in Chief (43.0103)
- Criminal Justice Administrator (43.0103)
- Federal Probation Officer (43.0399)
- Police and Security Management (43.0112)
- Government Management and Organization (43.0301)

## WELCOME TO THE SCHOOL OF EDUCATION

Welcome to the School of Education at California Southern University! CalSouthern's School of Education offers two undergraduate programs and a graduate program. At the undergraduate level, CalSouthern offers an Associate of Arts in Liberal Studies and a Bachelor of Applied Science, while at the graduate level, CalSouthern offers the Master in Education (M.Ed) with concentrations in Counseling in Education, Curriculum and Instructional Design, and Organizational Leadership and Management. Keep in mind, the online Master in Education degree program is not a teacher certification program and does not lead to initial teaching/administrative licenses.

In the M.Ed program, there are multiple learning opportunities for learners to become well-rounded in educational theory-to-practice strategies. The program integrates four main themes throughout all the coursework: educational theory, current research, educational practice, and service for the public good. In the program, learners will interpret educational theories, apply their understanding of current research, and utilize their skills to make informed decisions in complex and dynamic settings.

Warm Regards,

James B. Rieger, EdD  
Dean, School of Education

## Mission Statement

The mission of the School of Education is to provide practical degrees to adult learners in an online environment. The School strives to equip the next generation of visionary scholar-practitioners to serve as skilled, knowledgeable, and ethical thought leaders. The School is committed to create an environment that will create opportunities for learners to satisfy their educational and professional goals.

## UNDERGRADUATE GENERAL EDUCATION

The undergraduate associate and bachelor's programs require completion of a General Education component. CalSouthern's General Education Program reflects the university's commitment to meaningful education as outlined in CalSouthern's mission statement and goals. GE is the foundation upon which learners build as they further their education. GE introduces learners to the intellectual tools, knowledge, and creative capabilities essential for the development of the whole person. It prepares the learner for the ever-changing demands of professional careers and provides them with the foundation for a lifetime of learning.

At CalSouthern, general education is an important component of the undergraduate curriculum, and all undergraduate learners are required to meet the university's general education requirements. The recommended distribution is English (communication), humanities, mathematics, natural sciences, and social sciences.

### General Education Learning Outcomes (GE-LOs)

The following GE-LOs were developed to effectively define our general education learning outcomes and align overall subject matter and courses within a specific general education area. These outcomes are based on the skills, knowledge, and abilities that will prepare our graduates for successful employment in a world not yet imagined.

#### English/Communication (9)

1. Communicate effectively in both oral and written forms in an organized, clear, and concise manner.
2. Identify main ideas and draw conclusions in the context of professional and scholarly writing.
3. Develop individual perspectives in writing that portray logical organization in addition to the command of standard grammar, language mechanics, and syntax in accordance with APA formatting.
4. Generate organized and logical writing that responds to the demands of a particular purpose and audience.
5. Recognize the impact and influence of non-verbal communication.

#### Humanities (9)

1. Introduce learners to the breadth, scope and diversity, and the creativity and innovation of human experience as expressed in the humanities and arts.
2. Demonstrate knowledge of the history and philosophy of the arts from diverse perspectives and sources.
3. Demonstrate an understanding of the breadth, scope and diversity, and creativity as expressed within the humanities discipline.
4. Apply humanities concepts, methods, and knowledge to diverse situations and cultures.

#### Mathematics (6)

1. Demonstrate an understanding of the fundamentals of mathematics.
2. Utilize mathematical ideas to model, solve, and resolve real-world problems.

3. Apply analytical and theoretical skills to model and solve mathematical, numerical, and word problems.
4. Perform computations and portray quantitative analysis in mathematics, including statistics, trigonometry, and calculus.

### **Natural Sciences (6)**

1. Define the complex relationships between natural and human systems.
2. Apply the knowledge of natural sciences to distinguish between observations, inferences, and relationships in addition to evidence and testimonials under investigation.
3. Demonstrate an understanding of the scientific method and the ability to use appropriate models to solve practical and theoretical problems.
4. Develop skills necessary to comprehend, communicate, and present scientific information in accordance with credible, prevailing research.

### **Social Sciences (6)**

1. Demonstrate knowledge of, and critical thinking skills governing historical, contemporary, and diverse issues in the social sciences.
2. Substantiate the comprehension of major ideas, values, beliefs, and experiences that have shaped human history and cultures.
3. Apply knowledge, perspective, and experience to foster personal growth and better appreciate our diverse, multicultural social world.
4. Convey the spectrum of methods by which researchers in the social sciences conduct field studies of individuals, cultures, and societies.

## **General Education Courses and Credits Distributed**

The following is the recommended distribution of course credit among the five GE categories at CalSouthern. We recognize that most of our undergraduate learners have GE credits earned at other post-secondary institutions. Where learners still require additional credits, we will endeavor to recommend courses to balance the categories.

GENERAL EDUCATION COURSE CATEGORY	CREDITS
English (Communication)	9
Humanities	9
Mathematics	6
Natural Sciences	6
Social Sciences	6
<b>TOTAL GE CREDITS REQUIRED</b>	<b>36</b>

ENGLISH (COMMUNICATION)		CREDITS
<b>BUS 3414</b>	Business Communications	3
<b>ENG 1101</b>	English Composition I (Required)	3
<b>ENG 1102</b>	English Composition II (Required)	3
<b>ENG 1200</b>	American Literature	3
<b>ENG 1400</b>	Introduction to Public Speaking	3
<b>ENG 1406</b>	Professional and Technical Writing	3
<b>LDR 1490</b>	Nonverbal Communications in Leadership	3

HUMANITIES		CREDITS
<b>HU 1104</b>	The Art of Wondering	3
<b>HU 1120</b>	Introduction to Humanities I	3
<b>HU 1130</b>	Critical Thinking (Required)	3
<b>HU 1205</b>	Introduction to Theater	3
<b>HU 1410</b>	World Religions	3
<b>HU 1421</b>	Introduction to Humanities II	3

MATHEMATICS		CREDITS
<b>BUS 3413</b>	Business Statistics	3
<b>MATH 1105</b>	Mathematics for Business	3
<b>MATH 1110</b>	College Mathematics	3
<b>MATH 1115</b>	Pre-Calculus	3
<b>MATH 1200</b>	Algebra	3
<b>MATH 1215</b>	Calculus	3
<b>MATH 1305</b>	Statistics for the Behavioral Sciences (Required BA)	3

NATURAL SCIENCES		CREDITS
<b>NS 1103</b>	Introduction to Geology	3
<b>NS 1105</b>	General Biology	3
<b>NS 1106</b>	Health and Nutrition	3
<b>NS 1107</b>	Environmental Science	3

<b>NS 1203</b>	Physical Geography	3
<b>NS 1205</b>	Introduction to Oceanography	3
<b>NS 1400</b>	Anthropology	3

SOCIAL SCIENCES		CREDITS
<b>PSY 2300</b>	Introduction to Psychology	3
<b>SS 1102</b>	United States Government	3
<b>SS 1103</b>	United States History to 1877	3
<b>SS 1104</b>	United States History 1877 to Present	3
<b>SS 1107</b>	African American History to 1877	3
<b>SS 1108</b>	African American History 1877 to Present	3
<b>SS 1200</b>	Sociology	3
<b>SS 1203</b>	Cultural Geography	3
<b>SS 1205</b>	Women's History in America	3
<b>SS 1217</b>	Cultural Anthropology	3
<b>SS 1220</b>	Women, Culture and Society: Study of Gender	3

## General Education Recommendations

Three (3) of the 36 General Education credits should be taken from the approved Diversity Course List. Since most of our undergraduate learners have GE credits eligible for acceptance by transfer it is recommended that they select courses from this Diversity Course List to satisfy any shortfall in their GE credit count. These courses are designed to engage learners in issues and debates that pertain to questions of diversity, providing learners with an understanding of an increasingly globalized world. Topics include histories of religion, social movements, racial tensions, cultural conflicts and depictions of transnational identities and differences, international feminisms, and sexual prejudice.

### Diversity Course List

- World Religions
- Cultural Anthropology
- Cultural Geography
- African American History to 1877
- African American History 1877 to Present
- Women, Culture and Society: Study of Gender

# ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS)

## Program Objectives

The Associate of Arts in Liberal Studies (AALS) is a flexible degree program that provides the learner with an opportunity to explore and build an academic foundation in liberal arts and general studies and to define their career goals. It provides learners with an initiation into the liberal arts and general studies tradition with a selection of courses from English, the Humanities, Mathematics, Natural Sciences, and Social Sciences. It enables learners to better understand and relate to the world around them from a liberal studies perspective and prepares for entry into a bachelor's degree program at the junior level.

## Program Learning Outcomes

1. *Written Communication* – Interact with others using written communication resulting in understanding and being understood.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* – Evaluate evidence and apply reasoning to discriminate among degrees of credibility, accuracy, and reliability to evaluate the strengths and relevance of arguments and determine what conclusions or consequences are supported by that information.
4. *Cultural and Social Understanding* – Possess an awareness, understanding, and appreciation of the social and cultural dimensions within global communities and assess the impact that social institutions have on individuals and culture—past, present, and future.
5. *Information Literacy* – Demonstrate competency in information literacy by determining the nature and extent of the information needed, evaluating information technology, and incorporating it into their knowledge base to effectively accomplish a specific purpose.
6. *Personal Development* – Integrate formal academic learning with personal experiences so that learning is meaningful, personalized, and relates to personal or professional goals.
7. *Quantitative Reasoning* – Possess the skills and knowledge necessary to apply the use of logic, utilize mathematical reasoning, and interpret mathematical formulas and models.
8. *Scientific Reasoning* – Adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to generate an evidenced and logical argument, distinguish a relevant argument from a non-relevant argument, and reason by deduction, induction, and analogy.
9. *Ethical, Legal, and Professional Issues* – Behaves and makes decisions that demonstrate ethical behavior as it relates to the specific discipline, recognize ethical issues, and apply and evaluate ethical perspectives/concepts.

## Associate of Arts in Liberal Studies Admission Requirements

Regular/Matriculating admission into the associate degree program requires a high school diploma from an accredited or approved institution or a GED. If an applicant has completed two (2) or more undergraduate courses at another post-secondary institution, the applicant can be admitted based on that achievement, and the requirement for a high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission “Second Chance College” policy and requirements in this catalog.

California Southern University encourages those students who have taken courses at a Community College or at a Junior College to continue their education and earn an associate degree. To this end, the University accepts the maximum of 45 semester credits earned at prior schools in transfer toward earning the CalSouthern Associate of Arts in Liberal Studies



degree. In addition, by completing the associate degree, graduates are then eligible to apply for bachelor's degree programs offered by the University.

The associate degree requires a total of 60 semester credits. A maximum of 45 undergraduate credits may be accepted in transfer and a minimum of 15 credits of coursework must be completed at CalSouthern to meet our requirements. Of the 60-credit total, CalSouthern requires that at least 21 credits toward the AALS must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses will not map directly onto our GE courses, nevertheless they are accepted as meeting the 21 credit GE requirement. Additional GE courses available for transfer beyond the 21 credits we require may be accepted as "Elective Courses" to meet the total 45 credit maximum transfer limit. If the applicant does not have the 21 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses for which a grade of "C" or higher was earned will be considered for transfer. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Associate of Arts in Liberal Studies Degree Requirements

DEGREE REQUIREMENTS	CREDITS
University Success Online	3
General Education	21
Elective Courses	36
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>60</b>

## Program Length

With full-time studies, earning the associate degree varies from 1 to 3-1/2 years depending on the number of credits accepted in transfer. Full-time studies are defined as taking one course in each 8-week term and 6 terms in a calendar year. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer. As many as 45 semester credits can be transferred in from courses completed at community colleges and junior colleges. The minimum number of credits required to be completed at CalSouthern is 15, which can be completed in less than one year.

## General Education Courses

The associate degree requires the successful completion of 21 General Education credits. This requirement can be met entirely or in part by transfer from other institutions. If the applicant does not have the entire 21 GE credits to transfer, then the University will recommend GE courses to be taken to add breadth and to satisfy the 21 GE credits required. The General Education courses available for the associate degree are grouped into five sub-disciplines: English, humanities, mathematics, natural sciences, and social sciences. Course listings and descriptions can be found in the Undergraduate General Education section under Course Descriptions of the university catalog.

## Elective Courses

The elective courses category is designed to provide learners with the opportunity to explore their interests in any undergraduate courses offered by the University that do not have pre-requisites.

## Potential Career Paths

Completion of the Associate of Arts in Liberal Studies degree may allow learners to pursue the following career paths among others:

- Business Development (52.0210)
- Client Services (52.9999)
- Communication Specialist (52.0501)
- Marketing Coordinator (52.1401)
- Project Manager (52.0211)
- Researcher (52.0210)

# BACHELOR OF APPLIED SCIENCE (BAS)

## Program Objectives

The Bachelor of Applied Science (BAS) is designed especially for the learner who has completed an Associate of Arts (AA) or an Associate of Science (AS) degree. California Southern University has developed the BAS to accept these AA and AS course credits toward the Bachelor of Applied Science. CalSouthern can accept up to 90 semester credits in transfer, thereby leaving the last 30 credits, equivalent to the senior year of undergraduate studies, to be completed at CalSouthern.

CalSouthern also recognizes the academic value of vocational and trade school coursework. Graduates from accredited vocational, technical, and business post-secondary schools can also benefit from having their previous coursework recognized for admission into the BAS program.

The Bachelor of Applied Science (BAS) is a flexible, interdisciplinary degree completion program that offers learners unique areas of concentration tailored to their individual interests and goals. The program is designed to allow for program customization, which makes advising an integral component of the BAS degree program. Learners will work closely with Learner Support Services to develop a degree plan tailored to their academic and professional goals. This ensures that learners obtain the requisite foundation in General Education and the theoretical and specialized knowledge in their chosen area of concentration.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to communicate with others using written communication resulting in the ability to make persuasive presentations and leverage technology to enhance communications.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.
3. *Critical Thinking* – Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques and information systems and technology in support of organizational goals.
4. *Cultural and Social Understanding* – Recognize the importance of diversity and develop an understanding of the local and global impact of information technology on individuals, organizations, and society.
5. *Information Literacy* – Demonstrate the application of business competencies, information technology competencies, and project management competencies necessary for organizational success.
6. *Personal Development* – Apply core competencies learned in the graduate's chosen concentration to function as a successful professional as related to both personal and professional goals.
7. *Quantitative Reasoning* – Exhibit analytical thought and informed judgment using mathematical reasoning, and interpretation of mathematical models and formulas.
8. *Scientific Reasoning* – Utilize informed analyses and other cognitive decision-making tools to make socially-responsible, situation-appropriate decisions.
9. *Ethical, Legal, and Professional Issues* – Demonstrate personal and professional ethical and legal responsibility in the application of best practices and standards to conform to legal and regulatory standards in all managerial and organizational decision making.

## Bachelor of Applied Sciences Admission Requirements

Matriculating admission into the bachelor's degree programs requires a high school diploma from an accredited or approved institution, or a GED. If an applicant has successfully completed two (2) or more undergraduate courses at another post-secondary institution, the applicant may be admitted based on that achievement, and the high school diploma is waived.

Conditional/Non-Matriculating admission is encouraged for adults who do not have high school records or a GED and have not earned college credits elsewhere. See Conditional admission “Second Chance College” policy and requirements in this catalog.

California Southern University wants to encourage those students who have taken college level courses to continue their education and earn a bachelor’s degree. To this end, the University accepts the maximum units earned at your previous schools in transfer toward earning the CalSouthern bachelor’s degree. In addition, by completing the bachelor’s degree, graduates are then eligible to apply for a graduate degree program offered by the University.

The bachelor’s degree requires a total of 120 semester credits. A maximum of 90 undergraduate credits may be accepted in transfer and a minimum of 30 credits of course work must be completed at CalSouthern to meet our requirements. Of the 120-credit total, CalSouthern requires that at least 36 credits toward the bachelor’s degree must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern.

When evaluating GE credit transfer, the University accepts the GE courses in “bulk transfer” thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution’s GE courses will not map directly onto our GE courses, nevertheless they are accepted as counting toward the 36 credit GE requirement. Additional GE courses beyond the 36 credits required may be accepted as “Elective Courses” to meet the total 90 credit maximum transfer limit. If the applicant does not have the 36 GE credits, then the University will recommend GE courses from our list to add breadth and to satisfy the GE credits required. At CalSouthern, the credits you earned many years ago do not expire and are accepted in transfer. After all, the diplomas and degrees you earn do not have an expiration date, and neither do your credits or knowledge gained.

In addition to the semester credits accepted in transfer, CalSouthern accepts credits earned on national examinations such as the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSSD), or in military education, or through employer-sponsored work-related courses that have received ACE certification. Credit earned from undergraduate courses, for which a grade of "C" or higher was earned, will be considered for transfer. To evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, a certified copy of the DD-214 for military schooling or military transcripts, and/or any ACE certificates earned.

## Bachelor of Applied Science Degree Requirements

This program has 4 academic components: General Education, required Core Courses, courses in an Academic Concentration, and Electives from the University’s list of courses and/or credits transferred from prior college courses.

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	24
Concentration & Elective Courses	15
General Elective Courses	45
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>120</b>

## Program Length

The length of time required to accumulate the 120 semester credits required for the bachelor’s degree depends on the number of credits required to be completed at CalSouthern after deducting the transfer credits you bring in. Credits toward the degree are earned at the average rate of one course in each 8-week term with six terms in a calendar year, which is an average of 18 semester credits per year.

The full 120 semester credits, assuming no transfer credits, for the BAS degree can be earned in 6-1/2 calendar years of study. With the maximum of 90 credits in transfer, the remaining 30 credits can be earned in less than 2 calendar years. Your time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## General Education Courses

The 36-credit requirement for General Education is met by a combination of transfer credits accepted and courses completed at CalSouthern. CalSouthern accepts general education courses completed at other post-secondary institutions in “bulk” as meeting our GE requirement. We do not try to match the GE courses one-on-one with our GE courses. However, if the learner does not meet the 36-credit requirement, then GE courses from our list will be required. For that purpose, learners will be taking a balanced representation of GE from these five areas: English, humanities, mathematics, natural sciences, and social sciences. Please see the Undergraduate General Education section of the catalog for a listing of General Education Courses available.

## Bachelor of Applied Science Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>UNI 1000</b>	University Success Online	3
<b>BUS 3300</b>	Introduction to Business	3
<b>BUS 3414</b>	Business Communications	3
<b>ENT 4100</b>	Entrepreneurship	3
<b>LDR 4100</b>	Foundations of Leadership	3
<b>LDR 1460</b>	Project Management Fundamentals and Leadership	3
<b>MKT 4400</b>	Essentials to Marketing	3
<b>CAP 3404</b>	BAS Capstone	3

## Bachelor of Applied Science Concentration & Elective Courses

Electives permit learners to transfer AA, AS, and vocational courses that have been completed at another post-secondary institution and to receive recognition of credits earned toward the BAS degree. If additional credits are required in this area to meet the 120-credit requirement, then courses can be selected from any academic area that does not require prerequisites.

At CalSouthern, learners may choose elective courses in a particular area of interest to concentrate their studies in. For the BAS, the following areas of concentration are offered: accounting, entrepreneurship, human resource management, international business, leadership, management, marketing, and technology management. By completing 5 courses in any one area, the concentration will be shown on your degree and transcript. Or you can take a random sampling from more than one category to satisfy your interests and add breadth without declaring a particular concentration.

## Completing Your Degree Plan

Your Degree Plan, completed at the time of your entry, is intended to be your guide toward the completion of your degree. As you progress through the program and understand the relevance of the coursework to your individual needs, you may

alter your plan through consultation with Learner Support Services (meaning you can change courses or objectives, however, you cannot reduce the total credits you need for your degree).

## Potential Career Paths

Completion of the Bachelor of Applied Science degree may allow learners to pursue the following career paths among others:

- Communications Generalist (52.0501)
- Computer Animation (10.0304)
- Creative Fields – Editing/Writing (23.1301)
- Education (13.0101)
- Human Resources (52.1099)
- Management (52.0201)
- Public Health and Medical Field (51.2201)

# MASTER IN EDUCATION (M.Ed)

## Program Objectives

The Master in Education (M.Ed) program in the School of Education is a practice-oriented degree that will prepare the next generation of visionary scholar-practitioners to tackle the problems that face educators and their communities. It is our intention to assist M.Ed graduates to become skilled, knowledgeable, and ethical thought leaders. In this program, there will be multiple personal and professional development opportunities for learners, and learners will be well-rounded in educational theory-to-practice strategies.

The program integrates four main themes throughout all the coursework: Educational Theory, Current Research, Educational practice, and Service toward the public good. Learners will become leaders in their field as they interpret educational theories, apply their understanding of current research, and utilize their skills to make informed decisions in complex and dynamic settings. Three M.Ed concentrations are available: Counseling in Education, Curriculum and Instructional Design, and Organizational Leadership and Management.

This M.Ed is not intended to prepare or qualify individuals to become licensed teachers or to meet the licensing requirements of any school board or district. This M.Ed is intended for educators who have earned their teaching credential and are practicing teachers who desire to enhance their instructional effectiveness and advance their career with a master's degree.

## Program Learning Outcomes

In this program and its three concentrations, learners will:

1. *Educational Theory* – Interpret educational theories and scholarship to inform best practices in education.
2. *Current Research* – Employ appropriate oral and written communication skills in multiple educational settings in a concise manner. Utilize quantitative reasoning skills to analyze data and identify intelligent conclusions that support evidence-based decisions in diverse settings.
3. *Educational Practice* – Apply educational theory-to-practice strategies to investigate and resolve critical problems from diverse perspectives. Serve as thought leaders that support sustainable practices in ethical and legal issues that adhere to professional standards.
4. *Service to the Public Good* – Apply understanding of theories in education, educational research, and ethical reasoning to tasks that will demonstrate the capacity to serve as visionary scholar- practitioners.

## Master in Education Admission Requirements

Regular/matriculating admission to the Master in Education degree requires a bachelor's degree or its equivalent 120 semester credits completed in a related academic field at an accredited or approved postsecondary institution. If the bachelor's degree is in a different non-education academic area the applicant may be required to take one or more leveling courses to bring them to readiness to undertake graduate coursework. The exact leveling course that may be required for matriculation will be based on transcript evaluations.

Adult applicants with credits and/or degrees from State licensed post-secondary schools may be admitted as conditional/non-matriculating into a master's degree program and enrolled in graduate courses on a course-by-course basis. Upon successful completion of four courses with a grade of "B" or better, and upon review of the applicant's Personal Statement, the applicant's status can change to matriculating toward the master's degree. Successful completion of the prescribed courses or leveling courses will be recorded as the basis for admission up-grade into graduate studies as a matriculating learner.

All graduate program applicants must submit a Personal Statement as defined in the Application Process. The Academic Evaluation Team uses the Personal Statement to assess writing ability, readiness to pursue a graduate degree, and potential for success as a student at CalSouthern. The Personal Statement should be one to two pages in length, using Times New Roman, 12-point font, and double spaced.

The Personal Statement should address how the applicant's background, education, professional experiences, and computer literacy have prepared them for success as an active independent learner. A clear and concise illustration of how the above criteria combined with one's personal motivation should be included. The Personal Statement is an important evaluative component of the admission process. Therefore, applications will not be considered complete until the Personal Statement has been submitted.

A decision to admit applicants to the University is not based on this statement. Its purpose is to determine whether a course in written English can help prepare the learner to be successful.

The University can accept a maximum of six graduate semester credits in education or related subjects in transfer toward the M.Ed degree for graduate course work completed at an accredited or approved institution. Credits earned in graduate courses for which a grade of "B" or higher was earned will be considered for transfer. In evaluating credits earned at other institutions, the University will consider, among other factors, the academic relevance of the courses to the M.Ed degree being sought. To enable the evaluation of prior college work, the official transcripts must be provided to the University.

## Master in Education Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>36</b>

## Program Length

With full-time studies, earning the M.Ed varies from 1-1/2 to 2 years depending on the number of credits accepted in transfer. Full-time studies are defined as one course in each 8-week term over a 6-term calendar year. Time to certificate completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master in Education Required Courses

REQUIRED COURSES		CREDITS
<b>EDU 6500</b>	Foundations in Education	3
<b>EDU 6505</b>	Curriculum and Instruction	3
<b>EDU 6510</b>	Assessment and Evaluation	3
<b>EDU 6515</b>	Research in Education	3
<b>EDU 6520</b>	Education, Culture, and Society	3
<b>EDU 6525</b>	Legal and Ethical Considerations in Education	3
<b>CAP 6900</b>	Capstone Project in Education	3

## Master in Education Concentration/Elective Courses

Specialization in a specific concentration requires 15 semester credits of elective courses in a specific area of concentration.



COUNSELING IN EDUCATION CONCENTRATION		CREDITS
<b>COU 6502</b>	Counseling Theories and Strategies	3
<b>COU 6505</b>	Theories of Human Development for the Counseling Profession	3
<b>COU 6513</b>	Data-Informed Decision Making for School Counselors	3
<b>EDU 6507</b>	Academic and Career Advisement for Counselors	3
<b>EDU 6517</b>	Ethical and Legal Considerations in Counseling	3
<b>PSY 6508</b>	Culture and Diversity in Counseling	3

CURRICULUM AND INSTRUCTIONAL DESIGN CONCENTRATION		CREDITS
<b>EDU 6503</b>	Curriculum and Course Design	3
<b>EDU 6508</b>	Strategies for Effective Teaching and Learning	3
<b>EDU 6514</b>	Developing Quality Instructional Programs	3
<b>EDU 6518</b>	Design of Digital Assets for the Classroom	3
<b>EDU 6523</b>	Meeting the Diverse Needs of Learners	3
<b>HRM 6505</b>	Effective Training on E-Learning	3

ORGANIZATIONAL LEADERSHIP & MANAGEMENT CONCENTRATION		CREDITS
<b>EDU 6513</b>	Contemporary Issues in Educational Leadership	3
<b>EDU 6516</b>	Information Systems for Education	3
<b>HRM 6503</b>	Labor Relations	3
<b>MGT 6500</b>	Business Organization and Management	3
<b>MGT 6512</b>	Managerial Accounting for Decision Making	3
<b>PM 6900</b>	Project Management Concepts and Essentials	3

## Potential Career Paths

Completion of the Master in Education degree may allow learners to pursue the following career paths among others:

- Corporate Training (32.0111)
- Curriculum Development (13.0301)
- Education Administration or Leadership (13.0401)
- Learning Director (13.9999)
- Non-Profit Agencies (52.0206)
- Policy Analyst (44.0501)
- Professor (13.1205)
- School Counselor (13.1101)

# WELCOME TO THE SCHOOL OF LAW

*The University is not currently enrolling new learners in the School of Law.*

Welcome to the School of Law at California Southern University! CalSouthern's School of Law offers four diverse law degrees: Master of Science in Law (MSL), Master of Science in Dispute Resolution (MSDR), Juris Doctor (JD), and Master of Laws (LLM). The School of Law delivers a comprehensive legal education in a rich and dynamic academic distance-learning environment that fosters a scholarly and respectful exchange of ideas between experienced faculty mentors and learners. Faculty mentors in the School of Law are committed to providing learners a thorough understanding of the law while promoting analytical and critical thinking, service to society, and an appreciation for legal, social, ethical, and professional issues.

Whether learners seek an understanding of the United States law and legal system but do not intend to practice law, seek knowledge on advanced topics in specialized areas of law, seek to develop and hone dispute resolution skills, or intend to practice law as an attorney, the four degree programs within the School of Law are intellectually stimulating and challenging programs that combine academic study, writing, and analytic and practical skills training to provide learners with the theory, tools, and tactics they need for success.

Welcome to the CalSouthern family! We look forward to assisting you and celebrating your success!

Warm Regards,

Ellie D. Shefi, JD, Esq.  
Dean, School of Law

## Mission Statement

*The University is not currently enrolling new learners in the School of Law.*

The School of Law is committed to providing learners a thorough understanding of the law while promoting analytical and critical thinking, service to society, and an appreciation for legal, social, ethical, and professional issues. It delivers a comprehensive legal education in a rich and dynamic academic distance-learning environment that fosters a scholarly and respectful exchange of ideas between experienced faculty mentors and adult learners.

## MASTER OF SCIENCE IN LAW (MSL)

*The University is not currently enrolling new learners in the School of Law.*

### Program Objectives

The Master of Science in Law (MSL) degree program is designed for learners who seek an understanding of the law and the United States legal system, but who do not intend to practice law. Learners in the MSL program are required to earn 36 semester credits. The MSL program curriculum covers major substantive areas of United States law. Learners enrolled in the MSL program will not satisfy the requirements of the California Committee of Bar Examiners (CBE) or become eligible to sit for the California bar exam and become lawyers.

### Program Learning Outcomes

1. Prepare concise, evidence-based written arguments and legal documents.
2. Develop comprehensive oral communication skills to effectively advocate, negotiate, and work with a diverse clientele.
3. Evaluate evidence, assess arguments and issues, analyze facts in light of applicable law, and appraise whether conclusions or consequences are supported by the information provided.
4. Identify cultural, religious, and racial biases in the law and its application.
5. Demonstrate the ability to conduct legal research, locate necessary information, and critically evaluate sources.
6. Examine complex fact patterns and be able to distinguish relevant nuances through processes of analysis.
7. Produce a well-developed research paper reflecting a system of inquiry that relies on empirical evidence and analyze relevant arguments and sources therein.
8. Apply ethical, legal, and professional standards to issues, and acquire an integrated understanding of the function of law to effectively utilize professional legal services.

### Master of Science in Law Admission Requirements

Admission to the Master of Science in Law degree program requires a bachelor's degree or its equivalent completed at an appropriately accredited postsecondary institution. The University may accept a maximum of six graduate semester units in transfer toward the MSL degree. Credit earned in graduate courses for which a grade of "B" or higher was earned will be considered for transfer. To enable the evaluation of prior college work, official transcripts must be provided to, and accepted by, the University.

Applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Personal Statement should discuss the ways in which your background, education, and professional experiences prepare you for the study of law and the ways in which your personal qualities will contribute to your success as a distance learner. The Admissions

Committee will use your Personal Statement to assess your writing ability, your readiness to pursue a law degree, and your potential for success as a student at California Southern University School of Law. The Personal Statement is an important evaluative component of the admission process. Personal Statements should be one to two pages in length and double spaced. Applications will not be considered complete until the Personal Statement has been submitted.

## Master of Science in Law Degree Requirements

DEGREE REQUIREMENTS		CREDITS
Required Core Courses		21
Elective Courses		15
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>		<b>36</b>

## Program Length

2 Years (full-time status). Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Science in Law Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>MSD 6705</b>	American Legal Process	3
<b>MSL 6100</b>	Criminal Law	3
<b>MSL 6150</b>	Contracts	3
<b>MSL 6200</b>	Torts	3
<b>MSL 6300</b>	Constitutional Law	3
<b>MSL 6400</b>	Legal Ethics	3
<b>CAP 6700</b>	MSDR/MSL Capstone Project	3

## Master of Science in Law Elective Courses

ELECTIVE COURSES		CREDITS
<b>MSD 6725</b>	Strategies and Ethics in Negotiations	3
<b>MSD 6730</b>	Mediation	3
<b>MSL 6250</b>	Property	3
<b>MSL 6350</b>	Business Associates	3
<b>MSL 6450</b>	Wills, Trusts, and Estates	3
<b>MSL 6500</b>	Domestic Relations	3
<b>MSL 6550</b>	Immigration	3

<b>MSL 6600</b>	International Law	3
<b>MSL 6650</b>	Intellectual Property	3

## Potential Career Paths

Completion of the Master of Science in Law degree may allow learners to pursue the following career paths among others:

- Human Resources (52.1001)
- Legal Secretary (22.0301)
- Compliance Officer (52.9999)
- Court Administrator (22.0303)
- Law Library/Librarianship (25.9999)
- Legal Assistant (22.0302)

## Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs is principally by correspondence. Completion of a professional law degree program at this law school other than for the Juris Doctor degree does not qualify a student to take the California Bar Examination or to satisfy the requirements for admission to practice law in California. It may not qualify a student to take the bar examination or to satisfy the requirements for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdictions where the student intends to seek to qualify to sit for the bar examination or for admission to practice for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

# MASTER OF SCIENCE IN DISPUTE RESOLUTION (MSDR)

*The University is not currently enrolling new learners in the School of Law.*

## Program Objectives

Negotiation and conflict resolution skills are highly sought after in today's workplace. The Master of Science in Dispute Resolution (MSDR) program has been designed to offer learners unique opportunities to explore solutions and systematically break down conflicts within a legal context. This innovative curriculum prepares learners for a specialized career in dispute resolution and management. Learners who complete the program will emerge with the theory, tools, and tactics to understand root causes and dynamics of conflict and to facilitate and communicate dispute resolutions.

## Program Learning Outcomes

1. Demonstrate proficiency in respectful communication that analyzes and solves problems resulting in an improved capability to manage and resolve conflicts.
2. Recognize the value of cultural diversity within globalization, regionalism, and security, and the situational implication(s) therein during the resolution of conflicts.
3. Demonstrate a system of inquiry and utilize evidence-based tools to support qualitative and/or quantitative research methods for managing conflicts in negotiation, mediation, crisis management, and coercive diplomacy.
4. Assess a broad range of theoretical and practical conflict and dispute resolution principles to gain an integrated understanding of the field and of techniques that promote resolution and mitigation of disputes across a broad spectrum of situations.
5. Apply ethical, legal, and professional principles and accountability for actions that promote advocacy, collaboration, and leadership as mediators, arbitrators, and negotiators.

## Master of Science in Dispute Resolution Admission Requirements

Admission to the Master of Science in Dispute Resolution degree program requires a bachelor's degree or its equivalent completed at an appropriately accredited postsecondary institution. The University may accept a maximum of six graduate semester units in transfer toward the MSDR degree. Credit earned in graduate courses for which a grade of "B" or higher was earned will be considered for transfer. To enable the evaluation of prior college work, official transcripts must be provided to, and accepted by, the University.

Applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Personal Statement should discuss the ways in which your background, education, and professional experiences prepare you for the study of law and the ways in which your personal qualities will contribute to your success as a distance learner. The Admissions Committee will use your Personal Statement to assess your writing ability, your readiness to pursue a law degree, and your potential for success as a student at California Southern University School of Law. The Personal Statement is an important evaluative component of the admission process. Personal Statements should be one to two pages in length and double spaced. Applications will not be considered complete until the Personal Statement has been submitted.

## Master of Science in Dispute Resolution Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>36</b>

## Program Length

2 Years (full-time status). Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

### Master of Science in Dispute Resolution Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>MSD 6705</b>	American Legal Process and Writing	3
<b>MSD 6715</b>	Communication in Conflict Resolution	3
<b>MSD 6720</b>	Purposeful Interviewing	3
<b>MSD 6725</b>	Strategies and Ethics in Negotiations	3
<b>MSD 6730</b>	Mediation	3
<b>MSD 6735</b>	Cultural Diversity	3
<b>CAP 6700</b>	MSDR/MSL Capstone Project	3

### Master of Science in Dispute Resolution Concentration Courses

DISPUTE RESOLUTION CONCENTRATION		CREDITS
<b>LAW 6121</b>	Civil Procedure	3
<b>LAW 6167</b>	Alternative Dispute Resolution	3
<b>LAW 6216</b>	Group Leadership, Process and Facilitation	3
<b>LAW 6220</b>	International Commercial Arbitration	3
<b>LAW 6221</b>	Arbitration	3
<b>LAW 6225</b>	International Law: Policy and Conflict Resolution	3
<b>MSD 6750</b>	Family Law Disputes	3
<b>MSD 6755</b>	Immigration Law: Policy and Disputes	3
<b>MSD 6760</b>	Managing Workplace Conflict	3
<b>MSL 6150</b>	Contracts	3
<b>MSL 6350</b>	Civil Procedure	3
COURT PROCEDURES CONCENTRATION		CREDITS
<b>LAW 6121</b>	Civil Procedure	3
<b>LAW 6167</b>	Alternative Dispute Resolution	3
<b>LAW 6171</b>	Real Estate Transactions	3

<b>LAW 6216</b>	Group Leadership, Process and Facilitation	3
<b>MSD 6750</b>	Family Law Disputes	3
<b>INTERNATIONAL TRADE AND DISPUTES CONCENTRATION</b>		<b>CREDITS</b>
<b>LAW 6216</b>	Group Leadership, Process and Facilitation	3
<b>LAW 6220</b>	International Commercial Arbitration	3
<b>LAW 6225</b>	International Law: Policy and Conflict Resolution	3
<b>MSD 6755</b>	Immigration Law: Policy and Disputes	3
<b>WORKPLACE SPECIALIST CONCENTRATION</b>		<b>CREDITS</b>
<b>LAW 6216</b>	Group Leadership, Process and Facilitation	3
<b>LAW 6221</b>	Arbitration	3
<b>MSD 6760</b>	Managing Workplace Conflict	3
<b>MSL 6350</b>	Business Associations	3

## Potential Career Paths

Completion of the Master of Science in Dispute Resolution degree may allow learners to pursue the following career paths among others:

- Negotiator (22.9999)
- Facilitator (22.9999)
- Mediator (22.9999)
- Human Resources (52.1001)
- Alternative Dispute Resolution Consultant (22.9999)
- Divorce Resolution Practice (22.9999)

## Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs is principally by correspondence. Completion of a professional law degree program at this law school other than for the Juris Doctor degree does not qualify a student to take the California Bar Examination or to satisfy the requirements for admission to practice law in California. It may not qualify a student to take the bar examination or to satisfy the requirements for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdictions where the student intends to seek to qualify to sit for the bar examination or for admission to practice for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.



## JURIS DOCTOR (JD)

*The University is not currently enrolling new learners in the School of Law.*

### Program Objectives

The primary purpose of the Juris Doctor (JD) degree is to provide the education and professional training for those who wish to become lawyers. California Southern University School of Law is registered as an unaccredited correspondence law school with the Committee of Bar Examiners of the State Bar of California. This allows graduates of the JD program who have complied with Title 4, Division 1 of the Rules of the State Bar of California to sit for the California Bar Exam and upon passing the Bar Exam, to practice law in California.

### Program Learning Objectives

1. Communicate in writing an idea or argument in a format appropriate to the legal field after developing, synthesizing, and organizing complex information, cases, rules, or statutes.
2. Employ exceptional oral communication skills to be an effective advocate and successfully interact with people from diverse experiences and cultures in a variety of legal situations.
3. Evaluate evidence, examine complex fact patterns, and distinguish relevant nuances, assess arguments and issues, analyze facts in light of applicable law, and appraise whether conclusions or consequences are supported by the information provided.
4. Identify cultural, religious, and racial biases in the law and its application.
5. Demonstrate the ability to conduct legal research, locate necessary information, and critically evaluate sources.
6. Develop competency in ethical, legal, and professional issues and make decisions that meet professional responsibility standards in the legal field.
7. Acquire an integrated understanding of the law and application of legal principles to pass attorney licensing exams.

### Juris Doctor Admission Requirements

All applicants to the JD program must have an earned bachelor's degree from an appropriately accredited postsecondary institution approved by the California Committee of Bar Examiners.

Applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Personal Statement should discuss the ways in which your background, education, and professional experiences prepare you for the study of law and the ways in which your personal qualities will contribute to your success as a distance learner. The Admissions Committee will use your Personal Statement to assess your writing ability, your readiness to pursue a law degree, and your potential for success as a student at California Southern University School of Law. The Personal Statement is an important evaluative component of the admission process. Personal Statements should be one to two pages in length and double spaced. Applications will not be considered complete until the Personal Statement has been submitted.

California Southern University welcomes transfer learners from other law schools in accordance with the standards of the California Committee of Bar Examiners.

Applicants seeking advanced standing should have an official transcript of all previous law study submitted with the Application for Admission. An applicant who wishes to be admitted to the School of Law as a transfer student and who is studying for the California Bar Examination must obtain from the Committee of Bar Examiners within 45 days of admission an Evaluation of Law Study Completed and Contemplated. (This evaluation examines past law study and the courses

proposed to be taken at CalSouthern and determines whether this combined work will meet the requirements of the Committee of Bar Examiners).

California Southern University will assist transfer learners in the preparation of a proposed plan of study. A maximum of two years of transfer credit may be awarded. Official transcripts must be submitted to, and accepted by, the University showing units from postsecondary institutions or law schools relied upon by the University for admission, showing the bachelor's degree or equivalent, and showing any law school transfer units accepted toward the degree.

## Juris Doctor Degree Requirements

The Juris Doctor (JD) requires a minimum of 88 semester credits. Completing the assigned law courses in the required sequence and time frame satisfies the 88-semester credit requirement for graduation with the Juris Doctor degree and meets the requirements of the California Committee of Bar Examiners (CBE).

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	80
Elective Courses	8
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>88</b>

## Program Length

4 Years (full-time status). Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Juris Doctor Required Core Courses

1L REQUIRED CORE COURSES		CREDITS
<b>LAW 7101</b>	Introduction to Law	1
<b>LAW 7110A</b>	Torts I	3
<b>LAW 7110B</b>	Torts II	5
<b>LAW 7111A</b>	Contracts I	3
<b>LAW 7111B</b>	Contracts II	4
<b>LAW 7115</b>	Criminal Law	4
<b>LAW 7120A</b>	Legal Writing I	2
<b>LAW 7120B</b>	Legal Writing II	2

2L, 3L, AND 4L REQUIRED COURSES		CREDITS
<b>LAW 7116</b>	Criminal Procedure	4
<b>LAW 7117</b>	Legal Research	4
<b>LAW 7121</b>	Civil Procedure	4
<b>LAW 7123</b>	Constitutional Law I	4
<b>LAW 7124</b>	Constitutional Law II	4
<b>LAW 7125</b>	Property I	4
<b>LAW 7126</b>	Property II	4
<b>LAW 7131</b>	Wills, Trusts, and Estates	4
<b>LAW 7132</b>	Community Property	4
<b>LAW 7133</b>	Business Associations	4
<b>LAW 7134</b>	Professional Responsibility	4
<b>LAW 7135</b>	Evidence	4
<b>LAW 7141</b>	Remedies	4
<b>LAW 7143</b>	Uniform Commercial Code	4

### Juris Doctor Elective Courses

ELECTIVE COURSES		CREDITS
<b>LAW 7142</b>	Federal Income Taxation	4
<b>LAW 7144</b>	Corporate Taxation	4
<b>LAW 7155</b>	Employment Law	4
<b>LAW 7157</b>	Environmental Law	4
<b>LAW 7158</b>	Domestic Relations	4
<b>LAW 7167</b>	Alternative Dispute Resolution	4
<b>LAW 7171</b>	Real Estate Transactions	4
<b>LAW 7198</b>	Legal Externship	3-4
<b>LAW 7199</b>	Research Project	1-4

### Preparation for the Study of Law

The School of Law does not recommend any particular pre-law course of study. Many law learners benefit from a diversified background not necessarily limited to formal academic pursuits. Success in law school requires the capacity to read and comprehend accurately, to think precisely, to analyze complex facts, and to communicate clearly and intelligently.

Undergraduate work should be directed toward acquiring and developing these skills in both depth and breadth. Building on these skills, law students are trained to view issues from several perspectives and to formulate solutions which balance competing social, economic, and legal values.

Learners seeking to practice law as an attorney in California must complete a degree plan that complies with the course and time requirements of the CBE. California Southern University is registered as an unaccredited correspondence law school with the CBE of the State of California, which enables its learners to sit for the California Bar Examination. Currently, graduates are not eligible to sit for the bar examination in other states. However, membership in the California Bar may enable the attorney to practice law in some federal courts.

## Potential Career Paths

Completion of the Juris Doctor degree may allow learners to pursue the following career paths among others:

- Attorney [upon passing of the Bar Exam] (22.0203)
- Judicial Law Clerk [upon passing of the Bar Exam] (22.0203)
- Corporate/C-Level Management (52.0201)
- Human Resources Manager (52.1001)
- Head Compliance Officer (52.9999)
- Academic/Legal Studies (22.0201)

## Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for the Juris Doctor (JD) degree program is principally by correspondence. Students enrolled in the JD degree program at this law school must pass the First-Year Law Students' Examination required by Business and Professions Code §6060(h) and Title 4, Division 1, Chapter 1, Rule 4.3(I) of the Rules of the State Bar of California as part of the requirements to qualify to take the California Bar Examination.

A student who passes the First-Year Law Students' Examination within three administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's JD degree program. If the dismissed student subsequently passes the examination, the student is eligible for re-enrollment in this law school's JD program, but will receive credit for only one year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

## Studying Law, but Not Preparing to Practice Law

A learner who wants to know more about the law and who seeks an education in law, but who is not interested in becoming a licensed attorney and practicing law may enroll in the MSL program. (See above.)

## Books and Materials

California Southern University uses the same legal case books for the JD degree program as are used at major law schools around the nation. All learners are required to purchase their own books. The price of individual books varies; however, the average cost for required textbooks (including all case books and study guides) is approximately \$900 - \$1,200 per academic year. Purchasing additional recommended books and study materials is optional and can increase costs significantly. Many books and materials can be purchased through a local bookstore. An arrangement has been made with an online book supplier to coordinate and sell all required and recommended books to learners.

## Computerized Legal Research

Westlaw and LexisNexis are major online legal research tools. The School of Law contracts with both companies and makes these tools available to law learners as appropriate. A growing variety of free online legal research tools is also available.

## Requirements of the Committee of the Bar Examiners

All persons seeking admission to practice law in California are required to register with the CBE within three months after beginning their study of law. This is the exclusive responsibility of the learner and will not be assumed by California Southern University or the School of Law. To sit for the California Bar Examination, distance learners must complete four years of law study. To receive credit from the Bar for each year of study, a learner must have completed the year of study in not less than 48, nor more than 52 consecutive weeks, received passing grades in all assigned courses and spent a minimum of 864 hours in preparation and study. Four such years are required to earn the Juris Doctor degree. To receive credit for one-half year of study by instruction in law, a learner must have received passing grades in courses requiring not less than 432 hours of preparation and study during a period of not less than 24, nor more than 26 consecutive weeks.

Upon successful passage of the first-year courses, every law learner who is studying for the California Bar Examination is required to take the First-Year Law Students' Examination (FYLSE, also known informally as the "baby bar"), administered by the CBE in June and October of each year. Learners must register for the FYLSE by the deadlines published by the CBE. Learners must also submit payment to California Southern University for the FYLSE Processing Fee. (See also "First-Year Law Students' Examination" under the School of Law section titled "Policies and Procedures" below.)

*Note: The California Bar's website includes a wealth of free information regarding the FYLSE and general Bar examinations, including many sample questions and sample answers. These are a great help in your preparation and study for your law school examinations, as well as for the FYLSE and general Bar examination.*

After successful passage of the FYLSE and prior to taking the California Bar Examination, learners must also pass the Multistate Professional Responsibility Examination. Further information on the Multistate Professional Responsibility Examination, including costs, dates, and sample questions, can be found on the California Bar's website.

Compliance with the Admissions Rules is the responsibility of each learner intending to take the California Bar Examination. The full text of Title 4, Division 1 of the Rules of the State Bar of California and the Registration Application are available online at the official website for the State Bar of California, [www.calbar.ca.gov](http://www.calbar.ca.gov).

## Hours Logs and Declarations

As set forth above, the California Committee of Bar Examiners has extremely strict rules for students attending correspondence and distance learning schools such as California Southern University. These rules relate to the number of hours that a student is required to spend "in study and preparation" during each year of law study and the minimum and maximum number of weeks within which he or she must complete each year of law study. JD learners are therefore required to keep an annual Hours Log documenting the hours studied. The Log Hours should show the date and amount of time that the JD learner studied, as well as the name of the course they were working on. A completed Hours Log must be submitted to the School of Law at the conclusion of each year of law study, along with a completed learner's Declaration of Hours Studied form. Both the Hours Log and the Declaration of Hours Studied forms are found in the learner portal of the website. JD learners must retain copies of their yearly Hours Log and Declaration until after they have been admitted as a member of the Bar.

## Other Costs Associated with Juris Doctor Study

In addition to the costs of law school, law students planning to take the California Bar Examination must pay certain fees to the State Bar of California and to the National Conference of Bar Examiners. For example, there are fees for registration as a law student, registration for the FYLSE, registration for the Multistate Professional Responsibility Examination, registration for the general Bar examination, and determination of moral character and fitness, among others. Fee information may be found on the official websites for the State Bar of California and the National Conference of Bar Examiners.

## Bar Eligibility Information

Learners seeking information about Bar eligibility requirements should utilize the official website for the State Bar of California, [www.calbar.ca.gov](http://www.calbar.ca.gov), which contains a wide array of relevant information.

## MASTER OF LAWS (LLM)

*The University is not currently enrolling new learners in the School of Law.*

### Program Objectives

The Master of Laws (LLM) degree program at California Southern University is designed to provide law graduates with the opportunity to study advanced topics in specialized areas of law. Courses are offered in fields including dispute resolution, commerce, and global trade. The LLM degree program is an intellectually stimulating and challenging program that combines academic study, writing, and practical skills training within a range of specialized law courses.

### Program Learning Outcomes

1. Employ communication skills by using scholarly legal writing and/or oral advocacy skills to assess the relevance of arguments or solve issues and clearly articulate the information in a neutral or persuasive manner.
2. Evaluate evidence, examine complex fact patterns, and distinguish relevant nuances, assess arguments and issues, analyze facts in light of applicable law, and appraise whether conclusions or consequences are supported by the information provided.
3. Demonstrate mastery of the highest principles of ethical conduct and professional responsibility applicable to clients, opposing counsel, and diverse stakeholders in multicultural, mediated, interpersonal, organizational, private, public, domestic, or international settings.
4. Utilize advanced legal research methods and legal reasoning to explore the limitations and strengths of arguments within legal and social contexts.

### Elective Concentration Program Learning Outcomes

1. Apply substantive knowledge and skills for negotiation and mediation of disputes to be helpful and efficient in managing resources and avoiding arduous litigation and judicial remedies.
2. Develop specialized knowledge and skills in commerce and international trade to be equipped in a competitive and globalized commercial marketplace.

### Master of Laws Admission Requirements

All applicants to the LLM program must have bachelor's degree or its equivalent completed at an appropriately accredited postsecondary institution, as well as a Juris Doctor degree from an accredited law school or a law school registered with the Committee of Bar Examiners of the State Bar of California. Applicants who have completed a law degree outside of the United States must obtain a credential evaluation report from a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate that their law degree is the equivalent of a U.S. Juris Doctor degree.

### Personal Statement and Curriculum Vitae/Resume

Applicants must submit a Personal Statement as defined in the Application and Enrollment Process. The Personal Statement should discuss the ways in which your background, education, and professional experiences prepare you for the study of law and the ways in which your personal qualities will contribute to your success as a distance learner. The Admissions Committee will use your Personal Statement to assess your writing ability, your readiness to pursue a law degree, and your potential for success as a student at California Southern University School of Law. The Personal Statement is an important evaluative component of the admission process. Personal Statements should be one to two pages in length and double spaced. Applications will not be considered complete until the Personal Statement has been submitted. Applicants to the LLM program must also submit a Curriculum Vitae or resume.

## Master of Laws Degree Requirements

DEGREE REQUIREMENTS		CREDITS
Required Core Courses		12
Elective Courses		12
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>		<b>24</b>

## Program Length

18 Months (full-time status). Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Laws in Alternative Dispute Resolution (ADR)

REQUIRED CORE COURSES		CREDITS
<b>LAW 6199</b>	Research Paper	3-6
<b>LAW 6210</b>	Contract Drafting	3
<b>LAW 6215</b>	Negotiation Theory and Practice	3
<b>LAW 6216</b>	Group Leadership, Process and Facilitation	3
ELECTIVE COURSES		CREDITS
<b>LAW 6134</b>	Professional Responsibility	3
<b>LAW 6167</b>	Alternative Dispute Resolution	3
<b>LAW 6220</b>	International Commercial Arbitration	3
<b>LAW 6221</b>	Arbitration	3
<b>LAW 6223</b>	Pre-Trial Practice	3
<b>LAW 6225</b>	International Law: Policy and Conflict Resolution	3
<b>MSD 6715</b>	Communication in Conflict Resolution	3
<b>MSD 6730</b>	Mediation	3
<b>MSD 6735</b>	Cultural Diversity	3

## Master of Laws in Commerce and Global Trade (CGT)

REQUIRED CORE COURSES		CREDITS
<b>IB 6517</b>	International Business Law	3
<b>LAW 6143</b>	Uniform Commercial Code	3



<b>LAW 6199</b>	Research Paper	3-6
<b>LAW 6210</b>	Contract Drafting	3
<b>ELECTIVE COURSES</b>		<b>CREDITS</b>
<b>IB 6512</b>	International Economics	3
<b>IB 6516</b>	Global Business Strategic Management	3
<b>IB 6518</b>	International Financial Management	3
<b>LAW 6134</b>	Professional Responsibility	3
<b>LAW 6144</b>	Corporate Taxation	3
<b>LAW 6220</b>	International Commercial Arbitration	3
<b>LAW 6225</b>	International Law: Policy and Conflict Resolution	3
<b>LAW 6248</b>	Internet Law	3

## Potential Career Paths

Completion of the Master of Laws degree may allow learners to pursue the following career paths among others:

- Professor (13.1205)
- Law School Dean/Administrator (22.0299)
- Owner/Partner of Specialized Practice Law Firm (22.0299)
- Specialized "of Counsel" in a Law Firm (22.0299)
- Legal Textbook Author/Contributor (22.0299)

## Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs is principally by correspondence. Completion of a professional law degree program at this law school other than for the Juris Doctor degree does not qualify a student to take the California Bar Examination or to satisfy the requirements for admission to practice law in California. It may not qualify a student to take the bar examination or to satisfy the requirements for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdictions where the student intends to seek to qualify to sit for the bar examination or for admission to practice for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

## SCHOOL OF LAW POLICIES AND PROCEDURES

*The University is not currently enrolling new learners in the School of Law.*

### Academic Standing, Disqualification, and Advancement

JD learners must maintain a cumulative grade point average (CGPA) of 2.0 (the equivalent of a “C” average) or higher to be considered in good standing. A JD learner whose CGPA falls below 2.0 will be placed on academic probation (see below) and those who fail to satisfy the terms of academic probation will be academically disqualified and dismissed from the program. JD learners are evaluated each year for advancement to the next year of law study and will be allowed to advance if they are in good standing. Learners on academic probation may advance to the next year of law study while on probation. However, a JD learner may only advance to the second year of law study if he or she is in good standing and has passed the First-Year Law Students’ Examination. To graduate from the JD program, a learner must be in good standing at the time of degree completion.

### Academic Integrity

Any violation of academic integrity shall be viewed as a serious infraction of the rules and regulations of the School of Law. Violations of academic integrity shall include, but are not limited to, dishonesty in the examination process and plagiarism in assignments and written work. Plagiarism is portraying the ideas or work of another as one’s own without proper attribution. It is not permissible, for example, to paraphrase an opinion from another source without specific acknowledgment. Attorneys are advised to avoid not only impropriety, but also the appearance of impropriety. (See also the section titled “Academic Integrity” in the Academic, Administrative and Financial Policies and Procedures chapter of the university catalog.)

### Academic Probation

A JD learner may be placed on academic probation for failure to make satisfactory academic progress. A JD learner placed on probation for failure to make satisfactory academic progress must show an improvement in cumulative grade point average (CGPA) in each semester after being placed on probation and must raise his or her CGPA to 2.0 by the Learner’s final semester. The conditions of the academic probation will be specified to the JD learner in writing. A record of academic probation is maintained in the Learner’s official file. Failure to satisfactorily meet the conditions of Academic Probation will result in dismissal from the university.

### Law Learner Conduct and Discipline

A learner may be disciplined for conduct unbecoming of a law Learner. This includes violating rules and regulations of the School of Law or California Southern University, engaging in illegal activity involving moral turpitude (such as dishonesty, fraud, deceit, and misrepresentation), dishonest conduct in the academic process (such as plagiarism or cheating on exams), or any other conduct which reflects adversely on the learner’s fitness to practice law. Discipline may include, but is not limited to, denial of credit for one or more assignments, cancellation of an examination, denial of course credit, probation, suspension, or dismissal from the University. Additionally, the School of Law will be duty bound to report any misconduct to the State Bar of California Office of Enrollment Services during the investigation of the learner’s moral character.

A learner subject to discipline will receive written notice of the specific charges and proposed disciplinary measure(s) to be taken by the university. The learner will have 10 business days in which to contest the charges. If the learner does not contest the charges, they will receive a final written determination within 10 business days, including a statement of the facts, conclusions, and any discipline imposed on the learner. Though not required, the learner may request a hearing before a panel consisting of disinterested members of the faculty, administration, and one learner.

The learner may be assisted at such a hearing by counsel and may call witnesses in their defense. The learner will receive a final written determination within 10 business days of such a hearing, including a statement of the facts, conclusions, and any discipline imposed on the learner. The written determination may not be appealed.

The process described above applies only to the School of Law. To the extent this policy conflicts with the section titled “Academic Integrity” near the end of the university catalog, this policy shall be controlling for learners in the School of Law. The School of Law’s imposition of learner discipline policy does not apply to academic probation or disqualification, other failures to meet academic standards, or to failure to pay tuition, fees, or charges billed to the learner.

## Dismissal

California Southern University, through its various faculties or committees, reserves the discretionary right to dismiss any learner from the School of Law and from California Southern University for failure to maintain a satisfactory academic record or for unacceptable personal behavior, as determined by the School of Law and/or California Southern University.

In addition to the University policy set forth herein, a learner may be dismissed for, among other things, any of the following reasons:

- Failing below a cumulative grade point average (CGPA) of 2.0 on all work taken through the end of semester in which he or she completes one-half of the requirements for a degree, whether the learner is a degree candidate, and failing below a CGPA of 2.0 at the end of any semester thereafter.
- Failing one or more courses in the learner’s first semester of the JD program. This applies to 1L learners and transfer learners.
- Failing to satisfy the terms of academic probation (this results in academic disqualification).
- Failure to pass the FYLSX within the learner’s first three opportunities to sit for the examination.

The faculty mentors may, at their discretion, for any reason deemed sufficient, refuse to recommend a candidate for a degree. The dean of the School of Law or the dean’s designee, may, for any reason deemed sufficient in the dean’s discretion, refuse to allow any learner to continue in the program.

## Examinations

Written examinations are given to award grade credit for performance and generally represent more than half of the course grade in the JD program. Examinations are taken under the supervision of a proctor approved by the dean’s office. Exams are timed, to acquaint learners with the examination procedure required for the California Bar Examination. Most examinations consist of essay and multiple-choice questions. Essay examinations may be completed on a computer or written by hand in the Blue Book provided with examination materials. Learners may inspect and copy their answers to examination questions (other than for multiple-choice, true / false, and similar tests) for 15 days after grades are recorded. Learners may compare their answer sheets to the answer key for multiple-choice, true / false, and similar tests for 15 days after grades are recorded.

All JD final examinations are to be taken in person and proctored. The Proctor is responsible for receiving the examination, verifying the learner’s identity through government-issued photo identification, administering the examination within the time allotted, following all examination instructions, and complying with the examination instructions for returning the examination and the examination answers back to the University. The Proctor must also complete and remit the Proctor Agreement included with the examination materials and must ensure that no outside materials are used by the learner during the examination, unless otherwise instructed. While the Proctor must make and retain a copy of the learner’s examination answers, under no circumstances is it permissible to make a copy of the examination itself. The Proctor must return the learner’s examination and examination answers to the University immediately after the examination has been completed, per the methods set forth in the examination instructions. Examinations and examination answers must be received by the University within the deadlines specified in the examination instructions. Examinations not received by the University within the permitted timeframe will not be accepted.

Examinations and examination instructions are provided to the Proctor two weeks prior to the course end date. The deadline to take a final examination is the course end date (unless the learner has requested and received an extension).

## Proctor Designation

Each learner is responsible for designating his or her proctor no later than two weeks prior to the course end date. A proctor can be any person who is:

- At least 18 years of age or older.
- Not related to the learner by blood or marriage.
- Not a member of the learner's household.
- Not a learner currently enrolled at California Southern University.
- Not a colleague whose work is supervised by the learner at the learner's place of business or employment.

Learners must download the Proctor Designation Form from the *CalSouthern Online Learning Center* under 'Resources'. Both the learner and the proctor must review the examination rules and policies set forth in the form. The form must be completed and signed by both the learner and the proctor. The form must be returned (via mail, facsimile, or email) to the School of Law for approval no later than two weeks prior to the course end date.

## Grading

Most courses in the School of Law are offered on a letter grade basis. However, certain courses may be completed on a Credit / No Credit (CR) basis. A maximum of 12 semester credits of CR work may be counted toward the JD degree. (See also the section titled 'Grading System' in the university catalog.)

CalSouthern provides one-on-one mentoring to learners, with assignments and examinations submitted directly to the faculty mentors via the learner website; therefore, anonymous grading is not feasible and is not used.

## Grading Scale

The final grade in each course will be determined based on the following percentages:

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0% - 59%

*As noted, C is the minimum passing grade required for JD courses.*

## Grade Review

If a learner believes that an examination or final course grade resulted from unfairness, a departure from established grading policy, or a clearly shown mistake, and the learner presents credible evidence in support of such claim to the dean of the School of Law within 15 business days after the grade is recorded, the learner may request a review of the grade in question.

The claim will be considered by a Grade Review Committee comprised of disinterested law faculty mentors. The process described above shall be controlling for JD learners in the School of Law. To the extent this policy conflicts with the section titled “Learner Right to Appeal a Grade” near the end of the university catalog, this policy shall be controlling for learners in the School of Law.

## **First-Year Law Students’ Examination**

All JD learners are required to take and pass the First-Year Law Students’ Examination (FYLSX) after completing the first year of law study. The subjects covered on the FYLSX are Criminal Law, Contracts, and Torts.

Learners sitting for the FYLSX must also pay the FYLSX Processing Fee (see the section titled “Tuition and Fees” near the end of the university catalog). A JD learner who does not pass the FYLSX within three administrations after first becoming eligible to take the examination will be disqualified from the JD program and dismissed from the School of Law. A learner who passes the FYLSX within three administrations after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A learner who does not pass the FYLSX within three administrations after first becoming eligible to take it, but who subsequently passes, may be eligible for re-enrollment in the School of Law’s JD program, but will receive credit only for one year of legal study.

## **Baby Bar Leave of Absence**

After completing their first year of law study, JD learners at California Southern University may take a Baby Bar Leave of Absence (BBLOA) which allows them to pause their studies, prepare for, and take, the FYLSX without violating California Southern University’s policy requiring continuous enrollment. This procedure is not automatically invoked; the learner must ask to be placed on BBLOA.

Learners may remain on BBLOA until the third opportunity to take the FYLSX has passed, including time to receive the examination results. BBLOA policy allows a learner in good standing to move in and out of BBLOA status, if it is requested, until after the third opportunity to take the FYLSX passes. A learner on BBLOA who has passed the FYLSX and is ready to resume taking classes need only request their next course(s); the learner will be enrolled in the course(s) and taken off BBLOA.

If the learner does not pass the FYLSX within the first three opportunities, the learner becomes disqualified from the program and must be dismissed. If a learner does not pass the FYLSX within the permissible time but chose not to take a BBLOA and instead continued to take courses after the first year, those courses will not be considered by the CBE.

The terms and conditions of the original enrollment agreement signed by the student remain in effect through BBLOA, with tuition subject to change.

## **Course Repetition**

When a JD learner receives a grade of “C-” or lower in any course(s) required for graduation in the JD program, such course(s) must be repeated. Courses for which the law learner received a grade of “C” or higher may not be repeated unless the course was taken in the second year of law study.

The learner will only receive credit for the repeated course. Once the course has been repeated and the learner receives a passing grade, the new grade will replace the original grade, which will not be used in computing the learner’s cumulative grade point average (CGPA). This will have the effect of raising the learner’s CGPA and may be used to prevent academic disqualification, to satisfy the terms of academic probation, to qualify the learner for advancement, and to bring the learner into good standing and qualify them for graduation.

Repeating a course does not alter or extend the State Bar’s hours or durational requirements. It is the learner’s responsibility to ensure that they complete each year of study in not less than 48, nor more than 52 consecutive weeks, receive passing grades in all assigned courses and spend a minimum of 864 hours in preparation and study.

## Transfer Learners

*The University is not currently enrolling new learners in the School of Law.*

California Southern University welcomes transfer learners from other law schools and generally grants credit for previous law study in accordance with the standards of the CBE. (See also the section titled “Admission Requirements for the Juris Doctor Degree” at the beginning of the university catalog.) Applicants seeking advanced standing should have an official transcript of all previous law study submitted with the Application for Admission. An applicant who wishes to be admitted to the JD program in the School of Law as a transfer student must obtain from the CBE within 45 days of admission an Evaluation of Law Study Completed and Contemplated. (This evaluation examines past law study and the courses proposed to be taken at CalSouthern and determines whether this combined work will meet the requirements of the CBE). California Southern University will assist transfer learners in the preparation of a proposed plan of study. International learners must provide a credential evaluation of all transcripts, obtained from a credential evaluation service approved by the CBE; transfer credit is not likely to be awarded for law schoolwork outside the United States.

## Changes to Regulations

California Southern University and the School of Law reserve the right to change the program of instruction, the requirements for credits or degrees, and any University or School of Law regulation, policy, or procedure. Any such change may be made applicable to learners already enrolled in the School of Law.

## School of Law Maryland Resident Refund Calculation

Refund Calculation for Maryland Resident Enrolled in a 16 Week Course.

	Refundable Tuition	Amount Owed
Days 1 – 14	100%	0%
Days 15 – 22	80%	20%
Days 23 – 33	60%	40%
Days 34 – 44	40%	60%
Days 45 – 68	20%	80%
Day 69 and after	0%	100%

## Sixteen Week Refund Examples (JD Degree)

A learner paid tuition of \$3,000 for eight credits and sent an email notice of cancellation and withdrawal to the Registrar. The only variant is the timing of the Learner’s notice.

Example 1: The learner withdraws on or before the 14th day after the course start date.

Example 2: The learner withdraws on day 28 after the course start date.

Example 3: The learner withdraws on day 49 after the course start date.

	Example 1	Example 2	Example 3
Tuition amount paid by learner	\$3,000	\$3,000	\$3,000
Tuition amount owed by learner	\$0 (0%)	\$1,200 (40%)	\$2,400 (80%)
Total due learner	\$3,000 (100%)	\$1,800 (60%)	\$600 (20%)

## WELCOME TO THE SCHOOL OF NURSING

It gives me great pleasure to extend a very warm welcome to you to the California Southern University School of Nursing. The School of Nursing offers programs in nursing that are on the cutting edge of undergraduate and graduate nursing programs aimed at expanding nursing science and practice regionally, nationally, and globally. Whether you are seeking to advance your practice in the nursing field by obtaining a bachelor's or graduate degree, the School of Nursing can assist you in realizing your dreams and aspirations.

The nursing programs are regionally accredited by WSCUC, and programmatically accredited by CCNE. Our faculty mentors are recognized scholars and clinicians with dedication to excellence. You will be a part of an exceptionally promising and diverse group of learners and professionals advancing their practice and nursing. I look forward to the contributions you will make to the intellectual vitality of the nursing community as a whole. Please explore our programs and consider the many possibilities to expand your education and practice. We truly look forward to assisting you.

Warm Regards,

Johanna Bruner, MS, RN, FNP  
Department Chair, School of Nursing

## Mission Statement

The School of Nursing provides high quality, seamless, undergraduate, and graduate education that prepares nursing leaders at all levels of practice to advance the health of all people, nationally and globally, utilizing a curriculum that cultivates creativity, learning, professional accountability, and academic integrity.

Learners are prepared to enhance their professionalism and critical thinking skills in order to foster a culture of trust and provide theoretical and evidenced based nursing care competently in a safe, ethical and equitable manner to socioeconomic and culturally diverse patient populations in various healthcare settings utilizing the latest information and technology.

The School is dedicated to providing a rich and dynamic educational experience to those who choose the freedom and flexibility in learning to achieve their educational goals.

## The Philosophy of the School of Nursing

We believe that:

1. Nursing is both the art and science of delivering safe and quality health care to all populations in all care settings.
2. Students/learners and faculty mentors co-create the teaching and learning environment to ensure seamless learning to achieve student/learner outcomes.
3. Evidence-based teaching and learning methodologies must be integrated into the nursing curriculum to achieve required learning outcomes.
4. A well-designed curriculum fosters and cultivates creativity, transformative learning, professional accountability, and academic integrity.



# BACHELOR OF SCIENCE IN NURSING (BSN)

## Program Objectives

The Bachelor of Science in Nursing (BSN) degree program is a RN to BSN program designed to provide learners with the education that prepares them to practice within complex healthcare systems. It advances their training to assume the roles of competent provider of nursing care, manager and coordinator of care and a member of the profession while integrating their knowledge and skills into their professional nursing practice. This degree completion program offers a well-rounded education in theoretical and evidence-based practice and research, informatics, health promotion through the lifespan, leadership, ethics, and policy, pathopharmacology, physical assessment, and community health.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to communicate in writing resulting in understanding and being understood by patients, family, and the interdisciplinary health team. Engage the student in learning by using teaching strategies appropriate to learner needs, based on current and prior learning, while using the online learning system to support the teaching and learning process.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication for quality patient-centered care. Recognize and integrate health promotion and disease recognition and assessment knowledge for safe patient care throughout the lifespan.
3. *Critical Thinking* – Apply critical thinking and reasoning skills based on theoretical principles to discriminate among inferences drawn from given data in clinical decision making and evaluation during evidence-based nursing practice. Utilize theoretical and evidence-based practice models in the development of professional roles for patient, family, and community care in various settings.
4. *Cultural Diversity* – Recognize the importance of social and cultural diversity and develop a perspective based on the analysis of diverse environmental factors that influence global health care. Explain and develop the leadership role utilizing current economic principles, quality improvement, and management processes.
5. *Information Literacy* – Determine the nature and extent of the information needed and demonstrate the ability to locate, evaluate, and use informatics and other resources to support research, theory, and evidence-based nursing practices when managing care across the healthcare continuum.
6. *Ethical, Legal, and Professional Issues* – Integrate formal academic learning with personal experiences that promote the values of altruism, caring, human dignity, integrity, and social justice in all nursing practice situations. Integrate needs of the learners, faculty mentors, and community in planning and implementing curriculum.
7. *Personal and Professional Development* – Demonstrate the ability to use analytical skills to understand and evaluate systems of practice as a foundation for theoretical and evidence-based healthcare practice.
8. *Quantitative Reasoning* – Demonstrate a system of inquiry that is dependent on empirical evidence to evaluate qualitative and quantitative research as a foundation for theoretical and evidence-based nursing practices.

## Bachelor of Science in Nursing Admission Requirements

California Southern University offers two pathways for admission into the Bachelor of Science in Nursing (BSN) degree program: a traditional RN-to-BSN pathway and the “Early Start” pathway. The traditional path requires that the applicant has a high school diploma or a GED and completed their Registered Nurse (RN) licensure requirements in the state where the applicant practices. The “Early Start” pathway requirements include all of the above and allows the learner entrance into the Bachelor of Science in Nursing program after graduation from a CCNE accredited nursing program, but prior to taking and passing the NCLEX-RN exam.

A Registered Nursing License is usually required to award the BSN degree and new graduates are ordinarily unable to continue their education until the NCLEX-RN is completed. At CalSouthern, learners can enroll in the BSN program with the

condition that they provide formal proof they have taken and passed the NCLEX-RN exam while enrolled in the program, but prior to enrolling in any clinical class and prior to the beginning of their BSN Capstone Project. Learners must meet all other requirements for the BSN degree including maintaining a GPA of 3.0 in all required courses. The “Early Start” option saves time, expenses, and starts the learner on their nursing career path.

#### **Admission to the BSN Program:**

Learners must meet the general admissions requirements of the University in addition to the requirements for the School of Nursing. Learners must have an **ADN** or an **RN** from a CCNE accredited institution for admission (see exception for the “Early Start” pathway).

#### **Applicants with a Registered Nursing (RN) License:**

Traditional applicants, please provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, or provide evidence of a nursing license comparable to a U.S. registered nursing license from the nation, province, or region where you are employed as a nurse.

#### **Applicants with an Associate Degree in Nursing (ADN) or Associate of Science in Nursing (ASN):**

Prospective students can apply as an “Early Start” learner:

- If you are a graduate with an Associate of Science in Nursing (ASN), Associate Degree in Nursing (ADN), or a graduate of a diploma program from a CCNE or equivalent accrediting nursing school or program that qualifies you to take the NCLEX-RN exam, but have not yet taken or passed the NCLEX-RN exam, you may apply for admission through the conditional\* enrollment procedures set forth below for “Early Start” designation.
- You have a maximum of 90 transferable/eligible semester credit hours, a focus in nursing, and eligibility to take the NCLEX-RN exam.
- Applicants must provide an official transcript indicating a completed associate degree or certificate in nursing and a cumulative GPA of 2.5 or higher (on a 4.00 scale) from an accredited institution. You must provide the University with an official copy of the transcript from your prior school no later than 6 months from your start date to receive transfer credit.
- A letter of explanation submitted by the applicant noting the reason they have not yet sat for and passed the NCLEX-RN exam to date, not received licensure as a Registered Nurse in their state of residency and that they will do so no later than the last required class and but prior enrolling in any clinical class and prior to the beginning of the BSN Capstone Project but within 3 years of graduation from an accredited nursing program whichever is earliest.
- The learner understands they will not be awarded the BSN unless they comply with the above conditions.
- Three-year requirement: The learner also understands that in accordance with the NCSBN (National Council of State Boards of Nursing) and the California BRN (Board of Registered Nursing) the learner must take and pass the NCLEX-RN exam within (3) three years of the official date of graduation from an accredited nursing school.
- The department chair of the School of Nursing will determine if the learner may enroll in the program based on their responses and their prior academic work.

*\*To remove the conditional status, the learner must provide formal proof from their state BRN showing the NCLEX-RN exam was passed and they now have a current Interim Permit or license to practice as an RN for the BRN in their state of residency.*

1. If the proof of RN licensure is not submitted at any time before the start of the BSN Capstone Project in the BSN program, progress toward the BSN will be discontinued until such documentation is provided. If proof of RN licensure is not provided, or if the documentation submitted is found to be false, learners are subject to immediate dismissal from the University. Additionally, if there are any unpaid fees the University may take other appropriate

actions, including not providing a transcript of the learner's coursework, either a student copy or an official copy, until the learner's account is brought up to date.

2. If valid proof of RN licensure is provided after dismissal as described above, and all other requirements are met, it is highly recommended the learner petition for re-instatement in the Bachelor of Science in Nursing (RN-BSN) degree program. Learner will contact their admission advisor for more information on the re-enrollment process to ensure that prevailing admission standards are met, and tuition requirements are discussed.
3. Should the learner self-withdraw at any time for any reason during the period after admission to the program they will be subject to all current University Policies and Procedures governing withdrawal.

***Non-Nursing degree programs regardless of their levels of education (BA/BS, MA/MS, MBA, M.Ed, DBA, PsyD, non-nursing EdD, non-nursing PhD or MD) are not acceptable for admission into any nursing program.***

## Bachelor of Science in Nursing Degree Requirements

DEGREE REQUIREMENTS	LOWER DIVISION	UPPER DIVISION	TOTAL CREDITS
General Education Courses	27	18	45
Required Core Courses	18	18	36
Nursing Elective Courses	6	9	15
General Elective Courses	9	15	25
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>60</b>	<b>60</b>	<b>120</b>

## Program Length

2—3 years; however, the program length will vary based on credit transfer (full-time status). Depending on personal circumstances, it may take some learners more time to complete the BSN degree program. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Bachelor of Science in Nursing Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>NUR 3300</b>	Professional Nursing Role Transition	3
<b>NUR 3302</b>	Theoretical Foundations and Professional Values in Nursing	3
<b>NUR 3304</b>	Collaborative Strategies for Nursing	3
<b>NUR 3306</b>	Informatics for Nursing and Healthcare	3
<b>NUR 3308</b>	Lifespan Health Promotion in Nursing	3
<b>NUR 3310</b>	Pathopharmacology	3
<b>NUR 3400</b>	Introduction to Nursing Leadership and Finance	3
<b>NUR 3402</b>	Policy, Law and Ethics in Healthcare	3
<b>NUR 3404</b>	Physical Assessment	3

<b>NUR 3406</b>	Community and Population Health Nursing (practicum)	3
<b>NUR 3408</b>	Nursing Research and Evidence Based Practice	3
<b>CAP 3402</b>	BSN Capstone	3

## Bachelor of Science in Nursing Elective Courses

Learners must take 15 semester credits of elective courses related to nursing or areas related to the skills needed by nurses.

ELECTIVE COURSES		CREDITS
<b>NUR 3312</b>	Cultural Care in Nursing Practice	3
<b>NUR 3314</b>	Teaching and Learning in Nursing	3
<b>NS 1106</b>	Health and Nutrition	3
<b>MATH 1305</b>	Statistics for the Behavioral Sciences	3
<b>ENG 1406</b>	Professional and Technical Writing	3
<b>LDR 4125</b>	Leadership Communications	3
<b>NUR 3410</b>	Quality Management in Nursing and Healthcare	3
<b>NUR 3412</b>	Gerontology Nursing	3
<b>NUR 3414</b>	Complementary and Alternative Therapies in Healthcare	3
<b>BUS 3414</b>	Business Communications	3
<b>LDR 1490</b>	Nonverbal Communications in Leadership	3

## General Elective Courses

The general elective courses for the Bachelor of Science in Nursing degree can be selected from a variety of courses from the 2000 and above level undergraduate courses including the electives associated with nursing or from the other Schools within the University, as long as all pre-requisites are met.

## Potential Career Paths

Completion of the Bachelor of Science in Nursing degree may allow learners to pursue the following career paths among others:

- Legal Nurse Consultant (22.9999)
- Nursing Education Consultant (51.3817)
- Nursing Informatics (51.3899)
- Nurse Researcher (51.3817)
- Nursing Administrator (51.3802)

# MASTER OF SCIENCE IN NURSING (MSN)

## Program Objectives

The Master of Science in Nursing (MSN) degree program is designed to enhance learners' ability to provide more advanced theoretical and evidenced based nursing care in an ethical manner to socioeconomic and culturally diverse patient populations in various healthcare settings utilizing the latest evidence, technology and information systems. The ability to communicate effectively, both orally and in writing, is also essential and learners will analyze, synthesize, and utilize knowledge during their program of study. A culminating capstone project will allow learners to integrate prior and current learning in a meaningful capstone experience. Learners may select a concentration as a nurse executive leader, nurse educator, in healthcare administration or psychological health behavior.

## Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to utilize advanced written skills to illustrate the ability to analyze and solve problems resulting in the improved care and better understanding when working with the patients, family and the interdisciplinary health care team.
2. *Oral Communication* – Display competence in providing appropriate oral communication skills to successfully interact with patients, families, and the healthcare team to provide quality patient-centered care.
3. *Critical Thinking* – Apply critical thinking and reasoning skills based on theoretical and evidence-based information for clinical decision making in nursing practice, education, and administration.
4. *Cultural and Social Understanding* – Recognize the importance of social, environmental, and cultural diversity to develop a perspective based on the advanced analysis of diverse factors that influence personal, familial and global health care.
5. *Information Literacy* – Analyze the nature and extent of the information required and methods to acquire and utilize such information to support research and evidence-based nursing practices when managing care across the healthcare continuum.
6. *Personal Development* – Integrate formal academic learning with personal experiences to promote professional growth, theoretical and evidence-based care, and lifelong learning in professional nursing practice.
7. *Quantitative Reasoning* – Demonstrate the ability to use analytical skills to understand and evaluate systems during more advanced practice as a foundation for evidence-based healthcare.
8. *Scientific Reasoning* – Demonstrate a system of inquiry that is dependent on empirical evidence to evaluate qualitative and quantitative research as a foundation for evidence-based nursing practice.

*Ethical, Legal, and Professional Issues* – Apply ethical, legal, and personal principles and accountability for actions that promotes advocacy, collaboration, and leadership as a masters prepared nurse.

## Master of Science in Nursing Admission Requirements

Admission into the Master of Science in Nursing (MSN) degree program requires that the applicant has a high school diploma or a GED and completed their Registered Nurse (RN) licensure requirements in the state where the applicant practices. Applicants will also have successfully completed the requirements for an appropriately earned Bachelor of Science in Nursing (BSN) degree.

All prospective international learners/applicants must have their International Nursing Curricula and Registered Nursing Licenses evaluated by an Approved Agency/Organization. This process is conducted to determine if the International Nursing Curricula and the International RN Licensure processes are equivalent to the US Nursing Curricula and RN Licensure processes, and that all requirements are equivalent to the US individual State Boards of Registered Nursing (SBRN) Licensure Process of NCLEX-RN.

After successful evaluation of all required admission criteria, review by the School of Nursing department chair, and successful completion of the nursing program, California Southern University will confer the appropriately earned Master of Science in Nursing degree. The MSN degree equips the graduate with the knowledge, the professional integrity, and the nursing skills required to deliver quality and safe nursing care to a variety of populations in the United States and for International Students, to International Communities.

***Non-Nursing degree programs regardless of their levels of education (BA/BS, MA/MS, MBA, M.Ed, DBA, PsyD, non-nursing EdD, non-nursing PhD or MD) are not acceptable for admission into any nursing program.***

## Master of Science in Nursing Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
<b>TOTAL CREDITS REQUIRED FOR COMPLETION</b>	<b>36</b>

## Program Length

2—3 years; however, the program length will vary based on credit transfer (full-time status). Depending on personal circumstances, it may take some learners more time to complete the BSN degree program. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

## Master of Science in Nursing Required Core Courses

REQUIRED CORE COURSES		CREDITS
<b>NUR 6500</b>	Theoretical Foundations and Current Trends in Advanced Nursing Practice	3
<b>NUR 6502</b>	Advanced Pathopharmacology	3
<b>NUR 6504</b>	Advanced Health Assessment	3
<b>NUR 6506</b>	Population Health and Health Promotion across Cultures	3
<b>NUR 6508</b>	Ethics, Policy, and Finance in the Healthcare System	3
<b>NUR 6510</b>	Research and Analytic Approaches to Advanced Evidence-Based Practice	3
<b>CAP 6902</b>	MSN Capstone Project I	2
<b>CAP 6903</b>	MSN Capstone Project II	1

## Master of Science in Nursing Concentration & Elective Courses

NURSE EXECUTIVE LEADER		CREDITS
<b>NUR 6520</b>	Advanced Nursing Leadership	3
<b>NUR 6525</b>	Management of Issues in Healthcare	3
<b>NUR 6530</b>	Healthcare Policy	3
<b>NUR 6535</b>	Healthcare Finance and Financial Management	3
<b>NUR 6536</b>	Organizational Behavior in Healthcare	3
<b>MGT 86507</b>	Strategic Management	3
<b>MGT 86535</b>	Management of Change	3
<b>HCA 86810</b>	Healthcare Informatics	3
<b>HCA 86806</b>	Managing Epidemiology	3

HEALTHCARE ADMINISTRATION		CREDITS
<b>HCA 86800</b>	Healthcare Administration	3
<b>HCA 86802</b>	Healthcare Compliance, Law, Ethics	3
<b>HCA 86804</b>	Healthcare Economics	3
<b>HCA 86806</b>	Managing Epidemiology	3
<b>HCA 86810</b>	Healthcare Informatics	3
<b>HCA 86812</b>	Quality Control in Healthcare	3
<b>HCA 86814</b>	Cultural Diversity in Healthcare	3

NURSE EDUCATOR		CREDITS
<b>NUR 6540</b>	Roles and Responsibilities of the Nursing Educator	3
<b>NUR 6542</b>	Innovative Teaching and Learning Strategies in Nursing	3
<b>NUR 6544</b>	Foundations of Nursing Education	3
<b>NUR 6546</b>	Integrating Technology into Nursing Education	3
<b>NUR 6548</b>	Curriculum Theory, Framework, & Design in Nursing Education	3
<b>NUR 6550</b>	Evaluation Strategies and Methods for Nursing Education	3
<b>HCA 86810</b>	Healthcare Informatics	3

## Potential Career Paths

Completion of the Master of Science in Nursing degree may allow learners to pursue the following career paths among others:

- Legal Nurse Consultant (22.9999)
- Nursing Education Consultant (51.3817)
- Nursing Informatics (51.3899)
- Nurse Researcher (51.3817)
- Nursing Administrator (51.3802)



# SCHOOL OF BEHAVIORAL SCIENCES

## UNDERGRADUATE COURSE DESCRIPTIONS

### **PSY 3101 Introduction to Human Sexual Behavior**

#### **3 Credits**

In this foundational course, learners explore human sexuality within the cultural contexts of individuals. A range of sexual orientations and behaviors are considered within social, religious, ethnic, and racial frameworks. The role of factors including anatomy, physiology, health issues, communication, love, and intimacy in human sexuality are examined. Dynamics of power and coercion are also addressed.

### **PSY 3102 Introduction to Theories and Techniques of Group Counseling**

#### **3 Credits**

This course covers the dynamics and leadership of group processes. Theoretical orientations for working with groups, stages of group development, and groups across the life span are explored. Consideration is given to diversity and social justice issues in group work as well as the importance of creativity. The ethical and legal aspects of working with groups are addressed.

### **PSY 3103 Introduction to Forensic Psychology**

#### **3 Credits**

This course is designed as an introductory-level course in forensic psychology. We will examine the relationship between psychology and the legal system. Emphasis will be given to specific psychological evaluations conducted for the criminal court, contemporary roles of forensic psychology, crime from the perpetrator perspectives, victim and community perspectives. Multiple psychological domains will be covered including developmental, behavioral, cognitive, biological, and social aspects.

### **PSY 3106 Psychology of Communication**

#### **3 Credits**

This course explores the basic elements of interpersonal communication and provides learners with the foundation for effective dyadic communication skills to establish and maintain personal and professional relationships. Culture and its influence on communication are highlighted throughout the course.

### **PSY 3107 Intercultural Psychology**

#### **3 Credits**

This introductory course covers the foundations of multicultural counseling and skills development in both multicultural and social justice counseling competencies. Consideration is given to psychological research in culture and diversity as related to variation in processes such as perception, emotion, and cognition. Emphasis is on self-development opportunities to foster awareness, humility, and skills in working with diverse identities and experiences. Social justice issues are explored through a focus on international and refugee populations and immigration issues.

### **PSY 2300 Introduction to Psychology**

#### **3 Credits**

This introductory course explores the study of psychology and the science of the human mind. Human phenomena are considered from a variety of perspectives utilizing psychological, emotional, genetic, biological, neurophysiological,

sociocultural, and developmental theories. Focus is on distinguishing normal from abnormal behavior in thought, perception, motivation, intelligence, and personality.

### **PSY 2301 Theories and Techniques of Counseling and Psychotherapy**

#### **3 Credits**

This course provides an overview of contemporary theories and techniques of counseling including constructivist, family, integrative, alternative, and multicultural approaches. Emphasis is on understanding the counseling process, contrasting therapeutic approaches, and conceptualizing psychological disorders within theoretical frameworks. Effective therapeutic practices with respect to research and issues of diversity are considered.

### **PSY 2302 Basic Abnormal Psychology**

#### **3 Credits**

This course provides an integrative approach to psychopathology through an exploration of psychological, biological, and sociocultural factors. Emphasis is on theories of abnormal behavior and the clinical assessment, diagnosis, and treatment of the major mental disorders of the Diagnostic and Statistical Manual of Mental Disorders-5th edition (DSM-5). Consideration is given to the influence of cultural, developmental, and other diversity issues on behavior. Legal and ethical issues associated with diagnosis and treatment are addressed.

### **PSY 2303 Introduction to Human Development**

#### **3 Credits**

This course introduces the learner to the central concepts of human development. Emphasis will be on psychological and physical development across the life span. Theories and principles of growth and development from conception through adult development and aging will be covered. The course will explain relationships between biological, cognitive, social, and cultural aspects of development.

### **PSY 3306 Foundations of Addictions**

#### **3 Credits**

This core course is designed to introduce the fundamentals in the field of addiction treatment. Emphasis is placed on the roles and responsibilities of the addictions counselor, history and theories of addiction, current intervention techniques, an overview of various drug groups, and an exploration of the prevention and treatment continuum.

### **PSY 3307 The Physiology and Pharmacology of Substance Use**

#### **3 Credits**

A multidisciplinary approach is used to explore the physiology and psychology of alcohol and drug dependency. Personal and systemic perspectives are included to promote understanding of the impact of drug use and abuse on the lives of individuals, families, and institutions. Treatment issues during stages of recovery such as withdrawal and stabilization are addressed. Mental health issues related to recovery are considered.

### **PSY 3309 Ethical and Professional Issues in Addiction Counseling**

#### **3 Credits**

Learners explore the ethical principles, legal issues, and decision-making processes in addressing complex dilemmas in the field of addiction. The course covers the Code of Ethics of the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and Code of Conduct of the California Consortium of Addiction Programs and Professionals (CCAPP). Ethical issues associated with the prevention and treatment of HIV/AIDS are addressed.

### **PSY 3315 CADC Exam Preparation Course\***

#### **3 Credits**

This course is designed to provide comprehensive preparation and guidelines on how to successfully pass the Certified Alcohol and Drug Counselor (CADC-I and II) Exam. This course will focus on covering the basic areas of certification that includes: the Foundation of Addiction, the Neurobiology of Addiction; the Treatment of Addiction (Screening, Intake, Orientation, Assessment, Treatment Planning, Case Management, Crisis Intervention, Client Education, Counseling Theories, 12-Step Recovery Model, and Motivational Interviewing and the Stages of Change of Recovery). The course will also include topics such as HIV/AIDS; Diverse Populations in Treatment; Referrals; Reports and Recordkeeping; Ethics and Law; Professional Development and Consultation. The course will also review the process and procedures used in successfully taking the CADC exam and will include 3 practice exams.

### **PSY 3316 Personal & Professional Growth in the Field of Addiction**

#### **3 Credits**

This course introduces a model of personal and professional growth for practitioners to thrive in the field of addiction. The learner is encouraged to foster personal qualities such as motivation, sensitivity, and judgment in working effectively with a diversity of populations. Individual differences in practitioners including personality factors, emotional intelligence, and thinking and cognition are addressed. Consideration is given to the role of collaborative relationships across generations and disciplines in providing appropriate care.

### **PSY 3317 Individual, Family and Group Counseling**

#### **3 Credits**

This course focuses on the treatment of addiction within the context of individual, family, and group counseling. The identification of healthy versus dysfunctional patterns of substance use, models of intervention in individual and family settings and techniques in facilitating treatment groups are explored. Culture and diversity issues, as well as legal and ethical factors are addressed.

### **PSY 3318 Culture and Diversity in Addiction Counseling**

#### **3 Credits**

This course provides a comprehensive overview of theories and strategies for the prevention, assessment, and intervention of addiction in a multicultural context. Emphasis is given to culture, diversity, stigmatization, and special populations as related to addiction counseling. The learner is encouraged to foster cultural humility to work effectively with diverse populations in the field of addiction counseling.

### **PSY 4400 Introduction to Social Psychology**

#### **3 Credits**

Social influences on behavior including discrimination, attitudes, conformity, group processes, attraction, helping others, and aggression are explored. Contemporary research on social neuroscience is integrated throughout the course. Connection to events in the real world are made in law, business, and health and the effects of social media are considered. Multiple perspectives on social influences are examined by considering culture and diversity issues.

### **PSY 4403 Ethical and Professional Issues**

#### **3 Credits**

This course covers the issues and ethics encountered in the helping professions. Learning how to engage in ethical decision-making within the broad limits of professional codes of ethics is essential given the complexities inherent in practice.

Multicultural perspectives, diversity issues, and key social justice concepts are addressed in the decision-making process. Emphasis is on positive ethics and enhancing services offered to clients.

#### **PSY 3404 Crisis Intervention**

##### **3 Credits**

This course covers the assessment, prevention, and intervention processes in crisis situations such as suicide, homicide, intimate partner violence, sexual violence, child sexual assault, bereavement/grief, substance abuse, natural disasters, terrorism, and school shootings. A comprehensive crisis task model is explored with regard to crucial information, clinical considerations, and practical experiences. Culture and diversity issues such as mental health issues encountered by military during deployment and treatment of military dependents are addressed. Emphasis is on promoting counselor safety, self-care, and wellness.

#### **PSY 3405 Introduction to Behavior Modification**

##### **3 Credits**

The principles and procedures of behavior modification are covered in this course. Practical skills are emphasized including observing and recording behavior as well as recognizing instances and consequences of reinforcement, extinction, and punishment in shaping behavior. Focus is on the application of evidence-based change techniques to resolve problem behaviors. Consideration is given to the use of behavior modification with diverse populations and settings including children, individuals with developmental disabilities and college students.

#### **PSY 3408 Current Issues in Psychology and Health**

##### **3 Credits**

This course compares humanistic and holistic approaches to pathology and wellness. This course is a blend of social, behavioral, cognitive, emotional, and biological approaches to the study of health, illness, and medical care. The focus of study is on the exploration of new therapeutic modalities and the issues emerging from current developments and trends.

#### **PSY 3409 Marriage and Family**

##### **3 Credits**

A bio-ecological framework is used to explore how families are shaped by multiple influences that interact with one another. Sex and gender, dating and mate selection, love, and marriage, living single, reproduction and parenting, impact of crises, and growing older are addressed within contemporary relationships and family structures. Consideration is given to diversity issues including multiculturalism, globalization, and immigration.

#### **PSY 3410 Psychology of Adjustment**

##### **3 Credits**

This course covers key concepts in cultivating a growth mindset and embracing change through self-exploration, self-understanding, and self-actualization. Emphasis is on examining life choices made, expanding awareness of choices available, and choosing where to go from here. The successful negotiation of life transitions in the development of self, relationships, career, and recreation is explored. Focus is on promoting resiliency and wellness when adjusting to challenging life events.

**PSY 3411 Psychology in Business****3 Credits**

This course covers organizational behavior from individual, group, and systems perspectives. The impact of individual diversity in organizations is considered including attitudes, emotions, personality, values, perception in decision-making, and motivation. Group processes such as communication, leadership, conflict and negotiation, power and politics, and foundations of organization structure are explored. Systems issues related to organizational culture, human resource policies and practice, and organizational change and stress management are addressed. Emphasis is on applying research to contemporary real-life workplace situations.

**PSY 2412 Psychology of Caregiving and Chronic Illness****3 Credits**

This course examines the psychological and sociocultural factors related to providing care to someone suffering from a life-threatening illness, and the difficulties that arise not only for the individual experiencing the condition, but also, for their significant others. The focus will be on the range of issues confronted that extend beyond the physical and psychological impact encompassing the social, financial, and spiritual factors. Professionals engaged in working with patients with a life-threatening illness from the pre-diagnostic phase through hospice decision-making will benefit from this course. Significant attention is given to effective treatment planning and the use of resources to assist the patient and their families will also be explored.

**PSY 4504 Fundamentals of Research Methodology****3 Credits**

**Prerequisite: MATH 1305**

This course provides an overview of research design and methods in the behavioral sciences. The focus of this course is to familiarize the learner with research methodology and an understanding of basic principles of empirical science. Ethical issues in hypothesis generation and testing in addition to quantitative and qualitative descriptions of behavior, common research strategies, and basic experimental research designs will be addressed.

**PSY 4505 Cognition and the Brain****3 Credits**

This course offers a comprehensive overview of cognitive psychology including cognitive development, perceptual processes, memory, imagery, general knowledge, problem solving and creativity, and reasoning and decision making. Theoretical perspectives and nonscientific findings on how humans acquire, represent, and use knowledge are explored. Consideration is given to individual differences in cognitive processes.

**PSY 3507 Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare****3 Credits**

**Prerequisites: PSY 3306 / PSY 3309**

This course provides an overview of the case management process from an ecological perspective. Emphasis is on assessment, treatment planning, service coordination, documentation, and planning for relapse prevention, discharge, and aftercare. Skills including listening and responding, bringing up difficult issues, addressing and disarming anger, and assessing consumer strengths and weaknesses are explored. Consideration is given to cultural and diversity issues as well as legal and ethical factors in substance abuse case management.

## **PSY 3508 Supervised Practicum and Fieldwork in Addiction Studies**

### **6 Credits**

**Prerequisites:** PSY 3306, PSY 3309, PSY 3318, PSY 3307, PSY 3317, PSY 3507, PSY 3316

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by California Southern University. The application of knowledge and skills is essential to gain competency in the field of addiction counseling. The supervised fieldwork course is comprised of two main components: Course work (90 hours) and individual supervision by a qualified, licensed professional, covering 255 hours of practical experience based on the core functions. Learners complete a minimum of 21 hours in all of the 12 Core functions at the practicum/fieldwork site including agency orientation (3 hours); screening (21 hours); intake (21 hours); orientation (21 hours); assessment (21 hours); treatment planning (21 hours); counseling (21 hours); case management (21 hours); crisis intervention (21 hours); client education (21 hours); referral (21 hours); reports and record keeping (21 hours); and consultation with other professionals (21 hours). Please note: This supervised fieldwork course requires learners to complete 255 hours. Learners are instructed to find a practicum site within their local communities to fulfill this requirement. Examples of Supervised Fieldwork sites include hospitals, rehabilitation clinics, and treatment centers. All practicum sites must be licensed by a state credentialing authority and are subject to approval by the Director of Clinical Training. It is highly recommended that learners locate a practicum site before entering the program. Learners receive a grade of Satisfactory/Unsatisfactory depending on the successful completion of 255 hours under appropriate supervision.

## **CAP 4403 BA Capstone**

### **3 Credits**

#### **Successful completion of all BA coursework**

The Capstone project emphasizes the synthesis of knowledge and research skills expected of the undergraduate Psychology major. The project provides learners with the opportunity to explore a problem or issue of particular personal or professional interest in psychology. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired to real-world situations. The final project should affirm the learner's ability to think critically and creatively to solve practical problems, to make reasoned and ethical decisions, to communicate effectively, and to demonstrate mastery and application of learned skills.

## GRADUATE COURSE DESCRIPTIONS

### **MFT 6504 Ethical and Legal Issues in Therapy**

#### **3 Credits**

This course familiarizes the learner with the areas of law and ethics central to the professional counselor and family therapist. Fundamental laws and principles are examined. The learner is given an opportunity to engage in the process of ethical decision making. The complex interplay between legal and ethical codes, cultural diversity issues, and the counselor's values are explored.

### **MFT 6513 Assessment Techniques in Therapy**

#### **3 Credits**

This course provides an overview of psychological tests and assessment procedures utilized in a therapeutic context. Focus is on basic psychometric properties of tests, methods of gathering and interpreting data, and the development and use of assessment tools. Emphasis is placed on how to choose, administer, and interpret individual and group tests within a culturally appropriate framework.

### **MFT 6700 Psychopharmacology**

#### **3 Credits**

This course covers commonly prescribed psychotropic medications in the field of professional counseling and family therapy. Pharmacological classifications, indications, contraindications, and side effects are addressed in the treatment of adults and children with mental disorders. Focus is on an interdisciplinary approach including referral, coordination of care, and collaboration with medical professionals. Cultural diversity issues and the legal/ethical aspects of pharmacotherapy are considered.

### **MFT 6704 Practicum I**

#### **3 Credits**

**Prerequisites:** PSY 6502, MFT 6504, PSY 6508, PSY 6505, PSY 6506. PSY 6509, PSY 6511, PSY 6510, PSY 6514, PSY 6512, PSY 6747, MFT 6513, PSY 6519, PSY 6520

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting which has been approved by California Southern University. Learners apply counseling theories and techniques as well as practice interpersonal skills while working with individuals, couples, families, and/or groups. Learners are required to complete a minimum of 95 hours of direct client contact with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for this course will either be (S) Satisfactory or (U) Unsatisfactory.

### **MFT 6705 Practicum II**

#### **3 Credits**

**Prerequisite:** MFT 6704

This second practicum course provides further opportunity to gain additional clinical experience with individuals, couples, families, and/or groups in a supervised clinical setting approved by California Southern University. Learners are required to complete a minimum of 95 hours of direct client contact, with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

**MFT 6706 Practicum III****3 Credits****Prerequisite: MFT 6705**

The third practicum course provides the opportunity to further develop your clinical identity, to further identify experiences of countertransference, and to continue to hone your skillset of evidence-based practices while placed in a supervised clinical setting approved by California Southern University. Learners are required to complete a minimum of 95 hours of direct client contact, with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

**MFT 6900 Research Methods and Statistics****3 Credits**

This course covers the essential concepts related to the research process including qualitative and quantitative designs, program evaluation, sampling issues and data analysis. Emphasis is on training learners to become informed consumers of research and preparing them to conduct research in their respective practices. Learners develop a research proposal consistent with a counseling and family therapy perspective in consideration of multiculturalism, advocacy, leadership, and social justice. Legal and ethical implications of research are explored.

**MFT 8000 Internship****6 Credits****Prerequisite: MFT 6704**

This course provides further opportunity to gain additional clinical experience with individuals, couples, families, and/or groups in a supervised clinical setting approved by California Southern University. Learners are required to complete a minimum of 190 hours of direct client contact, with a minimum of 38 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

**PSY 7307 Advanced Physiology and Pharmacology of Addiction****3 Credits**

The biological, psychological, and sociological damage drug use can cause is explored through personal and systemic perspectives. Emphasis is on the assessment and treatment of substance use as related to the physiology and pharmacology of addiction. Substance abuse and mental health treatment issues specific to stages of recovery such as withdrawal and stabilization are addressed. Consideration is given to culture, diversity, developmental stage, and special population issues in the assessment and treatment of addiction.

**PSY 6309 Advanced Ethical and Professional Issues in Addiction Counseling****3 Credits**

The course focuses on the clinical application of the ethical principles, legal issues, and decision-making processes in addressing complex dilemmas in the field of addiction. The course covers the Code of Ethics of the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and Code of Conduct of the California Consortium of Addiction Programs and Professionals (CCAPP). Ethical issues associated with the prevention and treatment of HIV/AIDS are addressed.



### **PSY 7316 Advanced Personal and Professional Wellness for the Substance Abuse Counselor**

#### **3 Credits**

A model of personal and professional growth is presented to promote resilience and longevity for counselors in the field of addiction. An integration of personal and professional factors is encouraged through the development of perception, judgment, motivation, prioritization, and decision-making skills. Qualities including integrity, compassion, accountability, and sensitivity to diversity issues are emphasized as essential to competence in the field. Consideration is given to inter-disciplinary and inter-generational collaboration in providing holistic and appropriate care.

### **PSY 7007 Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare**

#### **3 Credits**

This course is a comprehensive approach to case management from an ecological perspective. Emphasis is on case assessment, treatment planning, service coordination, documentation, and planning for relapse prevention, discharge, and aftercare. Skills including listening and responding, bringing up difficult issues, addressing and disarming anger, and assessing consumer strengths and weaknesses are explored. Consideration is given to cultural and diversity issues as well as legal and ethical factors in substance abuse case management.

### **PSY 7508 Supervised Practicum in Advanced Addiction Studies**

#### **3 Credits**

**Prerequisites:** PSY 6309, PSY 6511, PSY 7307, PSY 7534, PSY 7007, PSY 7316

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by California Southern University. The application of knowledge and skills is essential to gain competency in the field of addiction counseling. The supervised field work course is comprised of two main components: course work (90 hours) and individual instruction and supervision by a qualified, licensed professional, covering 303 hours of core functions. Learners complete a minimum of 25 hours in all of the 12 Core functions at the practicum/fieldwork site including agency orientation (3 hours); screening (25 hours); intake (25 hours); orientation (25 hours); assessment (25 hours); treatment planning (25 hours); counseling (25 hours); case management (25 hours); crisis intervention (25 hours); client education (25 hours); referral (25 hours); reports and record keeping (25 hours); and consultation with other professionals (25 hours). Please note: this supervised field work course requires learners to complete 303 hours. Learners are instructed to find a practicum site within their local communities to fulfill this requirement. Examples of Supervised Field work sites include hospitals, rehabilitation clinics, and treatment centers. All practicum sites must be licensed by a state credentialing authority and are subject to approval by the Director of Clinical training. It is highly recommended that learners locate a practicum site before entering the program. Satisfactory completion of all activities and submission of all documents is required to successfully complete the course. The final grade for the course will either be Satisfactory (S) or Unsatisfactory (U).

### **PSY 6502 Counseling Theories and Strategies**

#### **3 Credits**

This course focuses on the historical and current evidence-based theories and models of counseling. Emphasis is on the application of these techniques to a variety of clinical situations to improve, restore, or maintain healthy individual, couple and family relationships. It provides an opportunity to analyze case studies through a theoretical lens. Special consideration is given to the development of personal qualities intimately related to the counseling situation including integrity, sensitivity, flexibility, insight, compassion, and personal presence.

### **PSY 6505 Lifespan Development**

#### **3 Credits**

The purpose of this course is to analyze the nature of human growth and development across the life span. The major theories of development, essential concepts, and issues related to each developmental stage, and implications for wellness

and resiliency are addressed. Normal and abnormal development are explored in the context of socio-economic factors, race, ethnicity, culture, gender, and a variety of challenges and traumas.

### **PSY 6506 Psychopathology**

#### **3 Credits**

This course provides an integrated approach to the diagnosis, assessment, and treatment of mental disorders. The emphasis is on building clinical skills in problem formulation and crisis intervention consistent with the DSM-5. This course also covers psychopathology from a neuroscientific, biological, and sociocultural perspective. Evidence-based interventions will be explored from psychodynamic, cognitive, behavioral, humanistic, and other current modalities.

### **PSY 6508 Culture and Diversity in Counseling**

#### **3 Credits**

This course explores diversity and social justice advocacy issues with marginalized and special populations. The focus of study is to foster awareness, compassion and understanding for effective counseling practice. Populations considered include African Americans, Latinos, Asian/Pacific Islanders, Native Americans, and LGBTQI individuals. This course guides learners to explore their own values, beliefs and cultural identities and connect how these personal aspects influence the therapeutic alliance.

### **PSY 6509 Systems of Family Therapy**

#### **3 Credits**

This course covers the history and development of family systems therapy. It focuses on the evolving viewpoints, perspectives, values, evidence-based interventions, and resiliency models of family counseling. The learner is encouraged to foster personal qualities such as self-awareness, sensitivity, flexibility, insight, and compassion in working effectively with families.

### **PSY 6510 Child and Adolescent Therapy**

#### **3 Credits**

This course examines the psychopathological disorders associated with children and adolescents. It explores the research on etiology, complex diagnostic presentations in childhood and adolescence, and the development of comprehensive evidence-based treatments. Consideration is given to the importance of collaboration in formulating treatment plans. The impact of diversity issues including socioeconomic and multicultural factors in working with children and adolescents are addressed.

### **PSY 6511 Substance Use and Related Disorders**

#### **3 Credits**

This course focuses on the etiology, assessment, diagnosis and treatment of substance use and co-occurring disorders. Evidence-based counseling approaches that facilitate ethical intervention and treatment are explored. Special consideration is given to culture, diversity, stigmatization, and special populations as related to substance use recovery. Consultation, community outreach, referral and preventative interventions are addressed.

### **PSY 6512 Group Counseling**

#### **3 Credits**

This course focuses on the theory, functions and techniques of group processes including decision-making, problem solving and conflict resolution. Group leadership styles and approaches are analyzed and preferential characteristics for group

leaders are identified. Emphasis is on group strategies for working with and advocating for diverse populations. Legal and ethical issues in the group context are addressed.

### **PSY 6514 Couples and Sex Therapy**

#### **3 Credits**

This course covers theoretical and applied foundations for the practice of couple counseling. A systemic framework is utilized to explore the assessment and evidence-based treatment of couple problems including sexual dysfunction. Cultural aspects, diversity issues, and legal and ethical factors are addressed in the context of couple therapy.

### **PSY 7517 Psychology of Aging**

#### **3 Credits**

This course focuses on multiple factors which impact the psychological experience of aging. Theories of aging, normal and abnormal biological, social, and neurological changes will be explored. Topics to be explored will include cognition and aging, neuroplasticity, neurocognitive disorders, individual differences, cultural influences, relationships/aging/family, as well as death/dying and bereavement. The course will also consider legal issues including elder abuse and the role and responsibility of the psychologist in assessment, prevention, and intervention in cases of elderly abuse, including mandatory reporting laws.

### **PSY 6520 Advanced Counseling Techniques**

#### **3 Credits**

This advanced course provides a comprehensive analysis and in-depth application of counseling techniques from a competency-based approach. Learners are required to demonstrate proficiency in counseling concepts as well as interviewing and intervention methods with consideration of culture, diversity, special populations, and legal/ethical issues. The course structure guides learners to identify and explore their own personal model of counseling.

### **PSY 7523 Psychology of Learning**

#### **3 Credits**

This course provides a coherent and unified perspective on the main principles, concepts, and research findings of key learning theories. The neuroscience of learning is explored in addition to behavioral, social cognitive, and information processing theories. Focus is on the learner's construction of beliefs, skills, strategies, and knowledge through experience and reflection. Consideration is given to developing motivated and self-regulated learners.

### **PSY 6801 Therapeutic Boundaries**

#### **3 Credits**

This course offers a framework for understanding professional ethical values and standards and a model for engaging in ethical decision-making. Complicated ethics cases and challenging dilemmas are addressed with regards to consent, confidentiality, multiple relationships, electronic communication, and bullying. Consideration is given to the relationship between culturally competent practice, social justice, and the ethics of advocacy. Ethics related to cultural and diversity issues including clients with disabilities, international clients, and older adults are explored.

### **PSY 6899 Master's Thesis**

#### **6 Credits**

This course prepares the graduate learner for the development of a master's thesis. A review is given to research design, modes of observation, and techniques of analysis, the social and ethical context of research, and the uses of research. The main focus of study for this course is placed on the delineation of a problem in the field of psychology and a plan for

conducting a literature review of the subject that will lead to its resolution. The course will integrate and demonstrate theoretical and practical knowledge gained in the degree course work and will include an emphasis on the statement of the problem, the purpose, the scope of the study, and a literature review in respect to the proposed problem. The project is intended to make a significant contribution to the field and/or the learner's discipline.

### **PSY 7700 Applied Sport Psychology I**

#### **3 Credits**

This course is the first of a two-part course that provides an overview of the foundations and applications of sport psychology and examines human behavior in sport and exercise settings. It examines personality, motivation, competition, group and team dynamics, and communication. This course also explores the basic concepts and principles of sport psychology and how they can be applied to counseling, teaching, coaching, and fitness instruction. In addition, it investigates the latest research and practice in sport and exercise psychology.

### **PSY 7701 Applied Sport Psychology II**

#### **3 Credits**

**Prerequisite: PSY 7700**

This course is the second of a two-part course that provides an overview of the foundations and applications of sport psychology. The focus of study examines performance enhancement through psychological skills training, and imaging and goal setting. It also explores enhancing health and well-being by avoiding or responding effectively to athletic injuries, addictive behavior, and burnout. This course explores the basic concepts and principles of sport psychology and how they can be applied to counseling, teaching, coaching, and fitness instruction. It also investigates the latest research and practice in sport and exercise psychology.

### **PSY 7711 Current Issues in Sport Psychology**

#### **3 Credits**

This course explores the sociology of sport, as well as the ethical issues surrounding sport. It includes an examination of good sportsmanship, fair play and cheating, performance-enhancing drugs, a review of gender equity and identity in modern-day sports, animal rights in sports, violence in sports, and the negative aspects of competitive youth sports.

### **PSY 7715 Psychology of Coaching**

#### **3 Credits**

Coaching philosophies and strategies for working with an athlete or a team are explored in this course. Emphasis is on developing an effective working relationship between coach and athlete to enhance performance and enjoyment. Psychological assessment and interventions including mental imagery, mental toughness training and coping effectiveness training are addressed. Consideration is given to diversity issues such as coaching special populations.

### **PSY 7720 Enhancing Performance: Preparation/Motivation**

#### **3 Credits**

This course explores the improvement of performance through mental strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation.

**PSY 7725 Research in Sport Psychology****3 Credits**

This course provides a broad perspective of the research process as it relates to physical activity. The curriculum investigates descriptive, quantitative (experimental and quasi experimental), and qualitative research methods as they pertain to individual and team sports and physical activity to evaluate data and reach valid conclusions. It explores the definition and development of a research problem, culminating in a research proposal.

**PSY 8127 Research Methods in Psychology****3 Credits**

This course is designed to prepare learners to critically review and evaluate current research literature and equip learners with the necessary skills to perform research. This course focuses on the basic inquiry and statistical methods used to collect and interpret data. An understanding of basic research methods and design are included for research purposes as well as publication in the field of practice. A variety of approaches will be explored to design good research to include qualitative, quantitative, and mixed-method approaches. The emphasis is the critical engagement of learners with various approaches to research design and the application of current research in support of an area of research of their choosing.

**PSY 8500 Advanced Theories of Personality****3 Credits**

This course is designed as an advanced examination of the major psychological theories of personality, both historic and current, the application of each theory, and the major figures associated with each. The focus of study is to explore the advanced application of therapeutic modalities, including psychodynamic, biological, behavioral, phenomenological, trait, cognitive, and social-cognitive theories.

**PSY 8503 History and Systems of Psychology****3 Credits**

This comprehensive course provides in-depth coverage of intellectual trends with an emphasis on the major systems of thought and key developments in basic and applied psychology. Examples of psychological thought encountered in ancient Greek and Roman periods as well as in Chinese, Indian, Babylonian, Persian, Egyptian Arab, Spanish and Hebraic cultures are explored. Consideration is given to the contribution of women, people of color, and scholars from outside the United States on the emergence of psychology. Current trends toward globalization and multiculturalism are addressed through a recognition of intersectionality in the psychology of prejudice and privilege.

**PSY 8504 Ethical and Professional Issues****3 Credits**

This course familiarizes learners with the essential concepts, theories, and applications relevant to ethical issues in psychology. Professional ethical issues are examined in accordance with the most recent code of ethics of the American Psychological Association. Learners heighten their awareness of ethical issues as they may arise in the practice of psychology and learn methods of developing coherent, defensible, reasoned strategies for dealing with such situations. All areas of psychology practice are considered including psychotherapy, assessment, research, teaching, and consultation. The detection, intervention and prevention of child abuse and suicide are addressed.

**PSY 8506 Advanced Psychopathology****3 Credits**

This comprehensive course addresses abnormal psychology from evolutionary, biological, neurological, psychological, social, socio-cultural, and political perspectives. Focus is on the symptoms, criteria for diagnosis, and possible causes and

treatments for various DSM-5 mental disorders. The learner will use critical thinking skills while gaining knowledge of interdisciplinary research from fields ranging from culture to genetics associated with the development of psychopathology.

### **PSY 7507 Advanced Human Sexuality**

#### **3 Credits**

This advanced course focuses on human sexual behavior as an interaction of physiological, psychological, and sociocultural processes. Within this biopsychosocial perspective, the impact of politics on sexuality is considered. Learners explore the development of sexual identity, sexual behavior, and sexual disorders that cross cultural boundaries and sexual orientation lines.

### **PSY 8508 Cultural Diversity**

#### **3 Credits**

This course explores a multicultural basis of behavior with an emphasis on social cognition, social interaction processes, and organizational dynamics. The focus of study aims to heighten learners' perception and understanding of effective therapeutic practice, including familiarity with the implications associated with the wide range of racial and ethnic backgrounds, gender issues, age, sexual orientation, and disabilities. This course guides learners to focus on one's culture of origin to increase awareness of one's own heritage and to increase appreciation of the impact of cultural diversity upon individuals.

### **PSY 7509 Advanced Psychology of Marriage and Family Systems**

#### **3 Credits**

This course covers current theories and interventions in the field of family therapy. It focuses on the goals, assessment, techniques, and role of the therapist associated with a variety of systemic models. An overview of the evolving history, philosophy, and perspectives of family systems work is considered. Emphasis is given to culture and diversity issues in working with couples and families. The course examines evidence-based research in the field.

### **PSY 7513 Psychological Tests and Measurements**

#### **3 Credits**

This course explores the nature and use of psychological tests and methodologies to assess intelligence, personality, and mental and behavioral disorders. Learners will review widely used tests and will develop an understanding of how tests are constructed, administered, and scored.

### **PSY 7514 Brief Therapy**

#### **3 Credits**

This course provides an overview of the core concepts and essential skills of short-term therapies including motivational interviewing, cognitive, exposure, dialectical behavior, solution-focused, interpersonal, and dynamic. Emphasis is on the core ideas underlying each modality, the evidence for effectiveness, and the specific techniques and interventions used. Consideration is given to the integration of culture in providing brief therapy.

### **PSY 6516 Social Psychology**

#### **3 Credits**

This course provides an overview of social psychology. Areas covered include the foundations of social psychology, social beliefs and judgments, group influence, aggression, and social psychology applications. Specifically, the focus of this course is the exploration of how others affect our perception, thoughts, emotions, and behaviors. This course examines current

research, as well as historical, social, and psychological concepts. Learners will gain an understanding of how social psychological constructs impact the world.

### **PSY 7718 Hypnosis: Theory and Practice**

#### **3 Credits**

This course provides an overview of evidence-based theory and practice of hypnosis. Ethical guidelines, limitations and contraindications will be explored. The learner will examine and formulate techniques and strategies of hypnosis including induction, trance phenomena, post-hypnotic suggestion, regression, progression, and goal-oriented hypnotic interventions.

### **PSY 6519 Crisis and Trauma Counseling**

#### **3 Credits**

The focus of this course is on the assessment, intervention and treatment of individuals, families, and communities that have experienced crisis, disaster and/or trauma. Major theoretical models of situational crises are demonstrated across a variety of service delivery systems. Crisis intervention theory and models are applied to a variety of problems including suicide, sexual assault, violent behavior, domestic violence/intimate partner violence, substance abuse, grief and loss, and mass tragedies. The emphasis of this course is on recovery and resilience.

### **PSY 7521 Industrial/Organizational Psychology**

#### **3 Credits**

This course focuses on how successful managers and employees apply psychological concepts to resolve organizational and interpersonal issues. In addition, it will explore personality and group dynamics that affect attitudes and behaviors.

### **PSY 7522 Consulting in Business, Education and Mental Health**

#### **3 Credits**

This course is an overview of consultation theory and practice for mental health professionals who perform duties in the roles of consultants and collaborators. Mental health, expert, collaborative, behavioral, and organizational models will be discussed and applied to a variety of settings. Course content includes the history, definition, fundamentals of consultation, models of consultation, consultation stages, effective consultant skills and characteristics, consultee variables, consultation with parents and teachers, and legal and ethical issues regarding consultation.

### **PSY 8724 Cognition, Emotion and Motivation**

#### **3 Credits**

This course focuses on the motivation, needs, cognitions, and emotions that underlie thought and behavior. It explores theories representative of biological, behavioral, cognitive, psychological, and sociocultural perspectives. The course also examines the historical backgrounds of motivation and emotion research, as well as other current applied motivational approaches.

### **PSY 7525 Cognition and Memory**

#### **3 Credits**

This course covers the study of cognition from classic research and learning theories to current topics in the fascinating field of human memory and cognition. Attention, working memory, knowledge representation, comprehension, language processing, problem solving, and emotion are explored from the lens of historical research and modern information processing theories. Research in neuroscience reflecting the use of new technologies to study memory and cognition is integrated throughout this course.

**PSY 7527 Psychology of Stress and Stress Related Disorders****3 Credits**

This course addresses the physical, psychological, and sociocultural implications of stress. Evidence-based prevention and intervention strategies including intrapersonal, interpersonal, perception, religion, spirituality, and relaxation techniques are explored. Strong consideration is given to mind-body research in the area of stress and stress related disorders.

**PSY 7728 The Psychology of Violence and Domestic Abuse Reporting****3 Credits**

Domestic Violence/Interpersonal Violence is examined from an interdisciplinary and prevention perspective with regards to sociological, psychological, and social justice issues. The cycle of violence, dominance, and control in relationships marked by interpersonal violence is examined. Emphasis is on the intervention and treatment strategies used to respond to family violence with consideration of culture and diversity issues. Research on interpersonal violence, legal policies, and victim rights are addressed.

**PSY 7529 Myers-Briggs Type Indicator****3 Credits**

This course addresses the administration, scoring, interpretation, and application of the MBTI in therapeutic, business, and/or educational situations. The learner explores the skills for developing a formal MBTI Report presentation utilizing this global personality assessment tool.

**PSY 7530 Dream Analysis****3 Credits**

This course demonstrates a practical approach to working with dreams, both in groups and with individuals. Post-traumatic stress disorder (PTSD) nightmares are also addressed. The focus of study is the exploration of both the purpose and function of dreams in everyday life, highlighting psychological connections between waking and dreaming life. A variety of different psychological approaches to dreams are examined.

**PSY 7533 Psychology of Death and Dying****3 Credits**

This course provides a context to explore issues related to death, dying and bereavement. Consideration is given to cultural, religious, and other diversity issues in the way people mourn and cope with death and dying over the lifespan. Psychological, social, philosophical, moral, legal, and ethical factors associated with suicide, euthanasia and biomedical issues, and dying with dignity are addressed.

**PSY 7534 Dual Diagnosis****3 Credits**

A holistic and integrative approach to working with individuals with co-occurring disorders is presented in this advanced course. Emphasis is on the assessment, intervention, and treatment of substance-related with co-occurring psychiatric disorders. Recovery, support, and relapse prevention are also covered with consideration given to cultural diversity issues and special populations including adolescents and older adults.



### **PSY 7536 Cognitive-Behavioral Psychotherapy**

#### **3 Credits**

This course analyzes the evidence-based practice of cognitive therapy and cognitive behavioral therapy (CBT) utilizing the traditional cognitive and behavioral models as well as the mindfulness-based cognitive modalities (MiCBT). The focus is on assessment, treatment formulation, and intervention of the clinical and personality disorders in the Diagnostic and Statistical Manual of Mental Disorders, from the CBT and MiCBT perspectives.

### **PSY 7737 Psychology of Chronic Illness**

#### **3 Credits**

This course examines medical, psychological, and sociocultural factors related to various types of physical, neurological, sensory, psychiatric, and pain-related disabilities. The focus is on the etiology of chronic illness, evidence-based treatment interventions, and the psychological impact on both the patient and their significant others. Psychosocial assessment, treatment planning, and the use of various resources to assist the patient and their families are also explored.

### **PSY 7738 Advanced Psychology of Addiction and Compulsive Behaviors**

#### **3 Credits**

This course focuses on the assessment, diagnosis, and treatment of the Diagnostic and Statistical Manual of Mental Disorders' substance-related disorders (drugs, alcohol), addictive behavioral disorders (gambling, sex, and internet), eating disorders, and co-occurring clinical and personality disorders. The biological, psychological, and social aspects of addiction, as well as cultural and legal-ethical issues, are highlighted. Previous coursework in graduate-level addiction studies and abnormal psychology is strongly recommended.

### **PSY 7739 Attention-Deficit/Hyperactivity, Autistic Spectrum and Neurodevelopmental Disorders**

#### **3 Credits**

Learners explore an innovative perspective on developmental disorders focused on the biological, familial, and social dimensions of difference. The diagnosis, assessment, and treatment of youth with Intellectual and Developmental Disabilities, Attention and Executive Function Disorders, Autism Spectrum Disorders of Academic Learning are examined within their unique life contexts. Emphasis is on difference without stigma, awareness of diversity, and support for collaborative and integrative services.

### **PSY 8740 Statistical Methods and Analysis**

#### **3 Credits**

This course provides instruction on the calculation, use, and interpretation of descriptive and inferential statistics. The focus of study emphasizes the application and interpretation of statistical tests in conducting research at the graduate level. Inferential statistics and their application to research design are introduced. Both parametric and non-parametric approaches to the analysis of data are discussed.

### **PSY 7541 Psychology of Religion**

#### **3 Credits**

This course provides an exploration of religion and spirituality as vital forces in individual and societal life. A developmental lens is used to consider the biological, cognitive, social, and psychological impact of religion across the lifespan. The integration of spirituality in therapeutic assessment and treatment is emphasized with connections to coping, adjustment, and well-being. The relationship between spirituality and therapy offers an active role for clients in development of their healing process.

### **PSY 7742 Eating Disorders**

#### **3 Credits**

This course examines the history, concepts, diagnosis, and treatment of eating disorders and multi-diagnostic presentations, using the Diagnostic and Statistical Manual of Mental Disorders' criteria. The focus of study is on the social, cultural, familial, gender-related, developmental, and legal-ethical context of eating disorders. Assessment and intervention from evidence-based psychotherapy and family models will also be explored.

### **PSY 6743 Systems of Care in Community Mental Health**

#### **3 Credits**

This course provides a comprehensive overview of community mental health and service delivery systems from a recovery and resiliency perspective. Focus is on the needs of individuals, families, children and older adults with emphasis on special populations including those with severe mental illness, addiction and co-occurring disorders, military veterans, the homeless and poor, victims of abuse and trauma, and the disabled. Issues of culture and diversity, legal and ethical contingencies, community collaboration and coordination of care, as well as consumer advocacy are considered.

### **PSY 7745 Interpersonal Neurobiology and Attachment**

#### **3 Credits**

This course investigates the emergence of a new sub-discipline within psychology and psychotherapy: interpersonal neurobiology. Pioneers in this rapidly growing field, such as Daniel Siegel, Allan Schore, and Stephen Porges, all maintain that our brains are wired to the interpersonal domain. This course introduces key concepts from the field of interpersonal neurobiology, examining basic aspects of the mind and interpersonal relationships. It will also explore, with research support, the practical applications of interpersonal neurobiology using such core concepts as integration and attachment theory.

### **PSY 6747 Career Counseling**

#### **3 Credits**

This course provides learners with an understanding of career development and career counseling. Theories of career development, sources of occupational information, and methods of career counseling are explored. Consideration is given to ethical and legal issues, culture, diversity, special populations, and contemporary trends. Learners are given the opportunity to develop an individual curriculum vitae (CV), cover letter, and career counseling position statement in preparation for practicum placement interviews.

### **PSY 7750 Positive Psychology**

#### **3 Credits**

This course covers the science and application of positive psychology to encourage flourishing in day-to-day life. Theories and research on promoting positive individuals, relationships, organizations, and communities are explored. Emphasis is on facilitating meaningful experiences through the development of positive emotions, strengths, courage, wisdom, flow, resilience, compassion, self-efficacy, justice, mindfulness, and creativity. Consideration is given to understanding positive experiences, character strengths, relationships, institutions, and practices within a cultural and historical context. Learners have the opportunity to engage in experiential exercises to increase well-being.

### **PSY 7760 Media Psychology: Writing, Publishing and Promoting a Self-Help Book**

#### **3 Credits**

This course guides learners in the creation of a self-help book proposal, suitable for submission to a book publisher. Learners who take this course will become informed about the process of writing, publishing, and promoting a book.

### **PSY 7761 Interpersonal Conflict in the Workplace**

#### **3 Credits**

Conflict is a natural occurrence in personal and professional relationships. The ability to analyze conflict on a personal level translates to people learning skills needed to work with individuals in diverse work settings. The focus of this class is on understanding how people perceive conflict, recognizing why having different goals and interests create conflict, analyzing the structure of conflict, assessing conflict styles and identifying the components of conflict to help a person navigate personal and professional relationships. Additionally, specific attention will be given to professional conflicts and how to negotiate and utilize third-party interventions to help individuals and management resolve arguments and altercations.

### **PSY 7762 Supervision and Consultation**

#### **3 Credits**

The course provides a critical overview of the conceptual and empirical literature on clinical supervision and consultation. Models, approaches, techniques, relationship and process issues, and ethical and legal considerations are addressed. An opportunity to develop self-awareness as well as conceptual knowledge and skills related to personal styles of supervision and consultation is presented.

### **PSY 7763 Clinical Interviewing**

#### **3 Credits**

Learners will explore theory, research, and the practice of conducting psychological interviews. Skill development for intake interviewing, the mental status exam, suicide and violence assessment, and crisis management will be addressed with sensitivity to culture, diversity, and special populations. Focus will be on the applications of interviewing skills to adult, child, adolescent, and couple/family work.

### **PSY 8700 Psychopharmacology**

#### **3 Credits**

This course explores the neuroanatomy, neurophysiology, and biologic actions of psychopharmacological agents which are currently in use, as well as the indications for prescribing the agents, the side effects which may occur, and the clinical considerations for the psychologist in referring the patient for medication evaluation. The course serves as a foundation for further study for those learners who plan to practice psychology in the event that psychologists are granted prescription privileges. Multicultural and ethical components are also considered.

### **PSY 8701 Physiological Psychology**

#### **3 Credits**

This course explains how the human organism behaves from a physiological perspective, including neural functions, the effects of drugs, sensory motor systems, biological rhythms, attention, and motivation.

### **PSY 8702 Psychological Assessment I**

#### **3 Credits**

Psychologists use a variety of tests and other assessment tools to measure and observe a client's behavior to arrive at a diagnosis and guide treatment. This course provides learners with an understanding of the concepts and principals involved in psychological assessment and the use of both standardized and non-standardized instruments. Learners will learn the concepts involved in psychological assessment, educational testing, and evaluation. The course will also examine the effects of clinical assessment on clients through case studies, experiential learning, and interactive discussions.

## **PSY 7703 Psychological Assessment II**

### **3 Credits**

#### **Prerequisite: PSY 8702**

This course introduces the use of projective measures of assessment, and their integration with other psychological tests. Learners will learn how to administer, score, and interpret the Beck Depression Inventory, 2nd Edition (BDI-II), the Thematic Apperception Test (TAT), and the House-Tree-Person test. Learners will interpret a WAIS-IV protocol. Learners will also interview and test a volunteer client. Throughout this class, learners will build a test report, adding to it and revising it in response to feedback from the faculty mentor.

## **PSY 7704 Practicum I**

### **3 Credits**

#### **Prerequisites: PSY 8500, PSY 8503, PSY 8504, PSY 8506, PSY 8708, PSY 8724, PSY 8740, PSY 8700, PSY 8701, PSY 8702, PSY 8127, PSY 8800**

This first practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by California Southern University. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

## **PSY 7705 Practicum II**

### **3 Credits**

#### **Prerequisite: PSY 7704**

This second practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by California Southern University. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

## **PSY 7706 Practicum III**

### **3 Credits**

#### **Prerequisite: PSY 7705**

This third practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by California Southern University. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 7707 Psychology of the Mind: Mind-Body Connection**

#### **3 Credits**

This course provides the learner with an exploration of the interrelatedness of mind and body to healing and health. Mind-body theories promote resiliency practices through lifestyle behaviors for disease prevention and treatment. The mind-body interaction has important implications for the way we view health and wellness, and the way we prevent illness and treat disease. The course examines scientific advances in the fields of neuroscience, psychoneuroimmunology, social genomics, epigenetics, and consciousness, and their impact on mind-body healing. Learners will be encouraged to develop a personal model of mental health care and to understand complementary methods for self and client, offering an active role for clients in the development of their healing process.

### **PSY 7710 Integrative Therapy: From Orientation to Practice**

#### **3 Credits**

Through this course, learners are encouraged to explore theoretical orientations that best align with personal values and worldview. The process of choosing an integrative theory that fits one's interactional style of practice is emphasized. Strength-based and resilience-based strategies are considered in conjunction with the application of psychodynamic, behavioral, humanistic, pragmatic, constructivist, and family theories. A reflective approach is used in addressing the interplay between evidence-based practice and practice-based evidence.

### **PSY 8800 Doctoral Comprehensive Examination**

#### **1 Credit**

**Prerequisites:** PSY 8500, PSY 8503, PSY 8504, PSY 8506, PSY 8708, PSY 8724, PSY 8740, PSY 8700, PSY 8701, PSY 8702, PSY 8127

The Comprehensive Examination provides an opportunity to assess comprehensive academic competence in psychology. Preparing for and taking the examination encourages the integration of all facets of doctoral education completed during the first two years of the program. The examination is considered in evaluating learners' readiness to take on the increased professional responsibilities of the practicum placements. Accordingly, a grade of "Satisfactory" is required to accept Practicum placements. The examination is offered prior to registration in Practicum. Learners are given three opportunities to pass the examination.

### **PSY 8991 Doctoral Project I**

#### **3 Credits**

**Prerequisites:** Successful completion of all courses, electives and comprehensive examination as indicated in the Degree Plan and Grade Point Average of 3.0 or higher.

This course prepares the doctoral candidate for the development of a final project. It is the first of five courses to accomplish the final project. A review of research design, modes of inquiry, techniques of analysis, the social and ethical context of research, and the uses of research is undertaken. The focus of study is on the delineation of a problem in the field of psychology and a plan for conducting research that will lead to its resolution. Emphasis is on developing the background of the problem, statement of the problem, purpose, and significance of the study in respect to the proposed problem. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 8992 Doctoral Project II**

**3 Credits**

**Prerequisite: PSY 8991**

The course prepares the doctoral candidate for the development of a final project. It is the second of five courses to accomplish the final project. Emphasis is placed on conducting a literature review of the subject in preparation for either theoretical, qualitative, quantitative, or mixed methods analysis. Attention is given to understanding the differences between approaches to literature reviews and analyzing the literature to address the research questions. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 8993 Doctoral Project III**

**3 Credits**

**Prerequisite: PSY 8992**

This course prepares the doctoral candidate for the development of a final project. It is the third of five courses to accomplish the final project. Emphasis is placed on critically evaluating and detailing the specific methodology (theoretical, qualitative, quantitative, or mixed methods) used in the study. The focus on developing a comprehensive research design includes submission and approval of the Institutional Review Board (IRB) application. The doctoral candidate is expected to fully articulate and address the ethical dimensions and considerations for the select research method. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 8994 Doctoral Project IV**

**3 Credits**

**Prerequisite: PSY 8993**

This course prepares the doctoral candidate for the development of a final project. It is the fourth of five courses to accomplish the final project. Focus is on the analysis and presentation of results, as well as the discussion of findings. Implications for practice and recommendations for the research are included in the discussion of findings. The connection of how evidence from research supports the findings that emerge from the analysis is delineated. Emphasis is given to integrity through a clear and unbiased reporting of results and relevant discussion of findings. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 8995 Doctoral Project V**

**2 Credits**

**Prerequisite: PSY 8994**

This course prepares the doctoral candidate for the development of a final project. It is the last of five courses to accomplish the final project. The focus of study is for the doctoral candidate to work closely with the Chair in refining Chapters 1-5. Feedback from all three committee members is incorporated into the final Doctoral Project draft prior to submission for University approval. In some cases, assistance from an editor for any grammatical, APA, or formatting requirements is recommended. Upon receiving approval of the written manuscript from the Dean, the candidate prepares to orally defend his or her Doctoral Project. Preparation includes the development of a poster board and PowerPoint for the defense. The Doctoral Project is intended to make significant contribution to the field of Psychology and provides an

opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

### **PSY 8900 Internship**

#### **0 Credits**

This course is designed for those learners who have completed all academic requirements for the PsyD program and who wish to participate in a pre-doctoral internship for one year (1500 hours). The Internship provides continued structured clinical training experience under the supervision of a Licensed Clinical Psychologist beyond the Practicum. The completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

**AAPIC Membership Status:** *California Southern University is not a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Learners from California Southern University who intend to pursue a pre-doc internship will not be able to participate in the APPIC Match program.*

### **PSY 6802 Applied Concepts**

#### **6 Credits**

This course is designed for those learners who have completed all academic requirements for the MS Degree Program, with the exception of the Master's Thesis. In this course the learner will be required to apply concepts of psychopathological constructs, counseling theories, multicultural aspects, and cultural, legal, and ethical issues in mental health.

# **SCHOOL OF BUSINESS AND MANAGEMENT**

## **UNDERGRADUATE COURSE DESCRIPTIONS**

### **ACT 4102 Principles of Accounting I**

#### **3 Credits**

This course examines the fundamental concepts and procedures used in the preparation of the basic financial statements of business entities. It covers generally accepted accounting principles, accounting terminology, and the usefulness of financial statements. Emphasis is placed on accounting for sole proprietorship. Topics covered include: the accounting cycle, financial statements, control of cash inventories, plants assets, current liabilities, and payroll accounting.

### **ACT 4104 Principles of Accounting II**

#### **3 Credits**

#### **Prerequisite: ACT 4102**

This course is a continuation of ACT 2102. It examines reports and information needed by the management of a business to make good decisions. Emphasis is on accounting for corporations and partnerships.

### **ACT 4150 Managerial Accounting**

#### **3 Credits**

#### **Prerequisite: ACT 4102**

This course emphasizes the uses of accounting data internally by managers in directing the affairs of business and nonbusiness organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations to make sound managerial decisions.

### **ACT 4202 Tax Accounting I**

#### **3 Credits**

This course analyzes the determination of taxable income of individuals for federal income tax purposes. Emphasis is on all the aspects of accounting that are necessary to complete the returns in accordance with federal income tax law.

### **ACT 2204 Tax Accounting II**

#### **3 Credits**

A continuation of Tax Accounting I, this course examines present federal income tax law and develops an understanding of the accounting principles and procedures involved in preparing tax returns for partnerships, estates, trusts, and corporations.

### **ACT 4451 Intermediate Accounting I**

#### **3 Credits**

#### **Prerequisite: ACT 4104**

This is the first of two in-depth financial accounting courses. The course includes a review of basic financial statements, income statement, statement of cash flows and the balance sheet, specifically asset accounts. Theories, the conceptual framework, development of generally accepted accounting principles, and applications are stressed.



**ACT 4452 Intermediate Accounting II****3 Credits****Prerequisite: ACT 4451**

This is the second of two in-depth financial accounting courses. This course continues accounting principles and theory with emphasis on accounting for fixed assets, intangibles, corporate capital structure, long-term liabilities, and investments. Theories, concepts, and applications are stressed.

**ACT 4453 Cost Accounting****3 Credits****Prerequisite: ACT 4102**

This course serves as an introduction to the fundamentals of cost accounting, with emphasis on costing systems in the service, merchandising, and manufacturing sectors. The use of budgets and standards are studied as keys to planning and control, including flexible budgets and variance analysis. The use of cost information for various decision and control purposes is also studied.

**ACT 4467 Auditing****3 Credits****Prerequisite: ACT 4102**

This course is an introduction to generally accepted auditing standards, concepts of internal control, analysis and tracing of financial transactions, and opinions expressed on the fair presentation of financial statements by certified public accountants.

**BUS 3110 Business Ethics****3 Credits**

This course examines ethical issues in the context of business theory and practice. In the process of exploring these issues and the questions they raise learners examine ideas and perspectives in the field of business ethics and extend these to administrative practice and decision making. Learners will become familiar with the range of questions that form the basic foundation of ethics as applied to corporate responsibility, workforce discrimination, distributive justice, environmental impact, risk and safety.

**BUS 3300 Introduction to Business****3 Credits**

This course explores the world of business and economics, the ethical and social responsibility issues that affect business firms and our society, and the increasing importance of international business. Topics include trends in business today, entrepreneurship, management and organization, producing quality goods and services, human resources, marketing, acquiring, organizing, and using information, accounting, finance and investment, financial management, and personal finances and investments.

**BUS 3301 Business Law****3 Credits**

This course presents basic legal principles to familiarize learners with the everyday procedures in business. Topics include contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk-bearing devices, and real property.

### **BUS 3405 Career Management and Personal Marketing**

#### **3 Credits**

This course explores the basic concepts of career planning, self-assessment, career exploration, and career decision-making, as well as resume and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. Interview techniques are also presented.

### **BUS 3413 Business Statistics**

#### **3 Credits**

This course introduces the construction and use of statistical models for business management; it applies descriptive and inferential statistics to business and economic problems. Topical coverage includes summarizing data, measures of central tendency, dispersion, probability, probability distribution, normal distribution, sampling, hypothesis testing, correlation, regression, and chi-square analysis.

### **BUS 3414 Business Communications**

#### **3 Credits**

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both a personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

### **BUS 3415 Business Negotiation**

#### **3 Credits**

**Prerequisite:** BUS 3301 / BUS 3110

This course is intended to guide learners through the major concepts and theories of negotiation, the psychology of bargaining, and the dynamics of interpersonal and inter-group conflict and resolution. It teaches how to recognize negotiation situations, understand how negotiation works, know how to plan, implement, and complete successful negotiations, and more importantly, be able to maximize results.

### **CAP 3400 BBA Capstone**

#### **3 Credits**

**Prerequisite:** Successful completion of all BBA coursework

This capstone course is the culminating endeavor of learners who earn the Bachelor of Business Administration degree from California Southern University. As part of this course learners take a national comprehensive exam to assess their knowledge in the subject matter covered by the program. The course also provides learners with the opportunity to explore a problem or issue of particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired to real-world situations. The course's final project should affirm Learners ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, to communicate effectively and to demonstrate mastery and application of learned skills.

### **CAP 3404 BAS Capstone**

#### **3 Credits**

This BAS capstone project is the culminating endeavor of learners who earn a Bachelor of Applied Science degree from California Southern University. The project provides Learners with the opportunity to explore a problem or issue of particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and

apply the knowledge and skills acquired in their studies to real-world situations in applied sciences. The final project should affirm learners' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, to communicate effectively and to demonstrate mastery and application of learned skills.

### **ECO 3300 Macroeconomics**

#### **3 Credits**

This course focuses on macroeconomics which is the social science that studies the way societies in the aggregate focus on economic growth, unemployment, and inflation. Topics of this course include gross domestic product, national income, inflation, unemployment, fiscal policy, the federal reserve system, monetary policy, exchange rate issues and the effects that each of these have on the nation's economy.

### **ECO 3403 Microeconomics**

#### **3 Credits**

This course focuses on microeconomics which is the social science that reviews the way individual economic agents allocate resources to wants. Topics of this course include principles of resource allocation, supply and demand, consumer behavior, costs of production, monopoly, oligopoly, and issues of economic equity.

### **ENT 4100 Entrepreneurship**

#### **3 Credits**

This course focuses on the skills and competencies required to effectively develop, organize, and manage a new business from an entrepreneurial perspective. Over the past decade, the fundamental dynamics of entrepreneurship have changed. Therefore, the learner is introduced to these new advances in technology, innovations in business strategies, international cultures, and societal changes required of today's entrepreneurs. The learner also explores the entrepreneurial management model from conception to maturity.

### **ENT 4101 Business Plans for New Ventures**

#### **3 Credits**

##### **Prerequisites: ENT 4100**

This course focuses on how to turn a great idea into a profitable business by developing a powerful and persuasive business plan. The student learns how to develop the skills and tools needed to communicate the value of their idea to investors and attract key talent. The business plan can also be used as a guide throughout the entire process of starting and operating a business. The student learns the specific skills for determining what to include in the plan, securing capital needed, assessing opportunities and risks, and avoiding common pitfalls that cost money, time, and effort. Learners also explore techniques for developing sales, marketing, operations, and distribution strategies.

### **ENT 4106 Family Business Management**

#### **3 Credits**

In this course, the learner explores why family businesses make up many of the organizations in today's economy. Family businesses are different from small businesses, because of their interactions between family members, plus, multiple roles each member plays in the family business. This course examines the characteristics differentiating family business from other forms of small business, plus, how to cope with various issues and capitalization problems. The learner also examines relevant managerial skills, family, and business life cycles, impacts on family values, and wealth management distribution.

## **ENT 4402 Entrepreneurial Financing and Venture Capital Management**

### **3 Credits**

#### **Prerequisites: ENT 4100**

The focus of this course is to introduce the entrepreneurial learner to financial thinking, tools, and techniques. The learner will learn various theories, knowledge, and financial tools an entrepreneur needs to start, build, promote, and manage a successful business venture. The course also discusses methods to obtain financial capital for launching and developing a business venture. The learner will determine how to interact with financial institutions and regulatory agencies to promote the venture to its full potential, plus, provide return and liquidity for the venture's investors.

## **ENT 4408 Entrepreneurship and the Internet**

### **3 Credits**

#### **Prerequisites: ENT 4100**

The role of this course is to introduce the entrepreneurial learner to both current and future Internet applications for operating and promoting their business ventures. The learner will explore new ideas that both shape the global information marketplace and promote business venture growth. The course also investigates how the digitally based manager utilizes web-based tools to expand their venture by focusing on areas, such as emerging markets and strategies, business models, buying cycles and email utilization, websites, and marketing operations.

## **ENT 4515 Women and Entrepreneurship**

### **3 Credits**

#### **Prerequisites: ENT 4100**

This course focuses on the fundamental concepts and constructs needed by today's businesswomen to develop, manage, and operate their own entrepreneurial ventures. Special attention is placed on business plan development, ownership structure, financials, location and layout, marketing, operations, human resource strategies, and risk management, all of which are necessary skills to ensure the success and longevity of any business endeavor. In addition, learners will explore and evaluate the future direction of entrepreneurship and small business management that all women entrepreneurs must consider.

## **ENT 4305 Introduction to Banking**

### **3 Credits**

This course provides learners with an introduction to the core content, knowledge, and skills in the field of banking/credit unioning/finance. It provides an academic foundation in the areas of financial service transactions, customer/member service, regulations, and procedures critical to the financial services industry, and identity theft. The assessment structure is practice driven with an application of skills aimed at gaining a basic understanding of the financial services arena.

## **ENT 4403 Money, Banking and Finance**

### **3 Credits**

This course examines crucial elements of the financial environment and well-developed financial systems. It focuses on both decisions made in business but also on those made by private investors. It discusses important topics such as financial planning and analysis, asset management, and the acquisition of financial capital.

**FIN 4404 Fundamentals of Finance****3 Credits**

This course focuses on theories, concepts, and principles of the financial structure of an organization. The emphasis is on the structure and operation of financial management; problems of internal financial analysis, planning and control, capital structure and investment decisions, valuation, dividend policy, mergers, and acquisitions.

**FIN 4405 Principles of Lending****3 Credits**

This course explores the fundamental lending principles currently practiced in the United States. The course serves as a basic overview of lending principles, including information on the lending cycle, forms of lending, and the legal and regulatory environment, and social responsibility.

**HRM 4102 Human Resources Management****3 Credits**

This course discusses the strategic importance of human resource management (HRM) while introducing the human resource management functions and the evolving utilization of technology. Further, the strategic role of human resources in planning and operating organizations is presented.

**HRM 4103 Staffing Organizations****3 Credits**

This course takes an in-depth look at the rapidly evolving series of strategic, technological, practical, and legal issues that are confronting today's organizations and their staffing systems. We will cover strategies in human relations (HR) and staffing, as well as in the organization. In addition, policies, and programs with regards to support and core staffing will also be discussed.

**HRM 4107 Supervisory Management****3 Credits**

This course is designed to provide the learner with a working knowledge of the supervisory skills necessary for dealing with problems within the organization. Elements such as communications, motivation, discipline, negotiations, and conflict management will be covered. This course will also explore current events, contemporary issues, and ethical dilemmas that surround the role of being a supervisor.

**HRM 4404 Labor Relations and Collective Bargaining****3 Credits**

This course presents to the learner an overview of the unionized workforce. Topics include the history of labor union movements, the collective bargaining process, and labor law.

**HRM 4405 Compensation Management****3 Credits**

This course introduces the learner to compensation practice. It will strive to provide an understanding of compensation practices and the environment in which business professionals plan, implement, and evaluate compensation systems. Compensation management's role in promoting companies' competitive advantage is invaluable.

**HRM 4406 Employee Training and Development****3 Credits**

This course applies to theories of adult learning and instructional development to the design, delivery, and evaluation of training for organizations. Topics include needs assessment, instructional design and strategy, live and mediated instruction; implementation management, evaluation and follow up methods; and evaluation of training strategies.

**IB 4100 International Management****3 Credits**

This course emphasizes the challenging role of the individual(s) responsible for advancing international strategy/policy within the organization. Topical issues will include global leadership trends, role of the global manager, communicating across cultures, building an international workforce, and evaluating and rewarding employees abroad.

**IB 4101 International Business Law****3 Credits**

**Prerequisite:** BUS 3301

This course discusses the body of rules and norms that regulate activities operating outside the legal boundaries of the United States. The focus will be on the principles and practices of international law, the potential impact of international developments will be explained and exposure to international business transactions will be given.

**IB 4402 International Economics****3 Credits**

**Prerequisite:** ECO 3300 or ECO 3403

This course studies the production, distribution, and consumption of goods and services on a worldwide basis. An awareness of the role of international issues and importance of international economic events will be developed. Topics also include policy issues related to reducing trade barriers and the effects of threatened retaliatory actions; increased integration efforts of the trade associations; and the tensions accompanying growth, structural change, and globalization at the World Bank and World Trade Organization meetings.

**IB 4403 Global Marketing****3 Credits**

**Prerequisite:** MKT 4400

This course will study marketing strategy addressing global customers, markets, and competition to formulate a business strategy. It will observe marketing on a worldwide scale to meet global objectives through an understanding of opportunities, similarities, and differences. In addition, the reality facing the marketing manager as foreign markets open and new markets are ready to be entered is discussed.

**IB 4404 International Finance****3 Credits**

**Prerequisite:** ENT 4403 or FIN 2404

This course studies the branch of finance that covers the dynamics of exchange rates, foreign investments, and how these affect international trade. It is the international study of individuals, businesses, and organizations and how they raise, allocate, and use monetary resources over time, taking into account the risks entailed in their projects. It provides today's financial managers with an understanding of the fundamental concepts and the tools necessary to be effective global managers.

### **LDR 4100 Foundations of Leadership**

#### **3 Credits**

Leadership is a combination of human behavior, business skills, social functions, and group interaction. This course provides the necessary tools, concepts, and skills that are important to the role of leadership development. The student learns based on both a theoretical foundation, as well as, from learning exercises, which help personalize the subject matter. The focus of this initial course is for the learner to start developing their full potential as a leader, plus, become the type of leader others will admire and want to emulate.

### **LDR 4125 Leadership Communications**

#### **3 Credits**

The ability to communicate effectively is probably the single most important trait a leader, supervisor, or manager can possess. This course is organized around the characteristics and concepts for developing the communication capabilities needed to be a transformational leader. The learner investigates the core communication capabilities in strategy, speaking, media, and writing skills. Plus, the learner learns how to communicate effectively with diverse audiences, understand cultural differences, conduct productive meetings, manage global teams, create and communicate visions, lead change initiatives, and foster external relationships.

### **LDR 4150 Leadership Theory and Practices**

#### **3 Credits**

This course is organized around the characteristics and concepts governing leadership theories and practices. Leadership is a process. This process is a dynamic interaction that engages leaders, followers, and situations. The interactive nature of these three domains have become increasingly important in recent years and can help the learner to better understand the changing nature of leader-follower relationships and the increasingly greater complexity of situations leaders and followers face. The learner will focus on how good leadership makes a difference, plus, how it can be enhanced through the greater awareness of how these factors influence the leadership process.

### **LDR 1460 Project Management Fundamentals and Leadership**

#### **3 Credits**

Projects touch our lives every day from personal and home activities, our jobs, to community functions and involvement. This course focuses on the two basic areas of project management. First, the learner is introduced to the fundamentals and principles of a project. This includes topics such as project initiation, planning, development, monitoring, controlling, and closure. Second, the learner explores the various teamwork, group dynamics, and leadership skills required to manage a project. This involves understanding team and group behavior, leadership skills, human relations, and being able to work with people.

### **LDR 4480 Leadership Group Dynamics**

#### **3 Credits**

This course explores the group dynamics of good leadership. It requires the effective leader to be cognizant of how their group interacts and functions both individually and collectively. A good leader recognizes that many team problems are not the results of individual faults, but instead, unfilled necessary functions within their team framework. Being able to recognize and maintain these necessary functions is not hereditary, but a learned skill developed through formal training and education.

**LDR 1490 Nonverbal Communications in Leadership****3 Credits**

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

**MGT 4121 Organizational Behavior****3 Credits**

This course provides insight into the manner in which to explain how people act and react in organizations that employ, educate, serve, inform, heal, protect, and entertain. This is an interdisciplinary course that draws upon a wide net of professions. The course is dedicated to understanding and managing people at work that is both research and application-oriented dealing at the individual, group, and organizational level.

**MGT 4124 Operations Management****3 Credits**

This course will examine the activities that create value of goods or services through the transfer of inputs into outputs. It is the creation of goods and services otherwise known as production. It presents a state-of-the art view of the activities of the operations function including a blend of topics from accounting, industrial engineering, management, management science, and statistics.

**MGT 4325 Business Information Systems****3 Credits**

This course is intended to help learners learn how common business goals like reducing costs, improving productivity, improving customer satisfaction and loyalty, creating competitive advantages, and streamlining supply chains are achieved by successful implementation of information systems. It focuses on information, business, technology, and the integrated set of activities used to run most organizations.

**MGT 4404 Contemporary Management****3 Credits**

This course looks at the planning, leading, organizing, and controlling of individuals within an organization or business to reach their goals effectively and efficiently. It provides an overview of theories, concepts, and techniques of management in today's business organizations and the role of the manager today.

**MKT 4106 Advertising****3 Credits**

This introductory course surveys the field of advertising and studies how it fits into society. It introduces learners to the principles and practices of contemporary advertising. We will use fundamental advertising decision processes that include strategy, goals, budgeting, messages, media, and effectiveness to explore the elements of successful advertisement, advertising promotion and tasks accomplished by media professionals.



**MKT 4107 Retail Management****3 Credits**

This course examines the hierarchy and management methods of product distribution from producer to consumer through the retail establishment. Retail management involves critical factors of product development, product management, and product delivery which can spell success or failure for any business. It illustrates how retail product distribution is performed from producer to consumer.

**MKT 4108 Sales****3 Credits**

This course provides information specific to planning, implementing, and controlling the firm's personal selling function. It involves the discussion of sales territories; management of recruitment, selection, training, and motivation of sales personnel; and the evaluation of sales performance while focusing on the customer's perceived product value and customer need satisfaction.

**MKT 4400 Essentials of Marketing****3 Credits**

This course is intended to expose learners to the process of building profitable customer relationships through an integrative customer-value/customer-equity framework of marketing. They will learn the intricacies of marketing, as well as how the concept of marketing is interrelated to a company's entire vision, mission, and strategic plan.

**MKT 4409 Consumer Behavior****3 Credits**

This course provides an in-depth look at consumers as individuals, decision makers, and members of our society and will examine the reason consumers behave the way they do. It will look at the thought process that precedes these actions as it introduces the applied science of consumer behavior.

**MKT 4410 Brand Management****3 Credits**

This course is intended to illustrate the importance of branding and brand management to the success of a product or company. Learners will learn how to design a marketing plan that fully utilizes the company's resources to gain and maintain a market share. Today's business world demands knowledge of strategic brand management, which in turn, leads to success in marketing.

**MKT 4416 Internet Marketing****3 Credits****Prerequisite: MKT 4400**

This course examines the foundation, operation, and implications of Internet marketing and studies the culture and demographics of the Internet and explores online business strategies. It focuses on a comprehension of Internet marketing principles and concepts, the hardware and software tools necessary for Internet commerce, and emphasizes the development of advanced Internet marketing skills. Included in the course is a review of how the Internet should and can impact marketing strategy.

## **MKT 4420 Marketing Management**

### **3 Credits**

#### **Prerequisite: MKT 2400**

This course is intended to present a strategic and integrative perspective about marketing that goes beyond the basic explanation of terms and concepts. It discusses how the use of the Internet and information technology has influenced marketing and managers of marketing in today's competitive business world. This course appraises new marketing opportunities from product or service development to sales strategies and product mix.

## **BUS 4401 Small Business Management**

### **3 Credits**

This course introduces small business management and the multitudes of management skills required for successful operation. It discusses the many decisions that must be made from what type of business to launch, to what your measure of success might be, to how to keep control of inventory. It illustrates the economic and social impact of small businesses and the process and factors related to entrepreneurship.

## **TEC 4100 Engineering and Technology**

### **3 Credits**

The focus of systems analysis and design is for the learner to gain the skills, tools, and techniques that are fundamental to successfully develop various types of information systems. These information systems include both computer and non-computer designed formats. This course also provides the learner with the knowledge to initiate, develop, and manage systems project, plus design, structure, and implement database systems.

## **TEC 4110 Emerging & Strategic Technological Innovations**

### **3 Credits**

Today, and more so as we move into the future, organizations and businesses face growing problems resulting in the necessary "waves of change" generated through emerging technological innovations. This course provides the learner with the skills to meet these "waves of change" by strategically targeting the best possible emerging technology innovations, thereby providing the best alternatives. The learner focuses on how this new generation of change will force industries to strategically identify new and better technologies to compete and survive in the future global environment. Also, the engineering technology learner will explore how to become an effective strategic manager, thereby allowing them to identify the necessary emerging technological innovations for problem resolution.

## **TEC 4120 Alternative Energy Solutions and Systems**

### **3 Credits**

This course provides the learner with alternative energy solutions and systems for both present and future consideration. As we continue to deplete our fossil fuel reserves at an alarming rate, alternative energy solutions and systems will become paramount. This course discusses possible energy strategies the learner may consider as alternative or supplemental solutions to fossil fueled systems. Today's learners studying alternative energy protocols will be the engineering technicians and technologists implementing these solutions and systems in the future.

## **TEC 4430 Systems Analysis and Design**

### **3 Credits**

#### **Prerequisite: TEC 4100**

The focus of systems analysis and design is for the learner to gain the skills, tools, and techniques that are fundamental to successfully develop various types of information systems. These information systems include both computer and non-

computer designed formats. This course also provides the learner with the knowledge to initiate, develop, and manage systems projects, plus, design, structure, and implement database systems.

#### **TEC 4440 Information and Technology Security**

**3 Credits**

**Prerequisite: TECH 2100**

This course focuses on how to secure information and technology today and in the future. Learners will explore how to prevent recurring criminal threats and events, such as virus and worm attacks. They also learn how to handle criminal attackers that exploit the weaknesses of information technologies by providing heightened security for those systems. By obtaining a correct mix of skills and knowledge to anticipate unwanted criminal attacks on information and technology, today's learners will become tomorrow's security practitioners and professionals.

#### **TEC 4450 eBusiness Strategies and Technology**

**3 Credits**

**Prerequisite: TEC 4100**

This course familiarizes the learner with the concepts of e-Business strategies and how technology impacts this new and emerging business discipline. The learner explores how the journey in e-Business can never be completed, due to the new and relentless evolutionary role and impact of emerging technologies. Also, the learner will learn how to employ key management decision making tools required by organizations that decide to move into e-Business, plus, investigate how to implement technological processes for making these decisions a successful business undertaking.

## GRADUATE COURSE DESCRIPTIONS

### **ACT 6515 Financial Statement Analysis**

#### **3 Credits**

This course illustrates how accounting information can be used effectively and strategically. It provides a foundational understanding of generally accepted accounting principles with a traditional accounting model. Topics include using accounting information for analysis and decision-making by comparing ratios, short and long-term debt-paying ability, demand analysis and forecasting, capital budgeting, and profitability.

### **ACT 7530 Management Finance and Control**

#### **3 Credits**

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Learners will study complex accounting rules to learn how financial information is created and applied to evaluate a firm's financial standing. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making. Learners will also develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

### **BUS 7300 Advanced Measurement and Statistics for Business**

#### **3 Credits**

This course delves into the statistical and measurement techniques that are used to analyze, interpret, and present business data. Examples include descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression. The emphasis of this course is on selecting the optimal statistical/measurement technique and on properly interpreting the results.

### **BUS 7305 Ethnography of Corporate Culture**

#### **3 Credits**

This course examines how ethnographic methods may be used to analyze information-based work practices and to design business systems to be sensitive to those who use them. Corporate culture is highly distributed, infrastructural, and rapidly changing, with a dramatic impact on organizational action. Corporate cultures should be studied by means of sophisticated ethnographic methods. Grounded this way, the course aims to help learners develop the judgment necessary to design, test, and evaluate business systems of the future.

### **BUS 7805 Doctoral Comprehensive Essay Examination**

#### **1 Credit**

This course provides an opportunity to assess learners' academic competencies. Preparing for and taking the examination encourages the integration of all facets of a doctoral education. At the end of your coursework and prior to beginning your doctoral project, you must successfully complete a comprehensive essay exam. Successful completion of this exam demonstrates that the Doctor of Business Administration candidate has the knowledge and skills inherent to the degree of Doctor of Business Administration. Learners are given three opportunities to pass the examination satisfactorily to continue in the program.

## **CAP 8900 MBA Capstone**

### **3 Credits**

Prerequisite: Successful completion of all MBA coursework

This graduate capstone course is designed to be the culminating educational experience for the Master of Business Administration degree. It is an integrated learning opportunity that allows the learner to demonstrate a level of academic and practical knowledge relative to the skills and discipline required of an effective and efficient business professional. As part of this course, learners take a national comprehensive exam to assess their knowledge in the subject matter covered by the program. The course also offers learners the opportunity to work on an individualized culminating project based on the learner's specific concentration and interests, to demonstrate achievement of the program learning outcomes.

## **ECO 6501 Economics for Organizational Management**

### **3 Credits**

This course provides a systematic, logical analysis of business decision and decision making using economic information combining elements of both micro- and macroeconomics by using real-world examples while highlighting relevant economic issues that are then explained with the appropriate economic theory. It addresses the larger economic forces that shape daily operations and long-term decisions, as well as discussing economic theory.

## **ECO 6601 Managerial Economics**

### **3 Credits**

This course examines basic static decision models which are used to analyze decision-making processes in economics. Topics included in this course are basic assumptions and decision analysis, linear programming and duality, risk aversion and risk bearing, Bayesian inference, and Markov decision processes.

## **FIN 6505 Corporate Finance**

### **3 Credits**

This course covers the theory and practical applications of finance that builds successful companies by developing win-win relationships with suppliers, excelling in customer relationship management, and providing high-quality services and products at a relatively low cost. It demonstrates the necessary skills to supply enough capital to accomplish these things and to support financial resources through capital generation, asset planning, and asset management.

## **FIN 6507 Lending in the Consumer and Corporate Markets**

### **3 Credits**

This course examines the consumer and corporate lending processes. Lending trends and techniques are discussed as well as the lender/customer/member relationship. This course also addresses the operational and regulatory components pertinent to consumer and corporate lending. The assessment structure will include an emphasis on case studies and problem-solving that simulates the work environment and will involve research on issues encountered daily in consumer and corporate lending.

## **FIN 6509 Management in Banking and Financial Services**

### **3 Credits**

This course explores the basic concepts of banking and financial services. It aims to provide learners with an understanding in the areas of investments, loans, capital, liabilities, liquidity, and duration. The focus is on practices within the United States as they function within a global market economy.

### **FIN 6513 Investment Management**

#### **3 Credits**

This course covers the theoretical and technical concepts involved in investing in marketable securities. A framework for making intelligent investment decisions and achieving successful investment results is developed through a global outlook. It covers major issues of concern to all investors including risk-return trade off, modern portfolio theory with efficient diversification, asset allocation, futures, options, and other derivative security markets.

### **FIN 6514 Financial Institutions**

#### **3 Credits**

This course takes an innovative approach in focusing on managing return and risk in financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

### **FIN 6516 Capital Markets**

#### **3 Credits**

This course studies the collection of markets, institutions, laws, regulations, and techniques through which bonds, stocks, and other securities are traded, interest rates are determined, and financial services are produced and delivered worldwide. It explains the mechanisms by which financial assets are created, valued, and traded, and the critical importance of public and private information in determining the value of a financial assets to link the financial and non-financial markets in the global economy.

### **FIN 6518 Behavioral Corporate Finance**

#### **3 Credits**

##### **Prerequisite: FIN 6505**

The Behavioral Corporate Finance course explains how psychology impacts the decisions and judgments of corporate managers regarding valuation, capital budgeting, real options, capital structure, payouts, corporate governance, and mergers and acquisitions. The main psychological phenomena are heuristics and biases, framing effects, and affect. Behavioral Corporate Finance identifies the key psychological obstacles to value maximizing behavior, along with steps that managers can take to mitigate the effects of these obstacles. The main goal of the course is to help learners learn how to put the traditional tools of corporate finance to their best use and mitigate the effects of psychological obstacles that reduce value.

### **HCA 6800 Healthcare Administration**

#### **3 Credits**

This course focuses on providing the learner with a systematic understanding of 21st century healthcare leadership and administrative skills. Learners review new healthcare leadership skills relative to complex systems, the inter-relationships among key stakeholders in the industry, cultural diversity, creative and intuitive problem-solving techniques, and corporate governance. Administrative topics concerning healing spaces and environments, culturally driven designs, “going green,” and innovative facility layouts are also covered.

### **HCA 6802 Healthcare Compliance, Law, and Ethics**

#### **3 Credits**

This course focuses on providing the learner with the skills relative to healthcare compliance, the law, and ethics. Learners will learn how to develop, promote, and adhere to compliance, regulations, and policies. They will also learn how to assist healthcare information professionals to guide their departments and organizations to ethically and legally obtain optimal

reimbursement, plus, develop systems for all aspects in protecting their patients, facilities, professional staff, and employees.

#### **HCA 6804 Healthcare Economics**

##### **3 Credits**

This course explores the healthcare profession from an economic and decision-making perspective as this industry continues to grow in size; both in dollars and relative to overall economic activity in the United States. Learners will explore areas of cost-effectiveness analysis, game theory, supply and demand factors impacting medical care, and staffing issues. In addition, the impacts of medical malpractice, regulations, technologies, HMOs, Medicaid, insurance providers, and types of intervention are also discussed relative to improving the learner's skills in the medical profession.

#### **HCA 6806 Managing Epidemiology**

##### **3 Credits**

This course focuses on providing the learner with a challenging and focused understanding of epidemiology. The learner is introduced to both descriptive and analytic epidemiology. Relative to descriptive epidemiology, the learner will explore the characteristics and concepts that impact public health issues, states, and events. Concerning analytic epidemiology, learners will discover and quantify health associated diseases, learn to test hypotheses, and identify the causes of health-related diseases and illnesses.

#### **HCA 6810 Healthcare Informatics**

##### **3 Credits**

This course provides the learner with the fundamentals of healthcare delivery systems, health information management, and health information systems based on the core competencies as defined by the American Health Information Management Association, or AHIMA, relative to what learners need to know to be knowledgeable in healthcare informatics. The learner explores delivery fundamentals, accreditation, regulations, electronic records, coding, and reimbursement. They also learn the importance of healthcare transactions, billing, health statistics, research, and decision-making processes.

#### **HCA 6812 Quality Control in Healthcare**

##### **3 Credits**

This course explores the healthcare industry's need to reduce costs and improve quality. Healthcare delivery systems face a similar crisis, as did the U.S. automobile industry many years ago; as healthcare consumers become more knowledgeable about healthcare costs and quality measurements associated with their products and services. Learners will examine performance improvement methods, process control, medical informatics, six-sigma, and statistical analysis for improving healthcare services.

#### **HCA 6814 Cultural Diversity in Healthcare**

##### **3 Credits**

This purpose of this course is to increase the learner's awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The learner is exposed to effective cultural diversity skills and tools, plus, they will exam healthcare issues and perceptions from a broad social viewpoint. Learners will investigate cultural health and illness traditions from multiple perspectives, to include American Indian, Alaska Natives, Asian, Black, Hispanic, and White populations.

**HRM 6603 Human Resource Management****3 Credits**

This course focuses on the understanding and management of human behavior in organizations for optimal organizational effectiveness and individual outcomes. Managing the dynamics of individual, group, and system relationships to achieve organizational goals is recognized.

**HRM 6502 Compensation Issues in Human Resources Management****3 Credits**

This course explores four strategic choices in managing compensation. These strategic choices include concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision-making.

**HRM 6503 Labor Relations****3 Credits**

This course examines the history and development of labor relations, the structure of union organizations and the process of negotiations and contract administration. The course establishes the present state of the labor movement and outlines the decision process regarding whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration.

**HRM 6504 Supervisory Concepts and Practice****3 Credits**

This course develops supervisory skills that can be used to improve job performance at the manager's level. It focuses on contemporary issues such as: the changing workplace, management by wandering around, employee decision making and the need for trust, and contrasting views of empowerment and decentralization. It explains the blending of practice, theory, and skills necessary for effective supervision in modern organizational settings.

**HRM 6505 Effective Training and E-Learning****3 Credits**

This course examines training activities in the context of organizational strategy. It illustrates the important relationship between organizational practitioners and trainers and outlines a training process model that balances the requirements of practitioners and trainers while achieving training objectives. It includes numerous examples of actual training solutions and explores the ways in which e-Learning can enhance training programs by placing employees in virtual work environments that allow them to experiment and practice without fear of failure.

**IB 6512 International Economics****3 Credits**

This course explains the economic foundations of international trade and investment. Topics include governmental intervention in international business; international monetary system, balance of payments analysis, the foreign exchange markets and currencies.



**IB 6513 International Marketing****3 Credits**

This course examines the specific issues involved in entering overseas markets and in conducting international marketing operations, as opposed to entering domestic marketing organizations. Attention is focused on problems such as identifying and evaluating opportunities in overseas markets, developing, and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in world markets.

**IB 6514 Cultural Environments of International Business****3 Credits**

This course studies the complexities of operating in foreign environments and managing multi-national organizational relationships. The responses to different cultural logics and objectives are compared and contrasted with domestic firms. The Multi-National Enterprise (MNE) must provide for management control, functionality, and geographic diversity over its product.

**IB 6516 Global Business Strategic Management****3 Credits**

This course presents a global perspective of dynamic management issues in diverse international host environments. Cross-cultural management and competitive strategies are evaluated in the context of global changes—the evolving European Union (EU), the North American Free Trade Agreement (NAFTA), and rapidly growing Asian economies—that require new management applications. Real-life business cases are used to present course material and provide learners with decisions that managers of multinational corporations.

**IB 6517 International Business Law****3 Credits**

This course covers the principles underlying the legal environment of global business identifying the current legal rules and regulations affecting businesses. The approach is patterned after the basic market-entry strategies of most firms as they expand into international markets: trade in goods and services, the protection and licensing of intellectual property rights, and foreign direct investments. It presents insights into new developments and trends that will greatly affect future transactions on a global scale.

**IB 6518 International Financial Management****3 Credits****Prerequisite: FIN 6505**

This course provides a comparative study of the institutional characteristics and internal efficiency of developed and undeveloped capital markets. The role of multilateral institutions, multinational corporations, states, and the structure of trade in the international short- and long-term capital flow. It provides the information resources to make intelligent investment decisions.

**MGT 6900 Business Management****3 credits**

This course is designed to provide learners without a background in business a basic understanding of the professional competencies necessary to be successful in the Master of Business Administration degree program.

### **MGT 6200 Professional Women in Today's Business Environment**

#### **3 Credits**

This course focuses on three paramount objectives to prepare professional businesswomen to be successful in today's workplace. First, the course will conduct a thorough review of issues and concerns important to women in the workforce. Second, the course will focus on theories about gender differences and workforce discrimination, and, additionally, the legal framework to ensure equity at work. Third, the course will explore and compare issues facing women in the workforce both in the United States and internationally.

### **MGT 6250 Entrepreneurship: A Women's Perspective**

#### **3 Credits**

This course focuses on the fundamental skills and small business knowledge that today's women entrepreneurs must possess to develop, manage, and operate a successful business in our highly competitive world. Special attention is placed on business modeling, financials, location and layout, marketing and e-commerce, franchising, and venture teams. In addition, global aspects, and next-generation issues that all women entrepreneurs must explore for success are considered and examined.

### **MGT 6500 Business Organization and Management**

#### **3 Credits**

This course is a study of organizational culture and its influence on organizational behavior, employee attitudes, productivity, and business operations. It covers the historical evolution of management, organizational design, motivation, change management, culture, strategic planning, and critical implementation/control elements vital to successful management and strategy. Social responsibility, ethics, and globalization are also emphasized.

### **MGT 6506 Organizational Behavior**

#### **3 Credits**

This course comprises various elements found in organizational behavior. Learners will gain a comprehensive understanding of the foundations for employee motivation and evaluate the elements related to designing organizational structures. Learners will examine the importance of organizational culture and analyze team and individual processes used in a business setting.

### **MGT 6507 Strategic Management**

#### **3 Credits**

##### **Prerequisite: MGT 6500**

This course reviews the latest strategies in the theory and practice of strategic management. It discusses how to think about strategic management in an integrated way. Core concepts, analytical tools, and cases that showcase the important kinds of strategic challenges managers face will be analyzed.

### **MGT 4510 Statistical Analysis**

#### **3 Credits**

This course provides an understanding of the fundamental descriptions of business data and how numerical information enables good analysis. The use of SPSS is introduced and the tutorials with examples and business applications help to identify the best ways to review descriptive business information, using the easy tools introduced and demonstrated in SPSS tutorials. Business applications cover such areas as forecasting, comparative data analysis, descriptive statistics, charts and graphs, tables, and a wide variety of bivariate techniques. Quality assessments, best decision evaluations, and other

numerical tools are also explored. Along with good business applications, a wide variety of web-based support tools are used to facilitate clear understanding.

#### **MGT 6512 Managerial Accounting for Decision Making**

##### **3 Credits**

This course is a study of the use of accounting information in organizational planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business organizations. It focuses on managerial requirements for financial information and timely reports on the firm's operations to make sound managerial decisions.

#### **MGT 6519 Ethics in Business**

##### **3 Credits**

This course focuses on corporate behavior and decision making from the context of ethical and global issues, the influence of political environmental, legal, regulatory, and technological issues and the impact of diversity on organizations. Through readings and case studies, an understanding of a wide variety of workplace issues, such as discrimination, product safety, international operations, right to privacy, advertising and product safety is developed.

#### **MGT 6529 Project Management**

##### **3 Credits**

The course is organized around the project management life cycle to mirror the way a real-world project would be executed. It provides learners with essential project management concepts and ties them into the Project Management Body of Knowledge developed by the Project Management Institute. Techniques such as PERT, Gantt, and CPM for tracking the integrated nature of performance, cost and time in every project are included.

#### **MGT 6535 Management of Change**

##### **3 Credits**

This course provides a current 21st Century snapshot of the world of leadership development and organizational change. It discusses social systems that begin to reduce resistance to change and development through more employee and customer-centered programs. Organizations studied are widely recognized as among the best in organizational change and leadership development today.

#### **MGT 6536 Cross Cultural Management**

##### **3 Credits**

This course develops cross-cultural competency for meaningful human relationships for success as professionals, managers, or technicians. It explores the interaction of how ethnicity affects today's organizational structure while fashioning a post-industrial knowledge culture amidst worldwide chaos. Also emphasizes the importance of culture and its impact on human behavior and performance as it develops diversity consciousness.

#### **MGT 6537 Management of Information Systems for Managers**

##### **3 Credits**

This course describes the role of IT in management, including current professional practices and methodologies. It includes presentation of systems theory, decision theory, organizational models, types of IT, planning and IT development. The course examines the organizational philosophies that seek to bridge the gap between management of information systems and the information needs of management in making sound decisions.

## **MGT 7500 Organizational Development and Design**

### **3 Credits**

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

## **MGT 7515 Information, Organization and Strategy**

### **3 Credits**

This course focuses on the theory and practice of leveraging and sharing information to develop more effective organizations. It presents the practice of information management within the framework of organizational information systems used in decision-making processes. Some of the topics covered include decision-making and problem-solving situations in information management, information needs and requirements, group decision-making processes, and the organization, representation, and communication of information and the associated effect on decision making.

## **MGT 7520 Business Research Methods**

### **3 Credits**

This course focuses on the need for business research. More specifically, it emphasizes the process of planning, acquiring, analyzing, and disseminating relevant data, information, and insights to decision makers in ways that mobilize an organization to take appropriate actions that maximize business performance.

## **MGT 7525 Leadership, Ethics and Corporate Governance**

### **3 Credits**

This course covers principles and theories of leadership. Included are an in-depth presentation of the challenges of leadership, a discussion of leadership theories, and analysis of the application of various leadership theories to challenging real-world situations, with an emphasis on corporate ethics. It explains how leaders must transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It also discusses strategies for improving corporate governance.

## **MGT 6540 Quantitative Research Methods**

### **3 Credits**

This course focuses on advanced educational research methods. Topics covered include hypothesis testing using factorial analysis of variance, analysis of co-variance, and the general linear model.

## **MGT 6545 Managing, Organizing and Negotiating for Value**

### **3 Credits**

This course is about value creation. It focuses on techniques for improving the flexibility and originality of a manager's thinking and will explore approaches used by organizations to create and sustain high levels of innovation in negotiation. This course reinforces theory and research regarding effective negotiation strategies and provides a powerful framework to create value through the negotiation process.

### **MGT 8995 Doctoral Project I**

#### **3 Credits**

**Prerequisites:** Successful completion of all doctoral coursework and the comprehensive examination

This course is the first course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course of study is placed on the delineation of a problem in business and a plan for conducting substantive research leading to its resolution. The course will include an emphasis on the statement of the problem, the purpose, and the scope of the study. The grade for the course is either Satisfactory or Unsatisfactory.

### **MGT 8996 Doctoral Project II**

#### **3 Credits**

**Prerequisites:** MGT 8995

This course is the second course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the development of the project's literature review. The grade for the course is either Satisfactory or Unsatisfactory.

### **MGT 8997 Doctoral Project III**

#### **3 Credits**

**Prerequisites:** MGT 8996

This course is the third course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the completion of the project's methodology section and the approval of the Institutional Review Board (IRB) application. The grade for the course is either Satisfactory or Unsatisfactory.

### **MGT 8998 Doctoral Project IV**

#### **3 Credits**

**Prerequisites:** MGT 8997

This course is the fourth course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the collection and analysis of the data for the project. The grade for the course is either Satisfactory or Unsatisfactory.

### **MGT 8999 Doctoral Project V**

#### **2 Credits**

**Prerequisites:** MGT 8998

This is the final doctoral project course in which the doctoral project manuscript is completed or readied for final rewrite. It consists of an introduction, statement of the problem, methods of analysis, findings, conclusions, and suggestions for future research. At the completion of the doctoral project, the learner presents their research in a written document and does an oral defense of the project to their Project Chair and Committee. While the focus of this course is on the formal oral presentation, it also provides the learner with time to do a final rewrite. The grade for the course is either Satisfactory or Unsatisfactory.

### **MIS 6510 Applied Data Analysis**

#### **3 Credits**

This course will be a review of managerial and statistical data techniques used for logistics analysis, hypothesis testing, regression and correlation analysis, forecasting, data mining, and statistical analysis. Emphasis will be on analysis of business and economic data to support managerial decision-making, time series, and forecasting. The format of this course will be topic specific discussion forums and case study analysis.

### **MKT 6502 Marketing Management**

#### **3 Credits**

This course is an in-depth examination of marketing environments and marketing activities and their impact on organizational operations in competitive business settings. The course covers both domestic and international structure of the fundamental marketing functions of product, distribution, pricing, promotion, customer relations, advertising, and production. It discusses competition, consumer behavior, new product development and market strategies.

### **MKT 6505 Consumer Behavior, Theory and Analysis**

#### **3 Credits**

This course introduces theoretical and substantive issues useful in understanding consumer behavior. The issues are addressed from several different viewpoints. Priority is placed on the economic, psychological, and socio-cultural factors that affect consumer behavior and the consumer decision-making process. The focus is on understanding current theoretical and methodological approaches to the various aspects of consumer behavior.

### **MKT 6515 Coordinating and Managing Supply Chains**

#### **3 Credits**

This course explores the issues and developments in operations management with an emphasis on a manager's perspective on supply chains. The focus is on managing material and information flow across organizational boundaries, with an emphasis on the challenges of managing across both functional and firm boundaries. This course takes an integrative approach to product/information design, development, and delivery. It reviews the fundamentals, logistics, operational execution, and incentive alignment of supply-chain management.

### **PM 6900 Project Management Concepts and Essentials**

#### **3 Credits**

This course is organized around the various concepts and essentials discussed in the Project Management Body of Knowledge (PMBOK), developed by the Project Management Institute (PMI). In addition, it helps to prepare the learner to take the PMP and CAPM certification exams through the PMI. Special attention is given to the triple constraints of project planning or scope, project budgeting, and project scheduling. Also, the importance of allocating resources is discussed, as are the proper methods for monitoring, controlling, and evaluating project tasks and deliverables.

### **PM 6901 Project Management Strategic Design**

#### **3 Credits**

##### **Prerequisite: PM 6900**

This course explores the principal means by which operational and strategic changes are managed in contemporary organizations for both profit and not-for-profit enterprises. The course objectives illustrate the importance of project management as to its proper role and position in strategic management.

### **PM 6902 Project Management Organization**

**3 Credits**

**Prerequisite: PM 6901**

This course is designed around the various organizational and managerial responsibilities and skills required for effective project management. The learner is introduced to the concepts composing organizational structures and the paramount importance of obtaining skilled staff and team members from the parent organization. The learner also explores the topics of managing conflict and interfacing with organizational executives and stakeholders to obtain their project objectives. Other areas discussed include managing the network, organizational scheduling, determining project variables, and identifying and implementing special organizational skills to accomplish project tasks and objectives.

### **PM 6903 Project Management Integration**

**3 Credits**

**Prerequisite: PM 6902**

This course is based on the project management concept of integration. The learner is exposed to the integration concepts that include the characteristics of unification, consolidation, articulation, and integrative actions that are crucial to project completion, successfully meeting the customer and other stakeholder requirements and managing expectations. The learner also reviews the different methodologies for applying the various project management knowledge areas, skills, and processes in different orders and degrees of rigor to achieve desired project performance. Also discussed are the integrative protocols that every project manager and their project team must address for every process and the level of implementation required for each of these processes to accomplish the project objectives.

### **PM 6910 Project Management Capstone**

**3 Credits**

**Prerequisite: Successful completion of all PM courses.**

The Project Management Capstone course provides the learner with an opportunity to demonstrate they have achieved an acceptable level of academic and practical knowledge relative to the skills and discipline required for effective and efficient project management. The Capstone Project topic selection protocol is individualized based on the specific interests, professional requirements, and organizational latitude provided the learner.

### **SLDR 6600 Essential Concepts for Strategic Management and Leadership**

**3 Credits**

This course provides the learner with the essential 21st Century strategic management and leadership skills to gain a competitive advantage through an analytic approach to leadership and the development of strong management principles. In addition, the learner explores the basic competitive advantage skills involved with charting a strategic vision, evaluating their external and internal environments, allocating necessary resources, developing corporate leadership strategies, projecting social responsibility, and understanding how to implement and maintain strategic execution.

### **SLDR 6601 Role of Leadership in Strategic Management Communications**

**3 Credits**

This course demonstrates to the learner how various business components are interrelated from a communications perspective. It stresses the importance of communication as an effective approach that is applicable to all strategic leadership situations, regardless of the discipline, careers, or organizational levels. Emphasis is placed on strategy management formulation in making clear distinctions between the strategic and tactical elements of communication. Additionally, learners will explore leadership theory and application on how it meets the needs and requirements of their key audience from a strategic management perspective.

## **SLDR 6602 Effective Human Relations Skills for Leaders**

### **3 Credits**

This course provides the learner with the latest workforce developments, global trends, and technologies that influence human relations for effective strategic leadership. Topics of emerging importance, such as expanding coverage of generational differences and changing issues women and men face in today's workplace environment are explored. In addition, a strategic approach to goal setting, root causes of negative attitudes, importance of "personal branding" and social media in the job market, emotional intelligence, counseling skills, and positive psychology are all investigated.

## **SLDR 6603 Leadership for Promoting Strategic Corporate Social Responsibility**

### **3 Credits**

This course provides information on how strategic leaders promote corporate social responsibility (CSR), which moves beyond the past concepts and skills of corporate culture. Two distinct approaches to CSR that today's progressive leaders must possess are values-based and systems-based knowledge and skills. The role and implementation of both approaches are explored in this course, while considering both the positive and negative impacts on corporate and external stakeholders, social and globalization effects, and the creation of sustainable value.

## **SLDR 6604 Conflict Management Strategies and Resolution**

### **3 Credits**

This course provides the learner with the skills and knowledge that managers, leaders, and executives need to successfully predict and resolve conflicts in their organizations and the external environment. Information on alternative dispute resolutions, mediation, arbitration, and conflict assessments are reviewed to demonstrate how proper implementation can lead to increased productivity and reduced costs associated with unresolved conflicts. In addition, resolutions to internal business disputes, such as high employee turnover rates, resolving employee disputes before they lead to litigation, formal grievances, and the design and application of conflict management systems are explored.

## **SLDR 6605 Leadership Strategies for Developing High Performance Teams**

### **3 Credits**

This course provides the learner with a broad-based view on leadership in how to best develop high performance teams from the organization's perspective to deliver maximum benefits. This course further explores: 1) how high performance teams work in today's real world, 2) how individual leaders function as both individuals and as part of an organization's leadership team, 3) how those teams function and develop, and 4) how through all of this the organization develops high performance teams and develops leaders for the future.

## **SLDR 6606 Customer Service Leadership**

### **3 Credits**

This course addresses how to develop real-world customer service leadership knowledge and skills through the investigation and evaluation of various issues associated with the 21st century customer service industry. The learner focuses on the different macro-aspects of customer service leadership that includes: the customer service profession, leadership skills for success, and building and maintaining customer relationships. In addition, the customer service concepts of valuable ideas, leadership guidance strategies for excellence, and customer perspectives and perceptions are evaluated based on information obtained from real-world customer service providers. The course objectives assist learners in grasping real-world leadership situations to challenge their thinking on the problems, issues, and situations associated with today's customer service profession.



# **SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE**

## **UNDERGRADUATE COURSE DESCRIPTIONS**

### **LGL 3101 Introduction to Criminal Justice**

#### **3 Credits**

This course examines the structure and procedures of the criminal justice system. By becoming familiar with pertinent legal cases, research studies and policy initiatives, the learner will gain an appreciation for the development of criminal law and the criminal justice system in the United States and recent changes and trends to the criminal justice system.

### **LGL 3105 Family Violence**

#### **3 Credits**

It is paramount for learners to thoroughly understand the role of family violence in our society today and in the future. This course focuses on an interdisciplinary approach to this growing societal problem. Learners will explore intimate partner abuse, child abuse, treatment, intervention, and legal issues of family violence. Learners will also examine family violence from a medical and social perspective that addresses sexual harassment, stalking, and victims' rights typically not addressed in most courses.

### **LGL 3110 Criminal Procedure and the Court System**

#### **3 Credits**

This course provides a comprehensive analysis of the operation of the criminal court system. The focus is on the rules of operation and the informal methods of accomplishing institutional goals, the formal and informal working relationships between various parties in the system, and the political context in which criminal justice is dispensed. The rules and rationales behind criminal procedural law is a major topic throughout the course.

### **LGL 3118 Organized Crime**

#### **3 Credits**

As learners will discover in this course, the transformation of organized crime has spread far beyond our national borders, thus, becoming globalized in nature and possessing a well-developed economic interdependence. This course prepares learners by exploring various tools and skills to recognize and combat organized crime through effective technologies, communications networking, international cooperative efforts, and informational analysis.

### **LGL 3121 Corrections: A Comprehensive View**

#### **3 Credits**

This course introduces the prison process and the evolution of institutionalized punishment. The operation of a contemporary prison system will be examined, together with the relation to the prisoners and the programs operated for their benefit.

### **LGL 3128 Cultural Diversity in Criminal Justice**

#### **3 Credits**

This course explores the issues of race and ethnicity as they relate to crime and our criminal justice system in American political life. Learners initially investigate the broader social context of race and ethnicity in our American society. Then learners progress into the different components of our criminal justice system to learn how cultural diversity impacts the role of police, our court system, correctional facilities, influences the death penalty, and affects juveniles and minority youth in the criminal justice system.

### **LGL 3130 Cyber-Crime and Cyber-Terrorism**

#### **3 Credits**

This course provides an overview of how digital crime and digital terrorism are framed within the network of our society. Society has become dependent on the virtual world so that it has become both a target and a gateway for both criminals and terrorists. The course will provide learners a look into what law enforcement is doing to curtail crime on the Internet and how governmental and criminal justice officials are trying to prevent the use of our own electronic infrastructure as a weapon against the American people.

### **LGL 3210 Ethics in Criminal Justice**

#### **3 Credits**

This course focuses on ethical issues surrounding the criminal justice system. Learners explore both the philosophical material necessary to analyze ethical dilemmas, as well as the various research methodologies and current events relevant to ethics in the field of criminal justice. Learners focus on real-world examples of misconduct, ethical implications of various policy issues, white-collar crime, and modern-day terrorism.

### **LGL 3215 White Collar Crime**

#### **3 Credits**

The term “white-collar crime” has been used to refer to a wide variety of illegal behaviors. This course will address the question of “what is white-collar crime?” and theoretical views of its causes. Many forms of white-collar crime will be explored, estimates of the extent and costs of these crimes will be discussed, along with victim and offender profiles. Legal issues, including questions of corporate and government liability, will also be reviewed. Readings will provide learners with the opportunity to consider problems associated with the enforcement of laws and administrative regulations related to white-collar crime, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders.

### **LGL 3221 Criminal Investigation Procedures**

#### **3 Credits**

This course examines the fundamentals of investigation: crime scene search and recording of information, collection and presentation of physical evidence, sources of information, scientific aids, case preparation, and interviews and interrogation procedures.

### **LGL 3225 Social Psychology**

#### **3 Credits**

This course focuses on the role of social psychology in explaining how emotion, motivation, and cognition can operate together to influence an individual’s thoughts, feelings, and behaviors. Learners also investigate advancements in social psychology through recent developments in neuroscience research, as well as our cultural interactions in various societal events such as politics, business, and law.

### **LGL 3228 Homeland Security**

#### **3 Credits**

This course surveys the policies, practices, concepts, and challenges confronting criminal justice and intelligence practitioners. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and

response, the National Strategy for Homeland Security, the National Infrastructure Plan, and the role of local law enforcement in homeland security activities.

#### **LGL 3410 Research Methods in Criminology**

##### **3 Credits**

This course focuses on basic research skills, while carrying learners through the various sequences of the research process. Learners will explore problem formulation, research ethics, experimental model design, data sampling and survey techniques, and logical strategic conclusions as applied to the field of criminal justice. The course also discusses the new and contemporary research topics of crime severity scales, salient factor scores, and prediction scales.

#### **LGL 3412 Drugs and Substance Abuse**

##### **3 Credits**

This course focuses on the effect of substance abuse on society and human behavior. Learners will develop a better understanding of the individual problems and social conflicts that can arise when others misuse and abuse psychoactive substances, plus, the impact on their own personal lives. Learners will explore and investigate substance abuse from the perspectives of behavioral, pharmacological, historical, social, legal, and clinical approaches.

#### **LGL 3415 Criminal Law**

##### **3 Credits**

This course provides learners with a comprehensive introduction to criminal law, which is at the heart of our criminal justice system in the United States. The course delivers a timely overview of the state of American criminal law in the global and volatile climate of our 21st Century.

#### **LGL 3420 Applied Criminology**

##### **3 Credits**

This course focuses on how scholars and criminologists analyze crime. The course allows learners to move to a deeper understanding of the importance of theory in shaping crime control policies. Learners will explore traditional and contemporary theories within a larger sociological, psychological, and historical context through the empirical status of today's major theories. Learners will also research crime control policies and their connection to criminological theory.

#### **LGL 3510 Introduction to Forensic Psychology**

##### **3 Credits**

This course focuses on the production and application of psychological knowledge and research findings for the civil and criminal justice systems. The learner will explore criminal profiling, crime scene investigations, and serial murders. Based on this applications approach, the course also investigates police psychology, legal psychology, psychology of crimes and delinquency, "victimology" and victim services, psychological assessments, mental disorders, and correctional psychology.

#### **LGL 3511 Juvenile Justice**

##### **3 Credits**

This course introduces the juvenile court system and examines how it fits in with the larger criminal justice system. It covers the major components of the juvenile justice system, including law enforcement, youth, the courts, and corrections. Complex issues facing the juvenile system are explored.

**LGL 3518 Introduction to Terrorism****3 Credits**

This course provides analysis of historical, current, and future acts of foreign and domestic terrorism. The course centers on defining terrorism (foreign and domestic, left and right wing, religious, and political, state and non-state), tracing the history and beginnings of modern international and domestic terrorism, critically examining the various U.S. responses to terrorist attacks, as well as evaluating and assessing how countries and peoples around the world attempt to cope with, prevent and/or respond to attacks by terrorist organizations, groups, or acts of terrorism perpetrated by nation-states and various groups.

**LGL 3421 Victims and the Criminal Justice System****3 Credits**

This course examines the evolving role of the victim in the criminal justice system and community at large. Throughout history, the criminal justice system has involved the criminal defendant, and the prosecuting state acting on behalf of the public; this national paradigm is changing, raising a myriad of fascinating issues that will be analyzed in this course.

**LGL 3525 Administrative Office Procedures in Criminal Justice****3 Credits**

This course focuses on the administrative skills required to manage and operate in today's highly technological age. Learners will understand how to apply the traditional and basic administrative tools of written and verbal communications, ethical considerations, records management, travel preparation, and financial responsibilities. However, learners are also introduced to 21st Century technology for effective presentations and visual aids, meetings and events, dynamic leadership skills, and telecommunications networking.

**LGL 3531 Law Enforcement and the Community****3 Credits**

This course introduces and analysis of theories, techniques, and programs involving community policing and public response. Special attention will be paid to problems of crime prevention, community-oriented problem solving policing, police-public interaction, and public safety.

**LGL 3535 Terrorism Response: Infrastructure and Risk Analysis****3 Credits**

This course explores how modern societies with their interdependent social, technical, and political systems are subject to a variety of threats, vulnerabilities, and consequences. Threats range from natural hazards to accidents to terrorist attacks; vulnerabilities can be organizational, structural, or geographical; consequences include human casualties as well as economic losses. The focus of the course introduces learners to the critical infrastructure protection as outlined by the President's Commission on Critical Infrastructure Protection that includes vital assets such as agriculture and food supplies, water, information technology, energy, communications, healthcare and public health, transportation systems, banking and finance, and emergency services. Learners will explore critical infrastructure protection from a variety of perspectives including federal- and state level policy, institutional framework, and risk analysis.

**CAP 3401 BSCJ Capstone****3 Credits**

**Prerequisite:** Successful completion of all BSCJ coursework

This capstone project is the culminating endeavor of learners who earn a Bachelor of Science in Criminal Justice degree from California Southern University. The project provides learners with the opportunity to explore a problem or issue of

particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired to real-world situations. The final project should affirm learners' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decision, to communicate effectively and to demonstrate mastery and application of learned skills.

## **GRADUATE COURSE DESCRIPTIONS**

### **LE 6500 Organizational Leadership Communication**

#### **3 Credits**

This course focuses on the principles of organizational communication both vertically and horizontally within law enforcement agencies. Understanding how a procedure should be carried out is important to the success of organizations. This concept and other managerial topics will be utilized to link prior knowledge with operational tasking success.

### **LE 6510 Law Enforcement Code of Ethics**

#### **3 Credits**

This course identifies, contrasts, and defines ethical conduct and misconduct in criminal justice organizations through various case studies like the LAPD Rampart scandal. Learners will compare and contrast the essence of misconduct and the Christopher Commission Report. Case studies in this course will interpret qualitative and quantitative analysis review of the scandal.

### **LE 6520 Budgeting Development Analysis**

#### **3 Credits**

This course utilizes concept maps, advanced practical exercises, and justification methods in developing organizational budgets. Various financial accounting principles are reviewed to ensure the effectiveness of an organization's budgetary process. This includes focusing on the critical aspects of developing line item budgets. The process will review asset forfeiture, major item purchasing, and budget justification.

### **LE 6530 Homeland Security: Strategic Application**

#### **3 Credits**

This course examines the policies, practices, concepts, and challenges confronting criminal justice and intelligence practitioners in Homeland Security. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and response, the National Strategy for Homeland Security, the National Infrastructure Plan, and the role of local law enforcement.

### **LE 6540 Police Management of Technology**

#### **3 Credits**

This course examines use of technology within the criminal justice system. Social media and cybercrime are growing concerns in the criminal law and criminal procedure areas. Law enforcement executives should have a working knowledge of these new criminal trends and how they apply to operational procedures within the profession.

### **LE 6550 Police Administrative Policy Operations**

#### **3 Credits**

This course provides administrative strategies in reviewing and resolving internal management areas of concern, such as review and modification of the organization's Policy Procedure Manuals. Policy and procedural analysis within criminal justice organizations is essential and it is through feasibility and research studies that this process is accomplished. This course provides hands on application in executive level reports including grant project narratives. Administrative and critical analysis regarding executive level policy development is the key to an effective police organization. The application of law enforcement policies will enhance competence in executive level decisions.

## **LE 6560 Strategic Organizational Planning**

### **3 Credits**

This course applies principles of planning for short, medium, and long-range administrative operations. Every organization should have a roadmap to growth and development. Restructuring, reorganizing, and revitalization are key development tenants of successful organizational change. Learners receive relevant, practical, and meaningful strategic planning theories to enhance success. Analytical tools will illustrate through case studies the importance of strategic planning for all executive leaders.

## **LE 6570 Executive Corrections Management**

### **3 Credits**

This course explores the prison process and the evolution of institutionalized punishment. The management of a contemporary prison system is examined in relationship to the new evidenced based approach to intervention and rehabilitation programs. The theories applied on the incarceration of inmates and the critical issues of overcrowding are evaluated. The importance of the California's Public Safety Realignment program is emphasized as a key public safety concern as it applies to incarceration.

## **LE 6580 Contemporary Criminal Justice Trends**

### **3 Credits**

This course examines the contemporary principles, issues, and trends in the criminal justice system. Learners will study relationships, internal operations, policy differences among criminal justice agencies. The trends and issues presented from the criminal justice system require analysis and proposed solutions to these debates. This course will provide quantitative and qualitative critical thinking to provide salient remedies. The future trends in law enforcement will evolve from these current issues and principles which traverse the three components of the criminal justice system: police, courts, and corrections at all levels of government from federal to municipal organizations.

## **LE 6590 Administration of Police Executive Systems**

### **3 Credits**

This course will study and review Constitutional requirements, court, and legislative decisions as they impact managing criminal justice personnel, employee rights, discipline, training, and performance evaluations. Practical Exercises (PEs) will be utilized to emphasize important executive management principles and theories. Law enforcement agencies operate in divisions, sections, and bureaus. This course will provide executive operational knowledge in managing these various levels within criminal justice organizations.

## **LE 6600 Cultural Competency in Criminal Justice**

### **3 Credits**

This course analyzes major concepts regarding race and ethnic diversity, gender balance, and whether the glass ceiling has been broken or merely replaced. Quantitative and qualitative research reveals the data on topics like racial or bias based policing, disparity in the criminal court system and the overpopulation of minorities in the correctional system. This course will critically evaluate whether or not socialization and the evolution of true equal rights is available to all Americans.

## **CAP 6100 MSLEEL Capstone**

### **3 Credits**

#### **Prerequisite: Successful completion of all MSLEEL coursework**

The Master of Science in Law Enforcement Executive Leadership capstone course is designed to be a culminating educational experience. It is an integrated learning that allows learners to demonstrate they have achieved a level of academic and practical knowledge relative to the skills and discipline required of an effective and efficient professional. The project is individualized based on the learner's specific concentration and interest and provides an opportunity to demonstrate achievement of the program learning outcomes.



# SCHOOL OF EDUCATION

## UNDERGRADUATE COURSE DESCRIPTIONS

### **BUS 3413 Business Statistics**

#### **3 Credits**

This course introduces the construction and use of statistical models for business management; it applies descriptive and inferential statistics to business and economic problems. Topical coverage includes summarizing data, measures of central tendency, dispersion, probability, probability distribution, normal distribution, sampling, hypothesis testing, correlation, regression, and chi-square analysis.

### **BUS 3414 Business Communications**

#### **3 Credits**

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

### **ENG 1004 Undergraduate Academic Writing and Research Skills**

#### **No Credit**

This is an introductory course in undergraduate college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

### **ENG 1006 Graduate Academic Writing and Research Skills**

#### **No Credit**

This is a review course in graduate level college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

### **ENG 1101 English Composition I**

#### **3 Credits**

This is an introductory course in college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

### **ENG 1102 English Composition II**

#### **3 Credits**

#### **Prerequisite: ENG 1101**

This course focuses on applied writing using references, citations, and a bibliography. It includes writing a research paper. It enables the learner to develop skills of narrowing the subject, note-taking, reading for research, developing a research strategy and library research techniques.

## **ENG 1200 American Literature**

### **3 Credits**

This course covers selected works in American literature from the 1880's to the present. Emphasis is placed on the historical, cultural, and literary analysis of selected prose, poetry, and drama. The aim of this course is to give the learner an overview of American writers, literature, and literary trends. Upon completion, learners should be able to interpret, analyze, and respond to literary works within their historical and cultural context.

## **ENG 1400 Introduction to Public Speaking**

### **3 Credits**

This course introduces public speaking that offers great writing and examples, strong coverage of course topics, and practical guidelines for creating effective presentations. It introduces the emerging world of virtual meetings, vlogs, digital platforms, and e-learning with new coverage throughout that helps learners develop and deliver presentations online. This course takes advantage of the media by integrating speech video and assessment, modeling techniques, and helping learners apply their knowledge to their own speeches. Access is automatic and includes more than 200 video clips.

## **ENG 1406 Professional and Technical Writing**

### **3 Credits**

**Prerequisite:** ENG 1102

The course will prepare learners for their professional lives in scientific, technical, or public service fields by helping them organize their knowledge while exploring ways of applying it, thus developing their professional expertise. A variety of media and formats will be studied, including websites, emails, proposals, memos, and instructions.

## **HU 1104 The Art of Wondering**

### **3 Credits**

This is a course that teaches philosophy in a way that is as interesting as it is enlightening. By applying philosophic thinking tools to a host of original ideas gleaned from the world's foremost thinkers, it will expose learners to a wide range of perspectives and attitudes. The course nurtures analytical skills while critically engaging learners in the question of some of life's true meanings.

## **HU 1120 Introduction to Humanities I**

### **3 Credits**

This course is an inquiry into the study of the humanities that focuses on the concept of cultural roots. It emphasizes the learner's personal growth and takes place on three levels – historical, aesthetic, and philosophical. The course has an interdisciplinary approach to the comparative humanities, including a study of literature, philosophy, music, the visual arts, and history. The learner will develop an understanding and appreciation of cultural heritage from the beginning of time to the Renaissance.

## **HU 1130 Critical Thinking**

### **3 Credits**

This course examines a wide variety of deliberative processes that will enable the learner to evaluate claims and arguments in everyday life. It integrates inductive and deductive logic as it examines non-argumentative persuasion, pseudo-reasoning, and a variety of topics relevant to the task of making sound decisions and problem solving.

**HU 1205 Introduction to Theater****3 Credits**

This course is designed to give learners a broad-based survey of theater arts and explore the professional aspects of the theater. The focus of this course is to compare, contrast and examine the aspects of live theater including dramatic structure, theater production, history, and performance.

**HU 1410 World Religions****3 Credits**

This course is an introduction to the historical, geographic, mythical, ritual, psychosocial, anthropological, and doctrinal differences among the major world religions. The focus is on perspectives and practices revolving around the educational value of studying religions and encountering diversity.

**HU 1421 Introduction to Humanities II****3 Credits**

This course continues the learner's inquiry into the study of humanities with a focus on the concept of cultural roots. This course emphasizes the learner's personal growth and takes place on three levels – historical, aesthetic, and philosophical. The learner will understand and appreciate cultural heritage from the beginnings of modernity in the Renaissance, the seventeenth century Baroque Age, the eighteenth century European Enlightenment, Romanticism, and the nineteenth century Industrial Revolution to the Modernist and Postmodernist movements in the twentieth and twenty-first centuries.

**LDR 1490 Nonverbal Communications in Leadership****3 Credits**

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

**MATH 1105 Mathematics for Business****3 Credits**

This course provides the learner with the opportunity to develop skills in business math transactions. The focus of this course will be on percent, discounts, markups and markdowns on retail prices, payroll, simple interest and maturity value, discount notes, and the metric system.

**MATH 1110 College Mathematics****3 Credits**

This course is designed to be a math course covering topics that are essential for learners in any discipline. Topics to be covered are arithmetic, measurement, data analysis, introductory algebra, and signed numbers.

**MATH 1115 Pre-Calculus****3 Credits**

Pre-Calculus provides the concepts and skills that should be mastered before enrollment in a college-level calculus course. Learners will study and explore the following types of mathematical functions: linear, polynomial, exponential, logarithmic, and trigonometric. In addition, learners develop problem solving and critical thinking skills.

**MATH 1200 Algebra****3 Credits**

This course focuses on the practical application of numeric, algebraic, and graphic techniques of algebra using equations and inequalities, graphs, polynomials, exponential and logarithmic functions, and sequences, series, and probability analysis.

**MATH 1215 Calculus****3 Credits****Prerequisite: MATH 1115**

Calculus has been referred to as classical math going back to Archimedes (around 225 BC), but was developed into what it is now in the late 1600's by Newton and Leibnitz. This course emphasizes skills, theory, and applications. Course topics include functions and graphs, limits and continuity, differentiation and integration of algebraic, logarithmic, and exponential functions, the mean value theorem, and antiderivatives. Graphing calculators are recommended.

**MATH 1305 Statistics for the Behavioral Sciences****3 Credits**

This course introduces the learner to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlation designs, analysis of variance, and data collection procedures. These topics are divided into two parts: descriptive statistics and inferential statistics.

**NS 1103 Introduction to Geology****3 Credits**

This course studies the physical processes and serves to introduce the geological forces at work in the environment. It covers such topics as weathering, soil, rocks, ground water, glaciers, earthquakes, mountain building and geologic time.

**NS 1105 General Biology****3 Credits**

This course explores the principles of cellular life, inheritance, and evolution in the context of biodiversity. Further, it investigates how plants and animals function. Ecology is also introduced as a discipline of the biological sciences, introducing such concepts as the ecosystem and biosphere as relevant to the course.

**NS 1106 Health and Nutrition****3 Credits**

This course gives an overview of the personal responsibility of health for a lifetime of physical, psychological, emotional, and social well-being. An important theme is prevention. It discusses the necessary skills you need, the habits you form, the choices you make, and the ways you live day by day to shape your health and your future.

**NS 1107 Environmental Science****3 Credits**

This course provides an overview of earth environments (physical, geological, hydrologic, atmospheric, and biological) and their interactions, modifications (use and misuse) of the physical environment, and current environmental issues. Learners will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

**NS 1203 Physical Geography****3 Credits**

This course examines spatial elements of the physical environment – its air, water, climate, landforms, rocks, soils, plants, ecosystems, and biomes – and how we interact with these elements. Learners are introduced to the nature and

characteristics of these elements, their distribution over the earth, and their interrelationships. It is the study of the natural world around you.

### **NS 1205 Introduction to Oceanography**

#### **3 Credits**

Oceans cover seventy percent of the Earth's surface, regulating our climate and maintaining our atmosphere. This course is designed to introduce Oceanography by highlighting several components of the marine environment. Topics include extent of the oceans, waves, currents, and tides, plant and animal life of the sea, the nature and topography of the oceans, and the relationship between oceans and weather and climate. There will be a strong emphasis on understanding the basic ocean processes.

### **NS 1400 Anthropology**

#### **3 Credits**

This course uses global and holistic perspectives to examine the economic, social, political, cultural, and ideological integration of society. It is the study of people of all periods beginning with the immediate ancestors of humans through their development until the present.

### **PSY 2300 Introduction to Psychology**

#### **3 Credits**

This course introduces the major concepts, problems, and methods that psychologists use to investigate and understand the human mind. The focus of the course content is on six major topics of contemporary psychology: physiological psychology, learning, cognitive psychology, developmental psychology, abnormal/clinical psychology, and social psychology. Sociocultural and neuropsychological aspects will be explored.

### **SS 1102 United States Government**

#### **3 Credits**

The course will present the fundamentals of the U.S. government, covering the structure and function of our political systems. An emphasis is placed on the national government, with comparisons and contrasts made to state and local government. Learners will study the foundations of democracy, the role and use of power and authority as held by different groups over time, the three branches of government, political participation, and behavior, and more.

### **SS 1103 United States History to 1877**

#### **3 Credits**

This course examines United States history from European settlement through the Civil War. The focus of this course will be on the political and economic history of the United States. Topics to be covered will include development of American slavery, consequences of the American Revolution, industrial growth, and the Civil War.

### **SS 1104 United States History 1877 to Present**

#### **3 Credits**

This course examines United States history from the end of the Civil War to the present. The focus will be on the central ideas and conflicts that shaped American society since the Civil War. Topics to be covered will include reconstruction; industrialization; two world wars; the Great Depression; the women's movement, civil rights; the Cold War and the political environment to the present.

**SS 1107 African American History to 1877****3 Credits**

This course looks at African American history from the age of discovery through the reconstruction period. This course emphasizes the events, people, and ideas that have made an historical contribution. The primary focus of this course is for learners to gain a deeper understanding of the meanings of freedom, liberty, equality, and citizenship by understanding the experiences of African Americans and by analyzing the historical concerns. African Americans are not a separate people with a separate history but are American – this course will also look at how African Americans have shaped the U.S. political, social, and economic landscape through reconstruction.

**SS 1108 African American History 1877 to Present****3 Credits**

This course presents to learners the historical concerns, interests, and problems confronting African Americans from reconstruction to the present. The African American historical experience and their contributions to the United States history since 1877 are examined. This course is an interpretation of past human interactions and their consequences; it makes clear that the study of history demands imagination and critical thinking. The course provides a solid framework for understanding African American history within the context of American history.

**SS 1200 Sociology****3 Credits**

This course is an introduction to the systematic study of human society. It examines the nature and scope of sociology, its terminology, and concepts; includes sociological perspectives, social processes, social institutions, development of society, and characteristics of social life. Learners are introduced to the basic processes of human interaction that result in social change.

**SS 1203 Cultural Geography****3 Credits**

This course is an introduction to contemporary cultural geography. It is the study of the relationships among people, culture, and the environment: where and why human activities are located where they are. The focus of this course will be on the role of space, place, community, and region in relation to identity and cultural and social issues.

**SS 1205 Women's History in America****3 Credits**

This course is designed to be an analysis of the role women have played throughout United States history. This course will examine broad themes including domesticity, suffrage, health, employment, race, war, and feminism, and how these broad themes have affected women's lives in the United States. This course will move chronologically through American history focusing on the expectations and changing roles of women, and how differently history looks when viewed from a women's perspective.

**SS 1217 Cultural Anthropology****3 Credits**

This course introduces the learner to the study of diverse human cultures leading to an understanding of the concept of culture and its importance to understanding human behavior. Topics include language, kinship, gender, economics, politics, ecology, and religion. The emphasis is on understanding each culture from its own point of view rather than from our own.

**SS 1220 Women, Culture and Society: Study of Gender****3 Credits**

This course is an introduction to the study of women and gender; it is an analysis of culture and society from a feminist perspective. The course focuses on a multi-disciplinary understanding of women's lives and will address gender, race, class, sexuality, ability, and nationality.

**UNI 1000 University Success Online****3 Credits**

The purpose of this course is to familiarize the learner with the concepts required for taking courses in an online environment where all the facets of the course are completed online. This course reviews computer hardware and software components. Learners will explore the Learning Management System as well as successful study habits. Learners will practice uploading and downloading skills to complete assignments. Learners will learn how to employ decision-making and digital organization skills to implement technological processes for a successful academic undertaking.



## GRADUATE COURSE DESCRIPTIONS

### **COU 6502 Counseling Theories and Strategies**

**3 credits**

This course examines the historical, contemporary, legal, and ethical issues facing the professional school counselor today. Various functions of the professional school counselor and the skills necessary to meet the needs of student populations in the academic, career, and personal/social domains within the context of a comprehensive, developmental school counseling (CDSC) program will be explored. Learners are introduced to the basic principles of working with diverse populations, school administrators, faculty, parents, and other stakeholders in elementary, middle, and high school settings. The school counselor's roles and functions of counselor, consultant, coordinator, leader, and advocate for Pre-K to 12 students will be examined. Students will be introduced to the ASCA National Model: A Framework for School Counseling Programs.

### **COU 6505 Theories of Human Development for the Counseling Profession**

**3 credits**

This course examines issues linked to the lifespan development of diverse individuals. Theory-based approaches to solving lifespan issues will be examined. This course presents a theoretical perspective of human development across the lifespan. Discussion of typical and atypical development from conception through final life stages focusing on cognitive, physical, social, and emotional development is included. Special emphases are placed on theory and research that informs our understanding of human development among diverse populations. During this course, learners will focus on the professional capacity required to work effectively and to provide leadership in work with children and adolescents within academic, social, and counseling settings. The course will include exercises in applying lifespan theory to diverse contexts, and will include examination of the contextual, environmental, biological, cultural, and individual factors that influence lifespan development.

### **COU 6513 Data-Informed Decision Making for School Counselors**

**3 credits**

This course examines the types, methods, and collection processes for the aggregation and implementation of data outcomes within the field of professional school counseling. Organizational and institutional theories are examined through the lens of the school counseling profession. Alignment of Common Core Standards, and best practices for the school counseling profession are recommended, and examples are provided to guide future performance standards. Examples of effective school guidance plans are presented along with ASCA and standards-based education models to enhance the repertoire of counseling skill sets in addition to providing a working framework from which to develop researched-based counseling programs. The use of data to drive interventions in addition to evaluating effective programming is reviewed. Student action plans are introduced, and both direct and indirect measures are recommended to assess counseling programs and interventions. Finally, the process of reporting results as a school counselor is highlighted.

### **EDU 6500 Foundations in Education**

**3 credits**

This course covers foundational components of education, training, curriculum and instructional design, and learning. Learners will gain a broad understanding of the social, philosophical, and historical themes that inform a current education discourse. Learners will examine key concepts, critical issues, and policies used in multiple educational settings that impact the field of education.

### **EDU 6503 Curriculum and Course Design**

**3 credits**

This course examines course design models with a focus on how curriculum is informed by societal forces. Learners will become familiar with developing courses for their chosen audience and learn to communicate their course design decisions with stakeholders. Learners will design course assignments as well as develop their teaching philosophy.

**EDU 6505 Curriculum and Instruction****3 credits**

The course examines instructional models and their features with a focus on how curriculum promotes effective teaching and learning. Learners will gain valuable insights for building instructional strategies that nurture, develop, and broaden student learning while sustaining a culture of excellence and increased achievement.

**EDU 6507 Academic and Career Advisement for Counselors****3 credits**

This course focuses on career development and counseling that can be used to support and guide learners throughout the learning continuum. In this class, learners will explore the foundations of career development, strategies to work with clients, and career development practices. In addition, an exploration will be conducted to provide Learners with the tools to organize a program of career development.

**EDU 6508 Strategies for Effective Teaching and Learning****3 credits**

The purpose of this course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in effective teaching and learning. Learners will learn to integrate theory and practice. Learners will study accountability and high stakes testing, historical precedents, and local and federal accountability rules. Learners will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

**EDU 6510 Assessment and Evaluation****3 credits**

This course is designed to examine procedures for assessing and enhancing academic evaluation procedures. It explores a variety of techniques and tools used in evaluation. The focus will be on designing and evaluating assessments that are aligned with educational objectives. An overview of assessment trends is provided utilizing real-world scenarios.

**EDU 6513 Contemporary Issues in Educational Leadership****3 credits**

This course examines course design models with a focus on how curriculum is informed by societal forces. Learners will become familiar with developing courses for their chosen audience and learn to communicate their course design decisions with stakeholders. Learners will design course assignments as well as develop their teaching philosophy.

**EDU 6514 Developing Quality Instructional Programs****3 credits**

This course examines the design and implementation of effective instructional programs. Learners will examine and evaluate current programs and be able to evaluate and synthesize the building blocks of an effective program. Learners will explore and critically evaluate all aspects of a program from the initially conceived instructional goal, to the alignment of instructional strategies/practices, and the effective integration of assessment measures that reflect changes in learners' effective, academic, social, or physical outcomes. Additionally, learners in this course will analyze the appropriate use of technology as a tool to further desired learning outcomes. The need for culturally relevant pedagogy and examined as they directly impact instructional programs and learning outcomes. Finally, future development in learning will be reviewed to become more aware of contemporary issues facing the field of education.

**EDU 6515 Research in Education****3 credits**

This course provides learners with the background and hands-on tools/techniques to conduct social science research in education. Learners will develop a research proposal for an original research project and provide a rationale for the selection of research designs and methods. Learners will also become familiar with ethical considerations along with current critical issues in educational research.

**EDU 6516 Information Systems for Education****3 credits**

This course prepares participants to become agents of change in the field of technology and change. Learners will consider how to develop grants, manage a technology budget, and provide leadership within an organization. The course will include issues to be addressed, explore roadblocks to maneuver past, and provide troubleshooting advice. Learners will use and evaluate a variety of software and hardware tools to determine which are essential to have on hand. For example, software for multimedia authoring, concept mapping, and office productivity will be explored. Likewise, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.

**EDU 6517 Ethical and Legal Considerations in Counseling****3 credits**

This course is intended as an introduction to the profession, the unique identity, roles, functions, and contributions of the school counselor in relation to ethical and legal concerns. Issues are explored in the context of a comprehensive counseling programs to facilitate accountability, advocacy, crisis intervention, and management. In addition, an exploration of ethical standards is provided to ensure effective practice.

**EDU 6518 Design of Digital Assets for the Classroom****3 credits**

This course focuses on the current state of digital assets from a multidisciplinary perspective. It will provide the basic processes of digital repositories including collection materials, scanning, managing files for preservation, quality control, and the use of digital asset management systems.

**EDU 6520 Education, Culture, and Society****3 credits**

This course explores issues in education, culture, and society from the perspective of critical pedagogy. It also encourages learners to critically reflect on their own theories and practices as visionary scholar-practitioners.

**EDU 6523 Meeting the Diverse Needs of Learners****3 credits**

In this course, learners will identify strategies to promote success for diverse student populations. The United States continues to experience increasing cultural diversity and today's educators must become proficient in reaching diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. The purpose of this course is to address the nature of cultural diversity, its sources, and its importance to educators. Learners will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

**EDU 6525 Legal and Ethical Considerations in Education****3 credits**

Legal and Ethical Considerations in Education presents a real-world, problem-based approach that shows leadership candidates how to apply the legal knowledge, ethical dispositions, and other skills necessary to become successful school leaders. Changes in law and society impact decision-making, with opportunities to analyze, evaluate, and synthesize legal knowledge and frameworks to begin thinking like school leaders.

**HRM 6503 Labor Relations****3 credits**

This course examines the history and development of labor relations, the structure of union organizations and the process of negotiations and contract administration. The course establishes the present state of the labor movement and outlines the decision process regarding whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration.

**HRM 6505 Effective Training on E-Learning****3 credits**

This course examines training activities in the context of organizational strategy. It illustrates the important relationship between organizational practitioners and trainers and outlines a training process model that balances the requirements of practitioners and trainers while achieving training objectives. It includes numerous examples of actual training solutions and explores the ways in which e-Learning can enhance training programs by placing employees in virtual work environments that allow them to experiment and practice without fear of failure.

**MGT 6500 Business Organization and Management****3 credits**

This course is a study of organizational culture and its influence on organizational behavior, employee attitudes, productivity, and business operations. It covers the historical evolution of management, organizational design, motivation, change management, culture, strategic planning, and critical implementation/control elements vital to successful management and strategy. Social responsibility, ethics, and globalization are also emphasized.

**MGT 6512 Managerial Accounting for Decision Making****3 credits**

This course is a study of the use of accounting information in organizational planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business organizations. It focuses on managerial requirements for financial information and timely reports on the firm's operations to make sound managerial decisions.

**PM 6900 Project Management Concepts and Essentials****3 credits**

This course is organized around the various concepts and essentials discussed in the Project Management Body of Knowledge (PMBOK), developed by the Project Management Institute (PMI). In addition, it helps to prepare the learner to take the PMP and CAPM certification exams through the PMI. Special attention is given to the triple constraints of project planning or scope, project budgeting, and project scheduling. Also, the importance of allocating resources is discussed, as are the proper methods for monitoring, controlling, and evaluating project tasks and deliverables.

**PSY 6508 Culture and Diversity in Counseling****3 credits**

This course explores diversity and social justice advocacy issues with marginalized and special populations. The focus of study is to foster awareness, compassion and understanding for effective counseling practice. Populations considered include African Americans, Latinos, Asian/Pacific Islanders, Native-Americans, and LGBTQI individuals. This course guides learners to explore their own values, beliefs and cultural identities and connect how these personal aspects influence the therapeutic alliance.

**CAP 6900 Capstone Project in Education****3 credits**

The capstone course is designed to be a culmination action research experience. It is an integrated learning opportunity that allows learners to demonstrate that they have achieved a level of academic and practical knowledge relative to the skills and discipline required of educational professionals. The capstone project is individualized based on the learner's specific concentration and provides an opportunity to demonstrate achievement of the three main themes of the program: practical application, theoretical framework, and research achievement.

# **SCHOOL OF NURSING**

## **UNDERGRADUATE COURSE DESCRIPTIONS**

### **BUS 3414 Business Communications**

#### **3 Credits**

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both a personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

### **ENG 1406 Professional and Technical Writing**

#### **3 Credits**

**Prerequisite:** ENG 1102

The course prepares learners for their professional lives in scientific, technical, or public service fields by helping them organize their knowledge while exploring ways of applying it, thus developing their professional expertise. A variety of media and formats will be studied, including websites, emails, proposals, memos, and instructions.

### **LDR 4125 Leadership Communication**

#### **3 Credits**

The ability to communicate effectively is probably the single most important trait a leader, supervisor, or manager can possess. This course is organized around the characteristics and concepts for developing the communication capabilities needed to be a transformational leader. The learner investigates the core communication capabilities in strategy, speaking, media, and writing skills. Plus, the student learns how to communicate effectively with diverse audiences, understand cultural differences, conduct productive meetings, manage global teams, create, and communicate visions, lead change initiatives, and foster external relationships.

### **LDR 1490 Nonverbal Communications in Leadership**

#### **3 Credits**

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

### **MATH 1305 Statistics for the Behavioral Sciences**

#### **3 Credits**

This course introduces the learner to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlation designs, analysis of variance and data collection procedures. These topics are divided into two parts: descriptive statistics and inferential statistics.

## **NS 1106 Health and Nutrition**

### **3 Credits**

This course gives an overview of the personal responsibility of health for a lifetime of physical, psychological, emotional, and social well-being. An important theme is prevention. It discusses the necessary skills you need, the habits you form, the choices you make, the ways you live day by day to shape your health and your future.

## **NUR 3300 Professional Nursing Role Transition**

### **3 Credits**

This course examines the professional aspects of nursing. The historical, current practice and future trends in nursing are examined as well as the professional, philosophical, educational, ethical, and legal aspects of nursing. Evidence-based practice, critical thinking and nursing informatics are also aspects that are examined. Nursing knowledge and the developing professional practice are investigated and compared to the learner's current practice.

## **NUR 3302**

### **Theoretical Foundations and Professional Values in Nursing**

#### **3 Credits**

This course introduces learners to nursing theory as a foundation for nursing practice and research. Theory development and utilization in all areas of nursing is examined as well as the importance of theory in professional nursing. The role of professional values in nursing practice is also reviewed.

## **NUR 3304 Collaborative Strategies for Nursing**

### **3 Credits**

The course examines collaborative strategies and working with interdisciplinary teams in nursing within the healthcare arena. Various areas of healthcare are explored for the importance of interdisciplinary practice and ways to enhance the team approach for patient and family care. Learners will apply strategies to improve interdisciplinary practice as well as address practice issues in ancillary services, marketing, legal and management areas.

## **NUR 3306 Informatics for Nursing and Healthcare**

### **3 Credits**

This course provides the learner with the fundamentals of informatics in nursing and health care. The course will emphasize the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Topics such as data mining, bioinformatics, and system development will also be explored. Learners will be able to apply principles to use of the electronic medical record and informatics principles in their practice situations.

## **NUR 3308 Lifespan Health Promotion in Nursing**

### **3 Credits**

This course explores the needs of individuals, families, and the community for healthcare through the lifespan. The course addresses health problems over the lifespan and the impact of illness on the family and community. Learners correlate normal growth and development with care of individuals and families throughout the lifespan while promoting healthy lifestyle strategies. There is a focus on current issues in the health care system as they relate to health promotion in populations and the need for an emphasis on health promotion, maintenance, and restoration. The need for nurses to provide care to individuals in a variety of settings throughout the lifespan is explored.

**NUR 3310 Pathopharmacology****3 Credits**

This course focuses on principles of normal and abnormal physiology with integrated pharmacological principles applied to health care and nursing practice. The course will emphasize the pathophysiology of selected body systems and will include pharmacological interventions used to treat those conditions. Medication safety and anticipated and unanticipated side effects of medications will also be reviewed. Learners will be able to apply the pathopharmacologic principles as they care for more complex patients in their practice.

**NUR 3312 Cultural Care in Nursing Practice****3 Credits**

This course focuses on how diversity plays a central role in healthcare and how cultural values and public policy influence interactions with patients and families. A review of cultural diversity in this course will be based on the categories of religion, age, geography, language, class, race, ethnicity, gender, and sexual orientation. Learners will be able to analyze and review situations involving cultural diversity and how they can better respond to such situations in their own practice.

**NUR 3314 Teaching and Learning in Nursing****3 Credits**

This course provides an overview of important educational concepts for health professionals when teaching individuals or programs in nursing. The course reviews teaching and learning strategies and techniques, learner characteristics, learning styles, and the evaluation of teaching and learning of students, patients, and families. Learners will be able to apply concepts of teaching and learning to situations in their practice setting or to teaching a subject to fellow learners.

**NUR 3400 Introduction to Nursing Leadership and Management****3 Credits**

This course introduces the concepts of nursing leadership, management and professional development as a nurse leader. In this course, learners will explore and analyze the role of the nurse as leader and manager with a focus on improving patient and overall health care outcomes. This course will provide beginning nurse leaders with the tools to transition into a leadership role within a healthcare organization.

**NUR 3402 Policy, Law and Ethics in Healthcare****3 Credits**

This course presents an overview of the legal, policy and ethical issues facing nurses and other healthcare providers. It provides learners with an understanding of professional standards and issues that may arise in healthcare. The emphasis will be on the ability to analyze policy, legal and ethical issues through timely discussions and informative research along with application of these principles in practice situations.

**NUR 3404 Physical Assessment****3 Credits**

This course focuses on the application of critical thinking and reasoning in the assessment of the health status of individuals. The emphasis is on the systematic approach to a comprehensive health history and physical examination for differentiating normal from abnormal states. A holistic approach which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions will be used as well as inclusion of health promotion and the evaluation of special populations. Learners will also have the ability to practice documentation of the assessment findings.



### **NUR 3406 Community and Population Health Nursing (practicum)**

#### **3 Credits**

This course focuses on the conceptualization of family, groups, and community as units of care. Emphasis is placed on the community assessment process and the development of strategies to assist populations throughout the lifespan. This course will look at the strategic issues underlying community and population health including utilization of community agencies and complex organizations. Learners will also explore variables such as culture and the environment as influences in providing interventions. Learners will have a practicum to apply learned community health principles during this course.

### **NUR 3408 Nursing Research and Evidence Based Practice**

#### **3 Credits**

This course introduces evidence-based research in nursing. The focus is on results from valid studies, which are reviewed for applicable implementation into practice. Research concepts, ethical issues, methods needed for systematic investigation, introduction to data collection, analysis and interpretation and expansion of nursing knowledge are examined. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings into the practice setting and planning for the final capstone project.

### **NUR 3410 Quality Management in Nursing and Healthcare**

#### **3 Credits**

This course examines the importance of quality patient centered care and the importance of quality in nursing education and for professional development. The critical role that nurses play in health care delivery is reviewed and the five core competencies for health professions as determined by the Institute of Medicine (IOM) are analyzed. Learners will apply the concepts that are examined within written assignments that examine applications in the clinical setting.

### **NUR 3412 Gerontology Nursing**

#### **3 Credits**

This course provides the learner with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health, socialization, and financial and legal considerations of the aging client, as well as cultural needs and interaction with the healthcare system will be discussed. The need for multidisciplinary interaction with the aging client will be evaluated. Learners will examine the common concerns of an aging population that they may encounter and analyze ways to address these concerns within a practice situation.

### **NUR 3414 Complementary and Alternative Therapies in Healthcare**

#### **3 Credits**

This course examines the use of complementary and alternative medicine (CAM) by patients and families, including the social, political, and cultural issues that influence use. Learners will examine use of CAM therapies in health and illness and various practitioners that advocate or reject their use. Information on the efficacy of these methods will also be examined. Learners will also discuss the cultural basis for these therapies and a cultural approach to utilize with these patients and families.

### **PSY 3306 Foundations of Addictions**

#### **3 Credits**

This core course is designed to introduce the fundamentals of the addictions field. Emphasis is placed on the roles and responsibilities of the addictions counselor, history and theories of addiction, current interventions techniques, an overview of various drug groups and the exploration of the prevention and treatment continuum.

**PSY 3307 Physiology and Pharmacology of Substance Use****3 Credits**

This course explores the physiology and pharmacology of substances of abuse and dependency and further examines the effects of psychopharmacological chemicals on human physiology. Emphasis in the course is on the identification and management of substances of abuse and dependency. Interactive work is stressed throughout the course.

## GRADUATE COURSE DESCRIPTIONS

### **HCA 6800 Healthcare Administration**

#### **3 Credits**

This course focuses on providing the learner with a systematic understanding of 21st century healthcare leadership and administrative skills. Learners review new healthcare leadership skills relative to complex systems, the inter-relationships among key stakeholders in the industry, cultural diversity, creative and intuitive problem-solving techniques, and corporate governance. Administrative topics concerning healing spaces and environments, culturally driven designs, “going green,” and innovative facility layouts are also covered.

### **HCA 6802 Healthcare Compliance, Law, and Ethics**

#### **3 Credits**

This course focuses on providing the learner with the skills relative to healthcare compliance, the law, and ethics. Learners will learn how to develop, promote, and adhere to compliance, regulations, and policies. They will also learn how to assist healthcare information professionals to guide their departments and organizations to ethically and legally obtain optimal reimbursement, plus, develop systems for all aspects in protecting their patients, facilities, professional staff, and employees.

### **HCA 6804 Healthcare Economics**

#### **3 Credits**

This course explores the healthcare profession from an economic and decision-making perspective as this industry continues to grow in size, both in dollars and relative to overall economic activity in the United States. Learners will explore areas of cost-effectiveness analysis, game theory, supply and demand factors impacting medical care, and staffing issues. In addition, the impacts of medical malpractice, regulations, technologies, HMOs, Medicaid, insurance providers, and types of intervention are also discussed relative to improving the student’s skills in the medical profession.

### **HCA 6806 Managing Epidemiology**

#### **3 Credits**

This course focuses on providing the student with a challenging and focused understanding of epidemiology. The learner is introduced to both descriptive and analytic epidemiology. Relative to descriptive epidemiology, the learner will explore the characteristics and concepts that impact public health issues, states, and events. Concerning analytic epidemiology, learners will discover and quantify health associated diseases, learn to test hypotheses, and identify the causes of health-related diseases and illnesses.

### **HCA 6810 Healthcare Informatics**

#### **3 Credits**

This course provides the learner with the fundamentals of healthcare delivery systems, health information management, and health information systems based on the core competencies as defined by the American Health Information Management Association, or AHIMA, relative to what learners need to know to be knowledgeable in healthcare informatics. The learner explores delivery fundamentals, accreditation, regulations, electronic records, coding, and reimbursement. They also learn the importance of healthcare transactions, billing, health statistics, research, and decision-making processes.

### **HCA 6812 Quality Control in Healthcare**

#### **3 Credits**

This course explores the healthcare industry's need to reduce costs and improve quality. Healthcare delivery systems face a similar crisis, as did the U.S. automobile industry many years ago as healthcare consumers become more knowledgeable about healthcare costs and quality measurements associated with their products and services. Learners will examine performance improvement methods, process control, medical informatics, six-sigma, and statistical analysis for improving healthcare services.

### **HCA 6814 Cultural Diversity in Healthcare**

#### **3 Credits**

This purpose of this course is to increase the learner's awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The student is exposed to effective cultural diversity skills and tools, plus, they will exam healthcare issues and perceptions from a broad social viewpoint. Students will investigate cultural health and illness traditions from multiple perspectives, to include American Indian, Alaska Natives, Asian, Black, Hispanic, and White populations.

### **MGT 6507 Strategic Management**

#### **3 Credits**

This course reviews the latest strategies in the theory and practice of strategic management. It discusses how to think in an integrated way about strategic management. Features include core concepts and analytical tools and cases that showcase the important kinds of strategic challenges managers face.

### **MGT 6535 Management of Change**

#### **3 Credits**

This course provides a current 21st Century snapshot of the world of leadership development and organizational change. It examines social systems that begin to reduce resistance to change and development through more employee and customer-centered programs. Organizations studied are widely recognized as among the best in organizational change and leadership development today.

### **NUR 6500 Theoretical Foundations and Current Trends in Advanced Nursing Practice**

#### **3 Credits**

This course explores nursing theory as a foundation for nursing practice for the nurse engaged in more advanced practice. Theory development and utilization in all areas of nursing is examined as well as the importance of various theories in professional nursing practice. Current trends in professional nursing will also be examined regarding various aspects of the nursing role.

### **NUR 6502 Advanced Pathopharmacology**

#### **3 Credits**

This course focuses on the application of critical thinking and clinical reasoning in the administration of medications based on patient's pathophysiology. The emphasis of the course is on distinguishing the actions and side effects of medications that are both anticipated and unanticipated applied to the pathophysiology of the disease being treated. Topics to be covered include the pathophysiology of disease, medications that affect these conditions and how lifestyle, age and culture influence medication use and the disease process. Learners will apply these concepts to patients with pathophysiologic conditions and their need for various medications for their conditions.

### **NUR 6504 Advanced Health Assessment**

#### **3 Credits**

This course examines systematic history taking, interviewing, and other core assessment skills, as well as correct performance of the physical examination needed by learners moving into a more advanced practice nursing role. A holistic approach is used that includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions and includes health promotion and disease prevention. There is a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Learners will be able to practice history and exam techniques with virtual patients and will show mastery of skills via a video demonstration at the end of the course.

### **NUR 6506 Population Health and Health Promotion across Cultures**

#### **3 Credits**

This course explores the sociocultural, environmental, and economic health needs of various populations, including assessment of epidemiology, worldview, and health literacy. Various aspects of health and health promotion are analyzed including the impact of infectious disease, nutrition, reproductive issues, communication, unintentional injury, disease, and aging. A review of planning and managing health promotion programs and health systems that meet global populations and cultural needs will be examined.

### **NUR 6508 Ethics, Policy, and Finance in the Healthcare System**

#### **3 Credits**

This course presents an overview of the financial, policy and ethical issues that advanced practice nurses and other health care providers may face during their practice in the healthcare arena. It provides learners with a review of professional standards and issues that may arise in healthcare including ethical dilemmas in care, financial considerations and policy decisions that may influence the provision of healthcare across populations. The ability to analyze policy, financial and ethical decisions through timely discussions and informative research along with application of relevant policy, finance, and ethical decisions in practice situations is emphasized.

### **NUR 6510 Research and Analytic Approaches to Advanced Evidence-Based Practice**

#### **3 Credits**

This course examines the research process and demonstrate how this systematic framework relates to evidence-based practice. Learners will develop skills in studying and critically appraising published research as well as developing quantitative or qualitative research including the research question, review of literature, methodology and evaluation of the applicability of research findings to clinical practice. Statistical methods, including rationales for use and procedures to analyze research findings are covered. Included in the course is management of data, how to “clean” data, and how to work around missing data.

### **NUR 6520 Advanced Nursing Leadership**

#### **3 Credits**

This course focuses on responsibilities of nurses in the leadership and management roles in the practice of professional nursing in a more advanced role. Topics covered includes clinical decision-making, technology to improve patient outcomes, and leadership and management practice in inter-professional healthcare delivery. Learners will be able to analyze various role requirements in management situations through discussion and case studies. Learners will also examine principles of leadership change, health organizations and systems, technology to improve population-based care, critical thinking principles to improve patient outcomes, clinical decision-making using evidence-based practice, and inter-professional healthcare delivery. Telehealth and the impacts of the Affordable Care Act will also be included as they impact the leadership role.

### **NUR 6525 Management of Issues in Healthcare**

#### **3 Credits**

This course addresses the key topics in health care policy and management, presenting evidence-based views of current issues by integrating evidence to explain the current conditions and present support for needed change. Learners will be able to analyze various settings and evaluate implementation of health policy, including the impact of the Affordable Care Act, particularly on Medicare, Medicaid, and large and small group insurance markets. Topics covered will also include nursing, disease management, mental health, women's health, children's health, and care for the homeless.

### **NUR 6530 Healthcare Policy**

#### **3 Credits**

This course explores the health policy process from agenda setting through policy and program evaluation. The course will include the impact of social media, economics, theory, finance and active participation on current health policy, political action and policy making. Topics covered include inter-professional practice, education, and research and the Affordable Care Act and other laws that affect the health care of consumers and the organization of the health care system.

### **NUR 6535 Healthcare Finance and Financial Management**

#### **3 Credits**

This course explores the financial topics all nurse managers need to know and use including how financial management fits into the healthcare organization. Topics include accounting principles, cost analysis, planning and control management of the organization's financial resources, and the use of management tools as well as current issues including healthcare reform, quality financing, budgeting for performance, benchmarking and costing of nursing services.

### **NUR 6536 Organizational Behavior in Healthcare**

#### **3 Credits**

This course provides advanced theories and techniques of organizational development focusing on information regarding the design, management, and control of organizational development programs in business. The public sector and social services organizations are summarized.

### **NUR 6540 Roles and Responsibilities of the Nursing Educator**

#### **3 Credits**

Today's healthcare environment demands that practice be based on evidence, so the educational process should also be based on best practice and evidence. This course is designed to provide potential and current nursing faculty with the tools and knowledge they need to achieve highly successful outcomes for teaching nursing students and staff. The role of nursing faculty and not just the educational process will be discussed, including examples of best practices within nursing education. Topics included in the course cover the role of the nurse educator when using social media and informatics, different types of classroom and student involvement, new innovations in online education and simulation education. Nurse educator competencies will also be discussed.

### **NUR 6542 Innovative Teaching and Learning Strategies in Nursing**

#### **3 Credits**

This course explores innovative instructional methods and teaching strategies that can be utilized in nursing education. In this course, learners will develop theoretically based, teaching/learning strategies focused on individual learner needs within classroom and clinical learning environments. Different styles of learning, diversity in the classroom and critical thinking are covered as well as creative and innovative strategies and techniques with discussion on simulation in the

classroom. Specific examples and suggestions for how to implement teaching strategies, how to identify types of learners as well as how to predict potential issues or challenges with each strategy are also identified. Learners discuss specific teaching-learning strategies for traditional classroom settings, the clinical arena, and through the use of technology for both web-based and virtual simulation.

#### **NUR 6544 Foundations of Nursing Education**

##### **3 Credits**

This course explores teaching and learning in nursing education including assessment and evaluation, curriculum development, using technology, teaching in simulation, learning lab and online courses, models for clinical teaching, scholarship and evidence-based education, and other components of the educator role. Relevant research to provide evidence for the concepts is presented, incorporating practical examples of the methods and strategies and theoretical and practical knowledge essential for effective teaching in nursing with a focus on technology in education.

#### **NUR 6546 Integrating Technology into Nursing Education**

##### **3 Credits**

This course examines a variety of innovative computer technologies that support the teaching-learning process in the classroom and clinical settings. Course content includes application of information technology in nursing practice and education. This course allows nurses to understand current and future trends and how to integrate technology into nursing education in order to effectively prepare students for a new, technologically driven healthcare environment. Topics include learning theories, the instructional design process, changes in higher education, and variations in learning environment while allowing learners to formulate new teaching strategies and apply information while utilizing critical thinking.

#### **NUR 6548 Curriculum Theory, Framework, and Design in Nursing Education**

##### **3 Credits**

This course explores the theory and ideas necessary to develop an evidence-based, context-relevant, unified curriculum with a focus on the concepts of faculty development, ongoing appraisal, and scholarship. The development of evidence-based curriculum with implementation, and evaluation as well as execution are discussed along with the development, implementation, and evaluation of a curriculum offered via distance learning. Exploration of ideas around readiness for curriculum implementation, the role of faculty development, ongoing appraisal, and scholarship as core processes of curriculum work, instruction for how to design courses and brain-based learning are also explored.

#### **NUR 6550 Evaluation Strategies and Methods for Nursing Education**

##### **3 Credits**

This course examines how nursing educators can measure and evaluate the level of learning that their students have achieved and covers fundamental concepts of what constitutes reliable tools and rubrics for measuring students' classroom and clinical performance. Learners will learn how to develop a test blueprint and to assemble, administer, write, and score all types of tests and test questions, and analyze tests and test performance for both classroom and clinical evaluation. Guidelines for preventing cheating, and for conducting productive posttest discussions are also presented. Other topics covered include strategies for evaluating higher cognitive levels of learning and for evaluating written assignments with sample scoring rubrics and important social, ethical, and legal issues associated with testing and evaluation.

#### **CAP 6902 MSN Capstone Project I**

##### **2 Credits**

##### **Prerequisite: None**

The MSN Capstone Project is designed to provide learners with the opportunity to develop a capstone project that demonstrates measurable proficiencies related to the program outcomes. Learners will develop a project that requires

application of learning about nursing theory, population health and culture, statistics, leadership, nursing research and experiential learning from their professional experiences. During this course, learners will select a capstone topic and begin their project planning. Projects will be implemented during the elective courses and the final capstone paper and oral presentation will occur at the end of their learning in CAP 89002B, MSN Capstone Project II.



# ACADEMIC & ADMINISTRATIVE POLICIES AND PROCEDURES

## Academic Calendar (2021)

California Southern University has a fixed academic calendar with starting and ending dates. Learners enroll in courses beginning on the first day of each month. Each academic semester is 16 weeks in duration. Individual courses vary in length. Specific information is listed with each program description.

School of Behavioral Sciences, School of Business and Management, School of Criminology and Criminal Justice, School of Education, School of Nursing, and School of Law (LLM, MSL and MS DR) Program Calendar			
SEMESTER	8 WEEK COURSES	START DATE	END DATE
Spring	January	1/1/2021	2/26/2021
	February	2/1/2021	3/29/2021
	March	3/1/2021	4/26/2021
	April	4/1/2021	5/27/2021
Summer	May	5/1/2021	6/26/2021
	June	6/1/2021	7/27/2021
	July	7/1/2021	8/26/2021
	August	8/1/2021	9/26/2021
Fall	September	9/1/2021	10/27/2021
	October	10/1/2021	11/26/2021
	November	11/1/2021	12/27/2021
	December	12/1/2021	1/26/2022

School of Law JD Program Calendar			
SEMESTER	16 WEEK COURSES	START DATE	END DATE
Spring	January	1/1/2021	4/22/2021
	February	2/1/2021	5/23/2021
	March	3/1/2021	6/21/2021
	April	4/1/2021	7/22/2021
Summer	May	5/1/2021	8/21/2021
	June	6/1/2021	9/21/2021
	July	7/1/2021	10/21/2021

	August	8/1/2021	11/21/2021
Fall	September	9/1/2021	12/22/2021
	October	10/1/2021	1/21/2022
	November	11/1/2021	2/21/2022
	December	12/1/2021	3/23/2022

## Academic Standards, Policies and Procedures

### Academic Integrity

Honesty and integrity are the preconditions of this right. Essential to the mission of California Southern University is the commitment to the principles of academic honesty and integrity. In order to maintain an academic climate that is conducive to effective learning and the success of each learner, the University has established a set of policies and standards that all learners and faculty mentors must adhere to.

Learners, faculty mentors, and administrative staff are responsible to uphold the institutional standards of integrity. The university's intellectual reputation is dependent upon learners assuming responsibility for maintaining honesty and integrity in their work and faculty mentors appropriately applying the standards of academic integrity.

California Southern University is committed to supporting learners in understanding and applying standards of Academic Integrity. The University is also committed to taking appropriate steps to ensure these standards are met, including:

1. Using an industry-recognized text matching service, such as TurnItIn, to screen learn assignments.
2. Requiring all learners to complete an Academic Integrity Questionnaire preferably within 30 days of starting their first course and no later than the end of their first course.

To ensure effective learning, the University has established standards that demonstrate concern with academic dishonesty and a responsibility to learners to maintain its reputation. Integral to these standards is a fair procedure for resolving violations of academic integrity.

Violations of this policy generally fall into the following broad areas; however, they are not limited to these areas.

1. Plagiarism: All work submitted in a course must be the learner's own work. The knowing submission of another's work represented as that of the learner such as copying and pasting to piece together work of other individuals, purchasing papers for submission, duplication – manual or electronic, or paraphrasing with only minor word changes without citing the source.
2. Academic deceit: Fabrication of data or information; falsifying data or information; submission of the same work to multiple courses to include discussion forums.
3. Dishonesty in taking exams: Cheating; using sources not allowed on exams; copying from another individual; having another individual take the exam.
4. Assisting, or attempting to assist, with academic dishonesty.

Academic integrity violation charges may be brought by anyone to include the faculty mentor, administrators, staff, and learner's peers.

When a violation of academic integrity is discovered, the following procedures shall apply:

1. The details will be presented to the faculty mentor.
2. If the faculty mentor determines the violation is credible, they will contact the learner and request an explanation.
3. After receiving a response, or absence a response, from the learner, the faculty mentor may do one of the following:
  - a. Accept the learner's explanation and close the matter.
  - b. Assign a score of 0 for the assignment and allow the learner to resubmit the assignment correcting the alleged violation.
  - c. Assign a score of 0 for the assignments and not allow the learner to resubmit the assignment.
  - d. Assign a failing grade for the course based on the violation.
  - e. Refer the matter to the Office of Student Affairs and School Dean for appropriate action up to and including dismissal from the University.

Withdrawing or dropping from a course does not excuse the learner from violations of this policy and any of the above listed sanctions may still apply.

If a learner is found in violation of this policy California Southern University reserves the right to review all previously submitted coursework for all courses taken. If violations of this policy are identified in previous coursework the Learner Support Services Department and School Dean will take appropriate action up to and including dismissal of the learner from the University.

The learner who is accused of violating this policy can accept the accusation made by the faculty mentor and accept the subsequent consequences or appeal to the Senior Manager of Learner Support Services. If the learner appeals to the Senior Manager of Learner Support Services, they must submit their appeal in writing to the Senior Manager of Learner Support Services clearly stating the reasons the appeal is based on. When their appeal is received a thorough investigation into the allegation will be conducted and all evidence of the violation and in support of the learner's appeal will be presented to the Academic Committee at its next meeting. The decision from the Academic Committee following the learner's appeal will be considered final.

Note: JD learners in the School of Law should also refer to the section titled "Law Learner Conduct and Discipline" in the School of Law Policies and Procedures area of the catalog.

## How to Avoid Plagiarism

Now that you are aware of the seriousness of plagiarism and consequences even if unintended "copying" the smartest and easiest approach is to avoid anything that may even suggest plagiarism. Here are five simple steps to prevent problems:

1. Learn to paraphrase another's work to use it for your own paper. Take an idea or an author's words and put the idea and words into your own words. Do not copy more than the same several words together. So, read it first and then restate it in your own words.
2. Citing is another effective way to avoid plagiarism by indicating the author, publication information such as date and page where the original material was sourced. We recommend you follow the APA guidelines for recognizing the source of your material. By attributing the work to the original author, you are doing research; by not attributing, you may be plagiarizing.
3. When quoting a source, you must use quotation marks exactly as they appear in the original document and indicate the original source.
4. If directly citing a paragraph or web page, then be sure to include page number and paragraph number. Follow the format in the APA guidelines.

5. At the end of your research paper include a Reference Page(s) of all the works you cited, including source, author, dates, page number(s) and be sure to follow APA guidelines to present the required information in the prescribed format.

## Bulk Uploading

### Definition of Bulk Uploading at California Southern University

Bulk uploading exists when a learner uploads 2 or more major assignments without waiting for feedback and grading from the faculty mentor within the allotted timeframe. A major assignment in this context refers to submitted work worth more than 50 points. Discussion Forum posts are excluded.

### Bulk Uploading Policy

To discourage bulk uploading and improve the learning experience, faculty mentors may implement up to a 10% penalty on each assignment that is bulk uploaded.

Learners are not penalized for late assignments, but they might (at the discretion of the faculty mentor) be penalized if they submit 2 or more major assignments without waiting for feedback and grading from the faculty mentor. The penalty is a maximum 10% of the points available for each assignment bulk uploaded. Faculty mentors will not assess a penalty on Discussion Forum entries or proctored examinations.

Learners who bulk upload assignments miss the opportunity to learn from the feedback provided on each assignment submitted. The purpose of the penalty is to encourage learners to submit their coursework in a timely fashion and benefit from feedback provided by their faculty mentor on each assignment.

## Attendance Policy

California Southern University requires that, once enrolled in a term (8 weeks) or semester (two 8-week terms), a learner must make satisfactory progress (see Satisfactory Academic Progress section) toward completion of the term or semester. The learner is responsible for maintaining contact with the faculty mentor and Learner Support Services. Learners in the JD program, studying for the California Bar examination, are personally responsible for completing course work in the time required by the CBE of the State Bar of California and for spending the required number of hours in preparation and study for each course. This may differ somewhat from California Southern University's time requirements.

## Standards of Progress

The number of semester credits required for full-time, half-time, and part-time status are as follows:

### Undergraduate and Graduate Levels

- Full-Time: Three semester credits per 8-week term and enrolled in six terms per calendar year for a total of 18 credits.
- Half-Time: Three credits per 8-week term and enrolled in less than six terms per calendar year for a total of 9 credits.
- Part-Time: Less than 9 credits per calendar year.

Note: For learners using VA benefits, extensions may affect Standards of Progress for Veterans Training Time and may impact VA benefit: For example, an 8-week 3 credit graduate course is equal to full-time training. The same course with one or two 30-day extensions counts as 3/4 or 1/2 training time, respectively.

## Change of Academic Program Policy

Learners who wish to change their academic program of study must fill out and submit the Change of Academic Program form to Learner Support Services. Learners can change their academic program of study one time at no charge. After a learner has changed their academic program of study once, the learner will be charged a Change of Academic Program fee.

## Non-Start/Cancellation Policy

Learners who do not start their first course within three consecutive start dates after they enroll are classified as non-starts. Their enrollments are cancelled, and their learner accounts are closed. A reapplication fee is due from learners classified as non-starts who reapply within three months of the cancellation date. The full application fee is due from learners classified as non-starts who reapply more than three months after the cancellation date.

## Satisfactory Academic Progress

A learner's academic progress is reviewed at the end of each semester or at the end of an approved scheduled leave of absence to ensure the learner is meeting the satisfactory academic standards as indicated below. To maintain satisfactory academic progress, a learner must maintain both of the following academic standards:

- Successful completion of a minimum of one course every 6 months, except for the JD program; and
- Cumulative Grade Point Average (CGPA) as designated in the following chart:

Undergraduate Degree & Certificate Programs	LLM Program	Juris Doctor Program	Graduate Degrees & Certificate Programs
2.0 on a 4.0 Scale	2.5 on a 4.0 Scale	2.0 on a 4.0 Scale	3.0 on a 4.0 Scale

Failure to maintain the satisfactory academic progress in one or both will result in the learner being placed on academic probation. Once placed on academic probation, the learner has two consecutive semesters to show progress towards meeting the academic standards. If the learner does not make progress in meeting these standards, they will be subject to dismissal from the University based on academic disqualification.

## Academic Probation

A learner will be placed on Academic Probation for failure to make satisfactory academic progress, which includes one or both of the following circumstances:

- Failure to successfully complete a minimum of one course every six months, except for the JD program; and
- Failure to maintain a grade point average meeting the requirement for graduation.

Specific conditions of the Academic Probation will be issued to the learner and maintained in the learner's official file. The probation period is specified in the official notification received by the learner. The learner will need to show progress in meeting the conditions that apply to them to be removed from probation, or face dismissal. Learners who fail to make satisfactory progress within two consecutive semesters will be dismissed from the University.

## Non-Continuous Enrollment Probation

A learner will be placed on probation for failure to maintain continuous enrollment. Specific conditions of the Non-Continuous Enrollment Probation will be issued to the learner and be maintained in the learner's official file. The probation period is specified in the official notification received by the learner. The learner will need to enroll in a course within 30 days of being placed on probation and successfully start the course without cancelling or changing start dates. Learners

who fail to rectify their violation of the continuous enrollment policy within specified parameters of their probation will be subject to dismissal from the university.

**Disclaimer:** These Academic Probation and Non-Continuous Enrollment Probation policies do not apply to learners in the JD program, who should refer to the School of Law Policies and Procedures section of the university catalog.

Recipients of VA benefits risk termination of benefits if they do not meet the terms of the Academic Probation and/or Non-Continuous Enrollment Probation policies. Learners who are unable to reestablish satisfactory academic progress as stated in their written notification of academic probation and/or non-continuous enrollment will have their VA benefits terminated and the Department of Veterans Affairs will be notified. Learners have a right to submit a statement of mitigating circumstances with the VA notification.

## Academic Dismissal

A learner will be subject to academic dismissal from California Southern University for failure to meet the conditions of academic probation which are listed below. A learner will be subject to dismissal without prior probation for violations of academic integrity or for conduct in violation of the university's code of conduct.

- Failure to make satisfactory academic progress.
- Failure to maintain a grade point average required for graduation.
- Failure to maintain continuous enrollment.
- Conduct in violation of the University's code of conduct or academic integrity/falsification of any work or records submitted for review or academic credit (plagiarism).

Learners who are academically dismissed can review the reinstatement policy.

## Reinstatement

A learner who has withdrawn from California Southern University or who has been dismissed or suspended must reapply to California Southern University with a new application, pay the application fee, and go through the admissions evaluation process to enroll. The requirements for the program in effect at the time of the new enrollment will apply.

The Academic Evaluation Team will consider past academic records, remedial work done subsequently, and other extenuating circumstances when evaluating re-admission. Any applicant who was previously academically dismissed may, at the discretion of the Enrollment Services Committee, be conditionally re-admitted, contingent on successful completion of at least two courses selected by the dean.

## ADA Policy

California Southern University recognizes and accepts its responsibilities under the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring the University to provide reasonable accommodations to learners with documented disabilities in all University programs and activities. To receive any reasonable accommodation(s) for a learner's disability, learners must complete the California Southern University accommodation process at least two weeks in advance of their course start date. To complete the process in time, they will need to begin gathering the required documentation as soon as possible.

Learners must self-disclose their disability, request accommodation, and request a meeting with the University Disability Services Office. Learners will need to acquire the necessary documentation to receive disability accommodations. Accommodations are provided only after the process has been completed and do not apply to courses previously taken. Courses begun at California Southern University prior to a request for an accommodation will not be considered for re-evaluation of grades. For more information, please contact the University Disability Services Coordinator at 800.477.2254 x4258 or [disabilityservices@calsouthern.edu](mailto:disabilityservices@calsouthern.edu).

## Academic Advising

Academic advising at California Southern University is an integral part of the educational experience. Learner Support Services enhances the academic experience through personalized support, facilitates a collaborative environment for learners to achieve their academic and professional goals, and promotes a standard of academic integrity and an appreciation of diversity.

California Southern University's Learner Support Services team provide guidance in planning the learner's educational program, assist in the facilitation of course registration, and help the learner understand and navigate university policies and procedures. Learner Support Services encourages and supports learners as they progress through their academic programs and provide a Learner Support Help Desk system should questions or issues arise during the process.

## Agreement to Arbitrate

The following language is contained in the Enrollment Agreement that each learner signs when enrolling at California Southern University:

"Any controversy or claim arising out of or relating to this Agreement, or breach thereof, no matter how pleaded or styled, shall be settled by arbitration in accordance with the Commercial Rules of the American Arbitration Association in effect at the time such arbitration is initiated. The Arbitrator shall not consolidate more than one person's claims or otherwise preside over any form of a class or representative proceeding. The Arbitration hearing shall be conducted in Orange County, California, unless both parties consent to a different location. Each party shall pay exactly one half of the cost of the arbitration proceeding. The decision of the Arbitrator shall be final and binding upon all parties and judgment upon the award rendered by the Arbitrator may be entered in any court having jurisdiction. The arbitrator shall issue a written explanation of any award. Each party agrees that by entering into this Agreement, they are waiving the right to a trial by jury and agree to only bring claims in their individual capacity and not as a plaintiff or class member in any purported class or representative proceeding. The arbitration provisions contained above are fixed and not subject to change regardless of any contradictory terms contained in other writings, including but not limited to the catalog."

## Alumni Engagement Department

The mission of the California Southern University Alumni Engagement Department is to create a path for the global community of its alumni to connect with their Alma Mater and each other. Our Alumni Engagement Department, through the Alumni Association, strives to promote awareness, pride, meaningful engagement, and participation in campus activities, events, and philanthropic commitments. The Alumni Engagement Department accomplishes this through alumni programs and services that foster fellowship among alumni, support the growth of the university, and encourage life-long learning. For more information, please contact [alumni@calsouthern.edu](mailto:alumni@calsouthern.edu).

## Articulation Agreements

California Southern University has articulation agreements for credit transfer with the following institution:

- Saddleback College

## Bankruptcy

If a tuition balance or any other amount owed to California Southern University is discharged through bankruptcy or if the learner has an open bankruptcy proceeding, the university, upon receiving the notice of such bankruptcy, will provide the learner access to their related academic records, including applicable academic transcripts and/or diplomas subject to the normal fees and costs applicable to all learners.

The learner will be permitted to register for future semesters; however, it will be necessary to sign a new enrollment agreement, the learner will be required to pay in full any future tuition and/or fee balance on an as-incurred basis. If the learner is using an education benefit that will not pay the tuition in full, the learner must pay in full the remaining balance by the payment deadline.

## Code of Conduct

The Learner Code of Conduct sets forth the standards of conduct expected of Learners who choose to join the University community. This code is not exhaustive, and learners may be subject to disciplinary action for other behavior and/or activities deemed unacceptable or disruptive to the goals and mission of the university. This includes actions while at approved off-campus placements for Practicum and Internship.

Learners who violate these standards either in-person or virtually will be subject to disciplinary sanctions including, but not limited to, issuance of a warning, probation, dismissal, or permanent expulsion. Disciplinary action will be recorded permanently on a student's academic record and/or transcript.

## Prohibited Conduct

- All forms of student academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, and plagiarism.
- Endangering, threatening, or causing physical harm to any member of the University community or to oneself; causing reasonable apprehension of such harm by either the intended or perceived target, or by anyone witnessing the behavior.
- Engaging in repeated contact, by any medium, that a reasonable person would understand to be unwanted including, but not limited to, intimidation, provocation, harassment, stalking, bullying, shaming, and creating a hostile learning environment. (see also Sexual Harassment)
- Use of language that a reasonable person would interpret as abusive, insulting, or degrading, as well as the use of language that a reasonable person would interpret as hostile, bullying, or threatening, as set forth above.
- Impersonation of another, using another person's identity, or furnishing materially false information, including manufacturing or possession of false identification.
- Forgery, falsification, fabrication, unauthorized alteration, or misuse of University documents, records, or identification.
- Unauthorized presence in or unauthorized use of University property, resources, or facilities.
- Unauthorized access to, disclosure of, or use of any University document, record, or identification, including but not limited to, electronic software, data, and records.
- Interfering with or disrupting University or University -sponsored activities.
- Misuse, theft, misappropriation, destruction, damage, or unauthorized use, access, or reproduction of property, data, records, equipment, or services belonging to the University or belonging to another person or entity.
- Engaging in discriminatory activities as prohibited by applicable law or University policy.
- Interfering with any University disciplinary process.
- Engaging in any illegal sexual offense, including but not limited to, sexual assault, public sexual indecency, or indecent exposure.
- Violation of any other University policy.
- Inappropriate and/or unethical conduct with clients at approved off-campus Practicum and Internship placements.
- Conduct which is illegal under federal, state, or local law.



## College Level Examination Program (CLEP)

California Southern University recognizes the College Level Examination Program of the College Board. A learner who has achieved a score of 500 or above on the General Examination (except English) can be awarded credit for each examination. A score of 630 on the 1978 scale or 520 on the 1986 scale is required in the English Composition, essay version examination. A maximum of 30 credits may be granted for CLEP.

## Contact Information

Learners are required to provide current contact information so that the university can communicate with them regarding their academic program. If a learner's contact information, including email, phone number and address, changes, the learner is to immediately notify the university by either updating their records through the CalSouthern Online Learning Center or contacting the Office of the Registrar. The University will send all written communication to the last known address.

## Continuous Enrollment

Learners are always required to maintain continuous enrollment by being enrolled in at least one course unless they are on an approved Leave of Absence. Learners are granted a maximum of three months leave of absence per calendar year. A learner will be deemed not to be continuously enrolled if a learner takes more than three months leave of absence in a calendar year. It is recommended that learners register in a new course at least one week prior to the end date of their current course.

- **Example 1: Term end date March 23.** Learner must register in a course to begin on April 1 or May 1.
- **Example 2: Term end date March 23 with a 30-day extension.** Learner requests and receives an extension of 30 days. Learner must register in the next course to begin May 1 or June 1.
- **Example 3: Term end date March 23 with a two-month Leave of Absence.** Learner requests a Leave of Absence for two months. Learner must register in the next course start date following the expiration of the Leave of Absence, which in this case would be June 1 or July 1.

Learners not continuously enrolled will be placed on Non-Continuous Enrollment probation and give a final date to register. If the final date to register passes and the learner is still not enrolled in a course, the learner will be subject to academic dismissal from the University.

## Course Length and Completion

Academic semesters at California Southern University are 16 weeks in duration. Term lengths are eight weeks for the School of Behavioral Sciences, School of Business and Management, School of Criminology and Criminal Justice, School of Education, School of Nursing, and Master of Science in Law program and 16 weeks for the Juris Doctor program. Each learner is expected to complete the degree program within the number of terms and length of time specified on the Enrollment Agreement. If additional course(s), terms, or semesters are needed to complete the degree program, additional tuition will be charged.

## Course Numbering System

The letters denote the area in which the course is offered. For example, 'PSY' is the abbreviation for 'psychology'. The numbers denote the level of study. For example: PSY 2409—the course is an undergraduate, upper division psychology course.

<b>010 - 099</b>	A preparatory course in which no credit is granted toward degree requirements.
<b>1100 – 1999</b>	An undergraduate, lower division course; designated as a freshman level course.
<b>2000 – 2999</b>	An undergraduate, lower division course; designated as a sophomore level course.
<b>3000 – 4000</b>	An undergraduate, upper division course; designated as a junior or senior level course.
<b>5000 – 6000</b>	A graduate level course; designated as a master's level courses.
<b>7000 – 89999</b>	A doctoral level course.

## Course Request and Start Dates

A semester officially begins on the published semester start date. This occurs on the first day of each month. In order to avoid delays and minimize the chance of violating the continuous enrollment policy, it is recommended that learners request the next semester's courses by the 15th of the month prior to the previous course end date. This is particularly important for learners studying for the California Bar Examination and subject to the CBE's time requirements.

## Credits/Semester System

Credits for a course are a means of measuring a learner's progress in an academic program and represent the standards for the amount and quality of work required in a course. California Southern University awards credit based on a semester system. Most courses are 3 semester credits unless otherwise specified.

## Cumulative Grade Point Average (CGPA)

The academic standing of a learner is expressed in terms of a cumulative grade point average (CGPA). A CGPA is computed by dividing the total number of grade points earned at California Southern University by the total number of credits completed at California Southern University.

Transfer credit may be accepted subject to the provisions listed under Evaluation of Transfer Credit. However, due to considerable differences in course content of work done at other colleges or universities, California Southern University does not consider grade points or hours attempted for work completed at other schools in the calculation of the California Southern University's cumulative grade point average.

## DANTES Subject Standardized Test Program (DSST)

The nationally recognized DSST Program helps students receive credit for learning outside the traditional classroom through 38 exams in college subject areas such as Social Sciences, Math, Applied Technology, Business, Physical Sciences and Humanities. Visit: [www.getcollegecredit.com](http://www.getcollegecredit.com)

## Diversity Policy

California Southern University defines diversity in terms of 1) representation; 2) the University community; and 3) the curriculum and academic scholarship. The University provides high quality undergraduate and graduate degrees and educational programs to adult learners with diverse backgrounds such as race, ethnicity, nationality, age, gender, sexual-orientation, disability, socio-economic background, and many others throughout the world using distance learning methodologies. The University is dedicated to providing a rich and dynamic educational experience without regard to race, color, national origin, religion, disability, gender, or sexual orientation.

### Representation

A benefit of offering online programs is the ability to attract learners, staff, and faculty mentors from varied backgrounds throughout the world. As a result, the University has a population that is represented by a diverse community of individuals of varied race, color, ancestry, age, marital status, political affiliation, sexual orientation, veteran status, national origin, religion, disability, and gender.

### University Community

The University embraces an appreciation of diversity and is committed to maintaining a cultural community that allows for open communication and trust among all stakeholders. California Southern University welcomes people of all ages, backgrounds, and sexual-orientation and is committed to addressing issues of intolerance, discriminatory practices, and bias. The University is dedicated to educational quality by developing a more profound understanding of each other, the world, resulting in education of greater relevance to participants in a multicultural society.

### Curriculum and Academic Scholarship

The University welcomes a diverse population of learners, faculty mentors, staff, and administration and fosters a multi-cultural environment offering various perspectives which, in turn, adds richness and depth to the educational experience through the curriculum and co-curricular activities. Curriculum at all levels reflects a social and cultural understanding with specific outcomes of multi-cultural awareness of human diversity.

To cultivate an appreciation of diversity the University:

- Recruits faculty mentors and staff who are equally diverse and sensitive to the needs of our diverse student population.
- Utilizes courses to develop cross-cultural awareness among learners.
- Supports events that promote cultural awareness through community outreach.
- Fosters an awareness and appreciation of the interconnectedness of the social and cultural dimension within and across local, regional, state, national, and global communities.
- Adheres to the published nondiscrimination policy.
- Provides accommodations to learners with documented disabilities.

The University recognizes that diversity's positive effects do not automatically accrue from a simple focus on numerical representations of various populations within the University community. Rather, diversity produces benefits through thoughtfully structured policies and programs designed to support and facilitate interaction among learners as part of the academic and co-curricular experience. These include outreach and enrichment, recruitment, financial aid, scholarships, general education diversity course requirements, programs designed to improve retention, and to cultivate a learning environment, in and out of the classroom, which enhance the individual and collective experiences of the campus community.

## Enrollment Date

The date of enrollment is the date on the Enrollment Agreement when both California Southern University and the learner have officially accepted conditions of enrollment.

## Extensions

Learners may request up to two 30-day extensions per course if requested prior to midnight PST on the course end date. Learners may use as little or as much of this additional time as needed, and extensions do not adversely affect your grade. Each extension incurs a \$250 processing fee payable at the time of request. Extensions can be purchased on the CalSouthern Online Learning Center under the Academics tab.

Extensions add an additional 30 days beyond the current course end date regardless of the date of request. If the Request Extension button is not available, your course may have closed or you may have exhausted both available extensions. In this case, please contact Learner Support Services or the Accounting Department at (800) 477-2254 ext. 4246 for assistance.

Learners using military education benefits: The CalSouthern School Certifying Official (SCO) does not report/certify extension time to Department of Veterans Affairs. If you have questions about how extensions may affect your benefits, please contact the CalSouthern SCO at (800) 477-2254 ext. 4250 for more information.

## Faculty Center for Teaching and Learning

The Faculty Center for Teaching and Learning is focused on providing the encouragement and support for instructional excellence at all levels and in the service of greater learning success. Located on-campus and virtually, the Center is a resource for the CalSouthern community and offers services, resources, and programs for both full-time, adjunct, and core faculty mentors.

## Grading Policies and Procedures

Learner grades for each course are due from the faculty mentors between four to seven days after the end date for a course. Grades are submitted through the CalSouthern Online Learning Center.

## Grading System

Letter grades are awarded in accordance with each learner's demonstration of the prescribed learning objectives and outcomes of each course as follows:

<b>A</b>	4.00 grade points
<b>A-</b>	3.66 grade points
<b>B+</b>	3.33 grade points
<b>B</b>	3.00 grade points
<b>B-</b>	2.66 grade points
<b>C+</b>	2.33 grade points
<b>C</b>	2.00 grade points
<b>C-</b>	1.66 grade points

<b>D+</b>	1.33 grade points
<b>D</b>	1.00 grade points
<b>D-</b>	0.66 grade points
<b>F</b>	0.00 grade points
<b>R</b>	0.00 grade points
<b>S</b>	0.00 grade points
<b>U</b>	0.00 grade points
<b>CR</b>	0.00 grade points
<b>NC</b>	0.00 grade points
<b>I</b>	0.00 grade points
<b>W</b>	0.00 grade points

- W** Withdrawal – Learners may withdraw from a course between day 15 and up to and including day 84 for a 16-week semester and between day 15 and up to and including day 42 for an 8-week term.
- TR** Transfer Credit – Semester credit granted for semester credits accepted in transfer from other institutions.
- CX** Cancelled Course – CX is recorded when a course is dropped up to and including the 14th day after the course start date.
- R** Repeated Course – A learner has the option of retaking a course if he or she wants to improve an unsatisfactory grade. (Learners in the School of Law will only repeat courses for which they received a grade lower than 'C'). Tuition must be paid for the repeated course at the current published tuition rate. Once a letter grade is recorded for the repeated course, the original grade will be replaced by an "R" grade. The grade points earned from the later grade will be used in computing the cumulative grade point average.
- S** Satisfactory – Full credit is given for course. S is equivalent to B or above for graduate work and C or above for undergraduate or JD level work.
- U** Unsatisfactory – No credit is given for the course.
- CR** Credit – Full credit is given for the course. CR is equivalent to B or above for graduate work and C or above for undergraduate or JD level work.
- NC** No Credit – No credit is given for the course.
- I** Incomplete – An incomplete is a temporary grade indicating additional course work is required to fulfill the requirement of a given course.

## Honors at Graduation

Upon graduation, the University recognizes a learner's significant academic achievement by posting the following Honors Designations to the learner's diploma:

- Summa Cum Laude: 4.0
- Magna Cum Laude: 3.75 – 3.99
- Cum Laude: 3.50 – 3.74

## Housing

As a 100% online distance learning institution, residency is not required for completion of programs. As such, California Southern University does not own or have control over dormitory or housing facilities available for learners, nor does it have responsibility in finding or assisting learners in finding housing in preparation for an educational program. The cost of housing is the responsibility of the learner and for those learners residing near CalSouthern's global headquarters based in Costa Mesa, California, the median gross cost of rent between 2014-2018 was approximately \$1,786 per month. However, housing costs may be subject to the location in which a learner currently resides.

## Identification Card

The CalSouthern Learner Identification Card identifies learners as current members of the CalSouthern online community. Learners who register and pay for their first course are eligible to receive an ID card. Learners must submit a photo on the Online Learning Center and contact the University to receive their CalSouthern ID Card. The first card is issued free of charge to all learners. There is a \$20 fee for card replacement.

## Identity Verification Process

The CalSouthern learner identity verification process ensures that learners who earn the credit or completion credentials are the same learners who completed the course assignments and assessments. CalSouthern requires that learners upload a government-issued photo identification as part of the enrollment process. This identification becomes part of the learner's record.

Final examinations at CalSouthern are proctored using the services of ProctorU, which involves the learner being monitored via a webcam throughout the examination. ProctorU requires the presentation of a driver's license or government-issued photo identification prior to the start of each examination. The proctor verifies that the exam taker is the same person pictured on the photo identification. In addition, ProctorU utilizes Acxiom, an identity verification service which uses unique, data-generated questions to authenticate an individual. Identity Authentication verifies individual responses against extensive, high-quality databases—ensuring greater security and reducing the risk of fraud. Their identification platform utilizes demographic and geographic data in challenge questions where the exam taker answers a series of personal questions that only they could answer.

## Intellectual Property

Intellectual property refers to creative ideas, knowledge, expression, or creations of the mind. All student work created for the purposes of course completion at California Southern University is the intellectual property of the student who created the work. All intellectual property created by faculty mentors, staff, or administrators such as course curricula, are considered sole property of the university.

## Interaction

California Southern University provides for “electronic interaction” between learners and their faculty mentors, through phone, email, discussion boards, video conferencing, and an internal messaging system to facilitate and encourage ongoing communication and interaction. By utilizing the variety of communication mediums provided, learners are able to communicate and exchange ideas directly with each other, with their faculty mentors, and with Learner Support Services and enhance their learning experience. Please be reminded that by using public communication systems including the web, emails, and the Internet you have cannot have any expectation of privacy and that your communication will not be heard or read by third parties.

## International Learners

California Southern University is a 100% online institution and enrolls international students, however, we do not provide visa services or substantiate student visa status. International applicants must provide evidence of English proficiency such as having completed courses or degrees at English speaking schools, from a country where English is spoken, or with a certificate from an English as a Second Language school (if applicable). Since all instruction at California Southern University is conducted in English, international learners must be able to converse and understand spoken and written English.

International learners are cautioned that surface mail to/from the University may take several weeks for delivery. If a learner's address does not have a United States zip code designation, California Southern University recommends the learner request and pay for expedited shipping to have timely delivery and to enable satisfactory academic progress.

## Job Placement Assistance

California Southern University does not provide job placement assistance or guarantee jobs upon graduation.

## Leave of Absence

The Leave of Absence policy is applicable to all officially admitted and enrolled learners at California Southern University. A learner can obtain up to 3-month leaves of absence per calendar year upon approval by Learner Support Services. The request must be submitted in writing to Learner Support Services and must be taken between course enrollments and may not interrupt an ongoing course. In the case of a need to interrupt an ongoing semester, the learner should contact Learner Support Services for further assistance.

An extended leave of absence for up to one year may be granted for grave hardship. The same procedure for requesting a standard leave of absence must be followed for this leave and additional documentation or verification may be required.

While on a leave of absence, all tuition commitments remain in force.

Leaves of absence will not be approved for learners that are subject to disqualifications or dismissal due to academic deficiencies or disciplinary action.

## Withdrawing During a Leave of Absence

Learners who decide not to return to the University must formally withdraw their registration. To do so, learners should contact Learner Support Services at least one week prior to the expiration of the leave of absence and complete a withdrawal form. At the time of withdrawal, learners are advised of the conditions under which they might resume their studies should their circumstances change and decide to return at a future date.

## Online Learning Center and Resources

As a 100% online distance learning institution, California Southern University has developed its own proprietary learning management system to meet the needs of learners worldwide. In this digital age, the University uses the Online Learning Center as the hub for communication, course instruction, and program management to ensure quality interaction between learners, faculty mentors, and the University from anywhere in the world.

Learners log into the secured Online Learning Center (<https://learners.calsouthern.edu>) to access their academic dashboard which includes their degree program information, past and present course information, current coursework, course syllabus and assignments, electronic books, financial status, library services, course registration and degree plan requests. Learners communicate through Outlook-backed CalSouthern email addresses and have access to services such as Skype for Business as well as other learners and University Administration.

Additionally, the University partners with ProctorU to maintain the integrity of the online examination process. Technology based support services include the proprietary learning management system and integrated third-party sources such as Live Text, Turnitin®, Zoom, Microsoft and Skype for Business.

## Technical Requirements

We have designed the CalSouthern Online Learning Center to provide the best possible learning experience, regardless of a learner's technical skills or computer system. It is intuitive, easy to use, and will accommodate almost any computer and operating system. To fully utilize the Online Learning Center as well as the online tools and resources that CalSouthern offers, we recommend meeting the following minimum technical system requirements:

### Hardware

- 2GHz CPU Processor or faster
- 2GB RAM or more
- 20 GB free hard drive space or more
- Monitor and video card that support resolution of 1024x768 and higher
- A webcam, microphone, speakers, or headset

### Software

- Windows 7 SP1 or newer
- Mac- OS X.5 or newer
- Internet Explorer 11, Microsoft Edge, Google Chrome, Safari or Firefox
- Adobe Reader
- Office365 (CalSouthern provides Office 365 suite at no charge)
- Antivirus Software

### Internet Bandwidth

- Minimum 1.5 Mbps download and 1 Mbps upload speed

### Not Supported Equipment

- Chromebook
- Tablets
- Linux
- Microsoft Surface RT

## Textbooks and Instructional Materials

California Southern University's degree programs are textbook based. For each course, the learner receives notification through California Southern University's messaging system

Appropriate textbooks and course syllabi are used for each course. Required texts as well as recommended texts are indicated in the course syllabus by title, author, and publisher. Learners can obtain textbooks from any source of their choice; however, California Southern University has an agreement with an online book supplier to assist learners in acquiring text material in a timely manner. Consult the California Southern University website for information on obtaining textbooks

A syllabus that includes all assignments and a schedule for completing the course is provided. After the assignments are submitted, the faculty mentor, finalizes the evaluation of the work and posts it to the CalSouthern Online Learning Center.

## Online Library

The mission of the CalSouthern Online Library is to render library support to California Southern University's programs of study by providing traditional library service in a nontraditional environment, thereby facilitating the research activities and needs of learners, faculty mentors, and staff.



The CalSouthern Online Library provides electronic access to subscription databases, including scholarly journal articles, e-books, handbooks, dictionaries, encyclopedias, dissertations, videos, the DSM-V, LexisNexus, Westlaw, company reports, magazines, newspapers, and others.

The virtual library provides cutting edge academic research support. Research assistance is supported through the telephone, emails, webinars, user guides (including APA Style Guides), and Writing Center resources. Additional support may be requested from the University Librarian.

Benefits of the University Online Library include:

- Electronic subscription databases
- Library reference and research support
- Information search and retrieval support
- Inter-library loan (ILL) service
- Pre-approved academic websites
- APA Style resources and guides
- Writing Center resources

### **School of Behavioral Sciences**

- ProQuest Psychology Database
- ProQuest Family Health Database
- ProQuest Health & Medical Collection
- ProQuest Health Management Database
- ProQuest Nursing & Allied Health Database
- ProQuest Public Health Database
- ProQuest Social Science Database
- ProQuest Dissertations & Theses Global
- Counseling and Therapy in Video
- PsycARTICLES
- Psychology & Behavioral Sciences Collections
- PsychiatryOnline DSM Library
- PsychiatryOnline Premium Books

### **School of Business and Management**

- ProQuest ABI/INFORM Collection
- ProQuest Accounting, Tax & Banking Collection
- ProQuest Asian & European Business Collection
- ProQuest Canadian Business & Current Affairs
- ProQuest Criminal Justice Database
- ProQuest Business Market Research Collection

- ProQuest East & South Asia Database
- ProQuest US and International Newsstreams
- ProQuest Military Database
- ProQuest Religion Database
- ProQuest Dissertations & Theses Global
- EBSCO Business Source Premier

## **School of Criminology and Criminal Justice**

- Criminal Justice Periodicals

## **School of Education**

- ProQuest Education Journals
- ERIC
- Digest of Education Statistics
- World Bank Open Knowledge Repository
- Pro Quest Dissertations and Theses Global

## **School of Law**

- LexisNexis
- WestLaw
- CALI Center for Computer Assisted Legal Instruction
- Criminal Justice Periodicals database
- ProQuest Dissertations and Theses - Access to over 1 million full text dissertations
- Plus, access to all University library subscription databases

## **School of Nursing**

- ProQuest Nursing & Allied Health Database
- ProQuest Health & Medical Collection
- ProQuest Health Management Database
- ProQuest Family Health Database
- ProQuest Public Health Database
- ProQuest Biology Database
- ProQuest Dissertations & Theses Global
- CINAHL with Full Text
- PubMed Central

Learners may access the CalSouthern Library by logging into the CalSouthern Online Learning Center and clicking on the Library Services tab.

## Licensing and Credentials

Most professional organizations, societies, states, and licensing jurisdictions have specific requirements for licensure, membership, or certification. If licensing or credentialing is an objective, learners are advised to first check the standards of their particular states, school districts, professional associations and agencies for specific license requirements.

## Military Deployment

California Southern University understands and acts upon the needs of its military learners. Learners need to notify California Southern University when military deployment prohibits satisfactory academic progress. With sufficient documentation of military duty that prohibits academic progress, a learner will be placed in inactive status and be subsequently reinstated in their program of study upon returning from military duty.

## Minimum Passing Grade and Repeated Courses

Learners at California Southern University must earn a minimum grade in their courses to progress in the program. The below table lists the minimum acceptable passing grade for a course in each program in each school. A learner who earns a grade below the minimum passing grade must either repeat the course or, if an elective course, enroll in an alternate course of equal credit that will meet the degree program requirements. A learner (except JD learners) will also repeat a course to improve a grade previously earned. Any learner who withdraws from a course will repeat that course, or (if approved by Learner Support Services) take an alternate course.

**Note:** For a learner to graduate from a program they must meet the minimum GPA requirements for that program which may differ from the minimum passing grades listed below.

MINIMUM PASSING GRADES	
<b>SCHOOLS OF BEHAVIORAL SCIENCES, BUSINESS AND MANAGEMENT, CRIMINOLOGY AND CRIMINAL JUSTICE, AND EDUCATION</b>	
Undergraduate Programs (AALS, BA, BAS, BBA, BSCJ)	D
Master's Programs (MA, MS, MBA, M.Ed, MSLEEL)	C-
Doctoral Programs (DBA, PsyD)	B-
<b>SCHOOL OF NURSING</b>	
Bachelor of Science in Nursing (BSN)	C
Master of Science in Nursing (MSN)	C
<b>SCHOOL OF LAW</b>	
Master's Programs (MSDR, MSL)	C-
LLM	C-
Juris Doctor (JD)	C

Whether the course is repeated, or an alternate course is taken, the learner is required to pay tuition for the course and to complete all course requirements. When a course is repeated, the previous grade earned for that course is replaced with an “R” once the repeated course is completed. Upon completion of the repeated course. The grade points earned from the subsequent grade are used in computing the cumulative grade point average (CGPA). If the repeated course is not completed, the original grade will be recorded as the final grade.

Learners using VA benefits are to contact the School Certifying Official to discuss how repeating a course affects their veteran’s benefits.

## **Nondiscrimination Policy**

CalSouthern welcomes all adult learners and does not discriminate on the basis of race, ethnicity, color, ancestry, sex, gender identity, age, marital or relationship status, political affiliation, sexual orientation, veteran status, national origin, religion, spiritual beliefs and/or socioeconomic status disability and/or health status in any of its policies, practices, or procedures involving applicants, learners, faculty mentors, employees, and the public, including with regard to recruitment, admission, codes of conduct, hiring, retention, or dismissal of learners, faculty mentors, or other staff. Please note, however, California Southern University reserves the right to refuse admission to anyone the University believes does not meet the academic standards for admission. California Southern University is committed to equal opportunity and challenge for all academically qualified learners and does not discriminate on the basis of disability. Accommodations are available to encourage learners with disabilities to take full advantages of the university’s educational opportunities (See ADA Policy). To file a complaint, contact the University’s Chief Operating Officer by email or phone.

CalSouthern reserves the right to refuse admission and to terminate enrollment of anyone the University believes does not meet its academic, ethical, or professional standards

## **New Learner Orientation**

A learner Orientation is required of all learners prior to starting courses at California Southern University. During Orientation, learners receive training on the University’s policies, procedures, the Online Learning Center, library resources and degree programs requirements. Once the learner is enrolled, the Orientation is scheduled at the learner’s earliest convenience and may be done individually or in a group. The goal of the Orientation is to provide learners with a seamless transition to the University and to prepare them for their educational journey.

## **Privacy**

California Southern University respects and seeks to protect the privacy of its learners. California Southern University does not disclose personally identifiable information contained in a learner’s education records to persons outside the University without the consent of the learner in question, unless the disclosure is made to a person or entity with whom California Southern University has contracted (such as an attorney, auditor, or accreditor), or unless the disclosure is required by law or legal process.

## **Proctored Exams**

California Southern University requires that certain exams in the licensure programs be proctored. Please note for the School of Law, all JD learners should refer to the Examinations and Proctor Designation policies in the School of Law.

Every final examination at CalSouthern is proctored using the services of ProctorU, which involves the learner being monitored via a web cam throughout the examination. ProctorU requires the presentation of a driver’s license or government-issued photo identification prior to the start of each examination. The proctor verifies that the exam taker is the same person pictured on the photo identification. In addition, ProctorU utilizes Acxiom, an identity verification service which uses unique, data-generated questions to authenticate an individual. Identity Authentication verifies individual responses against extensive, high-quality databases—ensuring greater security and reducing the risk of fraud. Their

identification platform utilizes demographic and geographic data in challenge questions where the exam taker answers a series of personal questions that only they could answer.

Learners need only to make an appointment at their convenience with ProctorU to schedule to take their upcoming exam utilizing a webcam. Ideally, learners should schedule their appointment a week in advance. There is no fee charged for this service.

## Program Length

- The AALS degree, which can be completed in 3-1/3 years, is a 60-semester credit program of study consisting of 20 three-credit courses.
- The BA, BAS, BBA, and BSCJ degrees, which can be completed in 6-2/3 years, are 120-semester credit programs of study consisting of 40-three credit courses.
- The MBA, MSLEEL, MSL, MS DR, M.Ed and MSN degrees, which can be completed in 2 years, consist of 36-semester credits beyond a bachelor's degree or its equivalent.
- The MS degree, which can be completed in 2-1/3 years, consists of 42-semester credits beyond a bachelor's degree or its equivalent.
- The LLM which can be completed in 1-1/3 years consists of 24-semester credits beyond a bachelor's degree or its equivalent.
- The MA in Psychology degree, which can be completed in 3-1/3 years, consists of 60-semester credits beyond a bachelor's degree or its equivalent.
- The PsyD degree, which can be completed in 3-2/3 years consists of 66-semester credits beyond the master's degree or its equivalent. The DBA degree, which can be completed in 3-1/3 years consists of 60-semester credits beyond the master's degree or its equivalent. The PsyD and DBA must be completed in no less than 2 years nor more than 10 years from the start date.
- The Juris Doctor degree requires a minimum of 88 semester credits completed in 4 years.

Minimum enrollment requirements to be completed at California Southern University to earn a degree are as follows:

<b>AALS</b>	15 semester credits
<b>BA in Psychology, BAS, BBA, BSCJ, and BSN</b>	30 semester credits
<b>MBA, MSLEEL, MSL, MS DR, M.Ed and MSN</b>	30 semester credits
<b>LLM</b>	21 semester credits
<b>MS in Psychology</b>	36 semester credits
<b>MA in Psychology</b>	48 semester credits
<b>PsyD</b>	36 semester credits
<b>DBA</b>	30 semester credits
<b>Juris Doctor</b>	Subject to Evaluation from CBE

## Records

California Southern University maintains transcripts and learner academic records indefinitely. California Southern University recommends that a learner obtain an official copy of his/her transcript and file it in a safe place.

Learners have certain rights with respect to their educational records. They are:

1. The right to inspect and review the learner's educational records within 45 days of the day California Southern University receives a request for access. Learners should submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the learner of the time and place where the record(s) may be inspected. In place of inspecting the record(s), the learner may request that they be copied and mailed to the learner. In this case, the learner will pay a per copy fee of 20 cents per page in addition to postal costs.
2. The right to request the amendment of the learner's education records that the learner believes are inaccurate or misleading. Learners may ask California Southern University to amend a record that they believe is inaccurate or misleading. They should write to the Office of the Registrar, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If California Southern University decides not to amend the record as requested by the learner, California Southern University will notify the learner of the decision and advise the learner of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learner when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the learner's education records. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by California Southern University in an administrative, supervisory, academic or support staff position; a person or company with whom California Southern University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a learner 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 educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

## Right to Change a Start Date

Learners may change the start date of a course up to the 14<sup>th</sup> day after the course start date. The CalSouthern Online Learning Center only allows learners to change the course start date up to three times. If a learner needs to change their start date more than three times, they will need to drop a course and then re-request the course for their desired start date.

## Right to Appeal a Grade

A learner has the right to appeal a grade received in a course to the faculty mentor from whom the grade was received. The appeal must be in writing and must be submitted no later than 15 days after the learner received notification of the grade. If the appeal is denied, or if the faculty mentor does not respond within 15 days after receiving the appeal, the learner may appeal directly to the dean within an additional 15-day period. The dean will render a final decision on the grade within 15 days after receiving the learner's appeal. (This policy does not apply to JD learners, who should refer to the School of Law section of the catalog.)

## Complaint/Grievance Procedure

(This procedure does not apply to appeals of grades.)

A grievance is a serious complaint that demonstrates that the learner has been or is being adversely affected by: 1) inappropriate interpretation of University policies; or 2) inappropriate response, lack of response, or decision by any person with administrative control and responsibility. A grievance is directed toward the University, not a specific person, and should be in writing per the grievance procedure published in the university catalog. Learner grievances are typically items such as administrative issues, financial issues, technical issues, faculty mentor performance, program content, program effectiveness/expectations, or library services that were not able to be resolved in an informal manner.

In the event that a learner has a complaint, grievance or dispute with California Southern University regarding University procedures, decisions, or judgements, the learner has a right to seek a satisfactory resolution through the formal avenues of appeal and redress as follows:

**Step 1: Notification.** When a learner has a concern or complaint, the intervention process requires that learners first discuss and/or attempt to resolve any complaint with the faculty mentor, staff member(s), or other appropriate administrator. If a mutually satisfactory outcome cannot be negotiated between the learner and other party, the learner may escalate the matter to their Learner Support Specialist, who will then be responsible to research, investigate, and report the learner's concern/complaint.

**Step 2: Intervention Request.** If the Learner Support Specialist is unable to resolve the concern/complaint, the Learner Support Specialist will initiate an Intervention Request Form and escalate the matter to the Chief Student Affairs Officer within the same workday. Within 3 working days, the Senior Manager of Learner Support Services will review the official Learner Intervention Request Form and contact all parties involved to broker a mutually satisfactory outcome.

**Step 3: Appeal.** If the learner chooses to appeal the decision of the Senior Manager of Learner Support Services, the learner must submit his/her request to appeal the decision within 3 working days. The Appeals Board will be convened within 24 hours of receiving the appeal request. Within 3 working days, the Appeals Board will issue a final and binding decision.

The Appeals Board decision shall be final. However, failure to initiate a Step 3 appeal within the 3 workday period indicates that the learner accepts the Step 2 decision as final and that the matter is closed.

**Learner's Rights:** A learner or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833, by calling (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's website: [www.bppe.ca.gov](http://www.bppe.ca.gov).

## Right to Drop a Course

Learners may drop a course up to and including the 14th day after the course start date with no academic or financial penalty. See procedures for Withdrawal and Cancelled Course under the Grading System section. For learners using military benefits, dropping a course may affect benefits.

## Georgia Student Complaint Process

In addition to the above process, the State of Georgia provides an additional avenue for students who have exhausted the University complaint/grievance procedures. Learners who are residents of the state of Georgia have the ability to appeal the institution's final decision to the Nonpublic Postsecondary Education Commission (NPEC). Georgia learner complaints should be directed to:

Georgia Nonpublic Postsecondary Education Commission  
2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305  
Phone: 770.414.3300  
<https://gnpec.georgia.gov/webform/gnpec-student-complaint-form>.

## Maryland Student Complaint Process

In addition to the above process, the State of Maryland provides an additional avenue for students who have exhausted the University complaint/grievance procedures, up to and including being subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Maryland learner complaints should be directed to:

Maryland Attorney General Consumer Protection Division  
200 St. Paul St., Baltimore, MD 21202  
Phone: 410.528.8662 / 888.743.0823  
<http://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx>

## Harassment

California Southern University is committed to providing an educational environment free of sexual harassment. University policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation.

The university's anti-harassment policy applies to all learners, as well as to all faculty mentors, staff, and administrators involved in the operation of CalSouthern. It also prohibits harassment based on the perception that anyone has any of the above-described characteristics or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal or written conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.
- Visual displays such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis.
- Retaliation for reporting or threatening to report harassment.

## Learner Support Services Department

The California Southern University Learner Support Services Department augments the educational experience of learners by providing diverse learner-centered programs and services that foster leadership development in a growing global society. The resources and programs that make up the Learner Support Services Department are designed to provide essential services, many of which are vital for learner success. Our departments include Learner Support, Disability Services, Evaluations, Alumni Engagement, Office of the Registrar, and Military Advising. The Learner Support Services Department also handles and resolves learner disputes. All divisions, programs, and processes are geared toward fostering opportunities for learners to enhance and expand their educational experience at California Southern University.

## Transcripts

A complete set of the learner's records, including a transcript of grades, is kept in a permanent file. One copy of the transcript is provided free of charge upon graduation. Additional copies of a transcript may be ordered from the Office of the Registrar at a cost of \$10 each.

Requests for transcripts must be made in writing, using the **University** transcript request form, must bear the signature of the individual whose records are sought, and must include payment of the required transcript fee. The Office of the Registrar will process the official academic transcript with all courses completed and in progress, however, a degree conferral date will not be processed until all financial obligations have been cleared with the University Accounting Department.

Learners in the School of Law who are preparing to take the California Bar Examination are required to have California Southern University submit a transcript when applying to take the baby bar and again for the general bar examination.

## Additional Disclosures

*\*Payment plans are offered as a convenience to the learners and do not constitute an extension of credit or student loan under and definition. Receiving payments and applying payments and applying payment to a learner's tuition balance is*



*NOT occurring pursuant to any student loan terms, is not based on an instrument of indebtedness, is not an extension of credit, does not accrue interest, is not based on receipt of funds subject to Title IX of the Higher Education Act.*

Tuition will not be increased during the length of the program provided the learner maintains continuous enrollment. Failure to maintain continuous enrollment will subject the learner to the current published tuition rate at the time of re-enrollment.

## **Obligation of Payment**

By registering, learners agree to be held responsible for all tuition and fees. Tuition and fees for all learners, including those who elect semesters or monthly payment plans, become an obligation in accordance with the provisions of the Refund Policy described above. Tuition and fees are due, in full, by the predetermined deadline. Failure to make payments of any indebtedness to the **University** when due, including but not limited to tuition fees and payment plan options is considered sufficient cause, until the debt is settled with the university, to: (1) bar the learner from classes and examinations; (2) bar the learner from future registration until all financial obligations are satisfied; (3) suspend all **University** services and privileges; (4) suspend the learner; (5) assign the student to a collection agency (learners who have been assigned to an outside collection agency will be required to pay in advance for all future registrations and services); and (6) report the learner to a credit bureau.

This policy will be equally enforced against debts discharged through bankruptcy. Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver by the **University** of a learner's financial obligation. Learners are still responsible for all outstanding debts and contracts with the university. Furthermore, a learner must not have any delinquent financial obligations to CalSouthern the time classes begin or his or her registration may be revoked. The **University** has no pending petition in bankruptcy, is not pending operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

## **Transferability of Credits and Degrees Earned**

### **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:**

The transferability of credits you earn at California Southern University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of credits, degree, or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Southern University to determine if your credits or degree will transfer.

## **POLICIES AND PROCEDURES**

### **Financial Responsibility**

A learner will be suspended from California Southern University for failure to pay the tuition and fees as agreed to in the enrollment agreement. Upon completion of the degree program, any outstanding financial balance is due and payable immediately. A learner will not graduate, nor receive a degree, diploma, or transcript, until all financial obligations have been satisfied.

## **Late Payment/Returned Check/Declined Charge Policy**

A \$35 returned check fee will be charged to the learner's account when a check is returned by the bank as unpaid. An electronic notification will be sent to the email address on file with CalSouthern for the learner whose account is affected. It is the learner's responsibility to immediately replace the payment.

For a late payment, returned check or declined payment, CalSouthern shall put a hold on the learner account affected, suspend the learner from the program, deny the learner new course registration, and restrict the issuing of transcripts and/or diplomas.

Monthly Payment Plans are due on the first of each month. A \$50.00 late payment fee is billed for payments after the 15th of each month.

## **REFUND, CANCELLATION AND WITHDRAWAL POLICIES**

### **Refund Policy**

You have the right to cancel if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later to receive a refund of all money paid to the university, less the \$75.00 application fee. In addition to your Right to Cancel, learners will receive a full refund up until the 14th day after the first day of the course start date. Following the 14th day, learners may withdraw from the course after it has started and receive a prorated refund if the learner has completed 60% or less of the course. If the University cancels an educational program or course, it will offer learners the opportunity to transfer to a comparable program or course. If learners choose not to transfer, the University will provide an appropriate refund.

All refunds are based on the amount due for the current courses and previous courses attempted. There are no refunds when the learner completes courses or the entire program within a shorter time period. The same tuition refund policy applies to a learner who is dismissed or whose enrollment is otherwise terminated by the University. The date of the dismissal or termination will impact the refund policy in the same way as does the date of the cancellation and withdrawal. All refunds will be issued in United States denominated currency.

**IMPORTANT:** The learner is responsible for notifying the University of cancellation or withdrawal in writing.

Learners who wish to withdraw from their program of study should send a written notice to the Office of the Registrar, California Southern University, 3330 Harbor Blvd, Costa Mesa, California 92626. The e-mail address is [registrar@calsouthern.edu](mailto:registrar@calsouthern.edu). The notice of cancellation and withdrawal is effective when sent. The University will pay any refund due under the terms of the policy within 45 days of the written cancellation and withdrawal. The learner is responsible for paying any amount due the University as a result of an underpayment.

### **For Maryland residents enrolled in 16-week courses, see School of Law Maryland Resident Refund Calculation.**

All refunds are based on the amount due for the current courses and previous courses attempted. There are no refunds when the learner completes courses or the entire program within a shorter time period. There are no refunds for the application fee and other non-refundable fees.

The same tuition refund policy applies to a learner who is dismissed or whose enrollment is otherwise terminated by the university. The date of the dismissal or termination will impact the refund policy in the same way as does the date of the cancellation and withdrawal.

### **Cancellation and Withdrawal Policy**

Important: The learner is responsible for notifying the University of cancellation or withdrawal in writing by submitting a completed Withdrawal Form. Learners who wish to cancel or withdraw from their program of study should send the completed Withdrawal Form via email to [registrar@calsouthern.edu](mailto:registrar@calsouthern.edu) or via regular mail to:

Office of the Registrar  
California Southern University  
3330 Harbor Blvd.  
Costa Mesa, CA 92626

The cancellation or withdrawal is effective when the withdrawal form is sent. The University will pay any refund due under the terms of the refund policy within 45 days of receiving the completed Withdrawal Form. The learner is responsible for paying any amount due the University as a result of an underpayment.

## GRADUATE DEGREE (JD)

### Sixteen Week Refund Examples

A learner paid tuition of \$3,400 for eight credits and sent an email notice of cancellation and withdrawal to the Office of the Registrar. The only variant is the timing of the learner's notice.

Example 1: The learner withdraws on or before the 14th day after the course start date.

Example 2: The learner withdraws on day 28 after the course start date.

Example 3: The learner withdraws on day 55 after the course start date.

*For Maryland residents, see School of Law Maryland Resident Refund Calculation.*

	EXAMPLE 1	EXAMPLE 2	EXAMPLE 3
<b>Tuition Amount Paid by Learner</b>	\$3,400	\$3,400	\$3,400
<b>Tuition Amount Owed by Learner</b>	\$0 (0%)	\$1,360 (40%)	\$2,720 (80%)
<b>Total Due Learner</b>	\$3,400 (100%)	\$2,040 (60%)	\$680 (20%)

## Tax Deductions for Education Expenses

Current United States Treasury Regulations may permit an income tax deduction for educational expenses (application fees, tuition, books and material, postage, phone, etc.) Form 1098-T applies to all Learners or the person who can claim the learner as a dependent who files US Federal Income Tax. The University provides the total dollar amount paid by the learner for what is referred to as qualified tuition and related expenses (or "QTRE") in a single tax year.

Learners are advised to consult with a qualified tax specialist concerning their deductions and the application of tax laws to their situation.

## Tuition, Fees and Payment Options

### Tuition and Fees

This schedule reflects the tuition and fees in effect at the time of publication of this Catalog. The University reserves the right to change tuition and fees as it deems necessary; however, the learner who has enrolled in a program of study, signed an Enrollment Agreement and commenced courses, will not be subject to a tuition increase during the duration of the enrollment provided the learner makes satisfactory academic progress and maintains continuous enrollment. Subsequent Enrollment Agreements will reflect the tuition in effect when the agreement is signed.

California Southern University is not a Title IV institution and does not participate in federal and state funded financial aid programs. If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal financial aid funds.

TUITION PER SEMESTER CREDIT (SEE REFUND POLICY)	
UNDERGRADUATE DEGREES COURSES AND PRE-BACCALAUREATE CERTIFICATES	\$425
GRADUATE DEGREES COURSES AND POST-BACCALAUREATE CERTIFICATES	\$545

MISCELLANEOUS FEES*	
1L Capstone Seminar Fee (Optional for JD only)	\$450
Application Fee (non-refundable)	\$75
Administrative Fee (one-time-fee due at time of enrollment)	\$150
Technology Fee (one-time-fee due at time of enrollment)	\$150
Change of Academic Program Fee	\$200
Change of Payment Plan Option Fee	\$75
Course Extension Fee	\$250
Certificate Fee	\$50
Diploma Replacement Fee	\$50
Doctoral Project Fee - Due in three installments of \$550 each prior to enrolling in Doctoral Project 1 <sup>st</sup> , 3 <sup>rd</sup> , and 5 <sup>th</sup> project courses	\$1,650
FYLSX Processing Fee (JD only)	\$75
Graduation Audit Fee	\$100
Internship Fee	\$1,500
Late Payment Fee (Per payment)	\$50
Reapplication Fee	\$75
Replacement Learner Identification Card	\$20
Return Check/Declined Charge Fee (Per item)	\$35
Transcript Fee (Each official or unofficial)	\$10
Notarized Transcript Fee	\$40
Writing Seminar Fee	\$500

<b>Student Tuition Recovery Fund (STRF) – The STRF assessment fee is \$0.50 per \$1,000 of institutional charges rounded to the nearest \$1,000.</b>	
--	--

**\*Notice:** Miscellaneous fees are non-refundable and subject to change at the discretion of the University. Some fees are program specific, and learners are encouraged to contact the Accounting Department should they have any questions regarding tuition and fees. Payments made by credit or debit card will be assessed a processing fee of 2.85% or a minimum of \$3.00, whichever is greater.

### **Change of Payment Plan Option Fee Disclaimer**

California Southern University has a variety of Payment Plan Options for you to choose from at the time of enrollment. Subject to the approval of California Southern University, you may change your Payment Plan Option by submitting a Tuition Payment Plan Change Form to the California Southern University Accounting Department. Please note, changing the payment option may change the total charges for the entire program and that there is a Tuition Payment Plan Change Fee for California Southern University to process the request.

### **Psychological Assessment Fee**

Optional – A loaner fee is assessed for psychological tests borrowed from the University for Psychological Assessment Courses. The fee varies according to the test borrowed.

### **Graduation Attendance Fee**

Attendance at graduation is voluntary. A separate fee may be charged for those who attend.

### **Shipping Fees – Domestic and International**

Mailing through the United States Postal Service (first class or priority mail) is at no cost to the learner. The cost for domestic and international expedited and other shipping means varies according to weight, method of shipping and location of the shipping address. The learner is responsible for paying this cost plus a maximum of \$5 handling charge. For detailed information regarding actual shipping costs, contact California Southern University.

### **State of California Student Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 263-1896 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Effective **February 8, 2021**, all learners who are California residents or are enrolled in a California residency program are required to pay the STRF assessment fee.

#### Terms:

"Each qualifying institution shall collect an assessment fee of fifty cents (\$0.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a California residency program based in California" -

<https://www.bppe.ca.gov/lawsregs/regs.pdf> (please refer to pages 99-100)

## Payment Options

Tuition payment options are available. Learners must choose a tuition payment plan when enrolling with California Southern University. Payment options are specified on the Enrollment Agreement and are described as follows:

PAYMENT PLAN DETAILS				
	Undergraduate Degrees & Certificates	Bachelor of Science in Nursing (BSN)	Graduate Degrees & Certificates Leveling Courses	Single Subject Courses (undergraduate & graduate)
<b>Option 1: Payment in Full for the Program</b>	Payment of full program tuition made in advance of all courses to be taken. Repeated courses and courses taken beyond those required on the degree plan require additional tuition. Any additional	Payment of full program tuition made in advance of all courses to be taken. Repeated courses and courses taken beyond those required on the degree plan require additional tuition. Any	Payment of full program tuition made in advance of all courses to be taken. Repeated courses and courses taken beyond those required on the degree plan require additional tuition. Any	Payment of full program tuition made in advance of all courses to be taken. Repeated courses and courses taken beyond those required on the degree plan require additional tuition. Any

	fees/tuition that gets added to the account due to repeated courses or extensions required or any other circumstance need to be paid upfront. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment**	additional fees/tuition that gets added to the account due to repeated courses or extensions required or any other circumstance need to be paid upfront. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment**	additional fees/tuition that gets added to the account due to repeated courses or extensions required or any other circumstance need to be paid upfront. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment**	additional fees/tuition that gets added to the account due to repeated courses or extensions required or any other circumstance need to be paid upfront. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment**
<b>Option 2: Course-at-a-Time Payment Plan*</b>	AT \$425.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1275.00. The Learner needs to pay \$1275.00 upfront for each 3-unit course. Multiple courses need multiple payments. Payment of full-term or semester/course tuition before the start date of the learner's course request. Payment for each course needs to be made before the course begins, non-payment will result in the course being canceled or future course registration being denied. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	AT \$395.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1185.00. The learner needs to pay \$1185 upfront for each 3-unit course. Multiple courses need multiple payments. Payment of full-term or semester/course tuition before the start date of the learner's course request. Payment for each course needs to be made before the course begins, non-payment will result in the course being canceled or future course registration being denied. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	AT \$545.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1635.00. The learner needs to pay \$1635 upfront for each 3-unit course. Multiple courses need multiple payments. Payment of full-term or semester/course tuition before the start date of the learner's course request. Payment for each course needs to be made before the course begins, non-payment will result in the course being canceled or future course registration being denied. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	Payment of full term or course-at-a-time is made before the start date of the learner's first course. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment**
<b>Option 3: 50/50 Payment Plan*</b>	AT \$425.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1275.00. 50% of the total course cost needs to be paid upfront and 50% to be paid on or before next month's due date. Non-payment will result in	AT \$395.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1185.00. 50% of the course cost need to be paid upfront and 50% to be paid on or before next month's due date. Non-payment will	AT \$545.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT COURSE is \$1635.00. 50% of the course cost need to be paid upfront and 50% to be paid on or before next month's due date. Non-payment will	Payment of 50% of term or semester's tuition is made before the learner's first course start date. Remaining balance due on the first of the month following the start date of the learner's first course.



	current courses being canceled and future registration will be denied until payment is made in full. The tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	result in current courses being canceled and future registration will be denied until payment is made in full. The tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	result in current courses being canceled and future registration will be denied until payment is made in full. The tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment.	Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment**
<b>Option 4: Monthly Payment Plan*</b>	<p>AT \$425.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT COURSE IS \$1275.00. The installment payment depends on the number of years you have selected based on your program and will be due monthly until the charges for the entire program are paid in full. Your first monthly payment will be due a month after you enrolled in the payment plan and will be stipulated on the payment plan enrollment agreement. Partial payment less than the agreed monthly installment and payments made after the due date will be levied a \$50 Late Fee per occurrence. Financial obligation stands should you decide to take a Leave of Absence or take the allowable break between courses. Continuous monthly payments must be received for as long as there is a balance due on your account. Tuition will not be increased during the program provided the learner makes satisfactory academic progress and</p>	<p>AT \$395.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT COURSE IS \$1185.00. The installment payment depends on the number of years you have selected based on your program and will be due monthly until the charges for the entire program are paid in full. Your first monthly payment will be due a month after you enrolled in the payment plan and will be stipulated on the payment plan enrollment agreement. Partial payment less than the agreed monthly installment and payments made after the due date will be levied a \$50 Late Fee per occurrence. Financial obligation stands should you decide to take a Leave of Absence or take the allowable break between courses. Continuous monthly payments must be received for as long as there is a balance due on your account. Tuition will not be increased during the program provided the learner makes</p>	<p>AT \$545.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT COURSE IS \$1635.00. The installment payment depends on the number of years you have selected based on your program and will be due monthly until the charges for the entire program are paid in full. Your first monthly payment will be due a month after you enrolled in the payment plan and will be stipulated on the payment plan enrollment agreement. Partial payment less than the agreed monthly installment and payments made after the due date will be levied a \$50 Late Fee per occurrence. Financial obligation stands should you decide to take a Leave of Absence or take the allowable break between courses. Continuous monthly payments must be received for as long as there is a balance due on your account. Tuition will not be increased during the program provided the learner makes</p>	Not Applicable



	<p>maintains continuous enrollment.</p> <p><b>** Two (2) consecutive missed payments:</b> (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the Monthly Payment Plan; and (iii) will result in the entire balance is immediately due and payable in accordance with the provisions outlined in Section 5, Financial Obligations of your Enrollment Agreement.</p>	<p>satisfactory academic progress and maintains continuous enrollment.</p> <p><b>** Two (2) consecutive missed payments:</b> (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the Monthly Payment Plan; and (iii) will result in the entire balance is immediately due and payable in accordance with the provisions outlined in Section 5, Financial Obligations of your Enrollment Agreement.</p>	<p>satisfactory academic progress and maintains continuous enrollment.</p> <p><b>** Two (2) consecutive missed payments:</b> (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the Monthly Payment Plan; and (iii) will result in the entire balance is immediately due and payable in accordance with the provisions outlined in Section 5, Financial Obligations of your Enrollment Agreement.</p>	
<p><b>Option 5: 3rd Party Payer</b></p>	<p>Payment of term or semester tuition is paid by a 3rd party. Learner should notify Accounting Department for any changes on the benefit coverage, employer benefit, or combination hereof. Learner is responsible to choose available payment plans should these benefits have been exhausted or terminated. Learners will be obligated to pay tuition and fees and all outstanding balance not covered by the previous payment option.</p> <p><u>Vouchers:</u> MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31) VA Post 9/11 GI Bill® Benefits (Ch. 33)</p>	<p>Payment of term or semester tuition is paid by a 3rd party. Learner should notify Accounting Department for any changes on the benefit coverage, employer benefit, or combination hereof. Learner is responsible to choose available payment plans should these benefits have been exhausted or terminated. Learners will be obligated to pay tuition and fees and all outstanding balance not covered by the previous payment option.</p> <p><u>Vouchers:</u> MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31)</p>	<p>Payment of term or semester tuition is paid by a 3rd party. Learner should notify Accounting Department for any changes on the benefit coverage, employer benefit, or combination hereof. Learner is responsible to choose available payment plans should these benefits have been exhausted or terminated. Learners will be obligated to pay tuition and fees and all outstanding balance not covered by the previous payment option.</p> <p><u>Vouchers:</u> MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31)</p>	<p>Payment of term or semester tuition is paid by a 3rd party. Learner should notify Accounting Department for any changes on the benefit coverage, employer benefit, or combination hereof. Learner is responsible to choose available payment plans should these benefits have been exhausted or terminated. Learners will be obligated to pay tuition and fees and all outstanding balance not covered by the previous payment option.</p> <p><u>Vouchers:</u> MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31)</p>

	Department of Rehabilitation (CA-DOR)	VA Post 9/11 GI Bill® Benefits (Ch. 33) Department of Rehabilitation (CA-DOR)	VA Post 9/11 GI Bill® Benefits (Ch. 33) Department of Rehabilitation (CA-DOR)	VA Post 9/11 GI Bill® Benefits (Ch. 33) Department of Rehabilitation (CA-DOR)
--	---------------------------------------	--	--	--

## Juris Doctor (JD) Degree Program Payment Options

### *Option 1 — Payment in Full for the Program*

- Payment of full program tuition made in advance of all courses to be taken.

### *Option 2 — Semester-at-a-Time Payment Plan\**

- Payment of full term or semester tuition is made before the start date of the learner's first course. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment. \*\*

### *Option 3 — Modified Payment Plan\**

- Payment of 25% of the semester's tuition is made before the learner's first course start date. Three (3) payments of 25% on the first of the month following the start date of the learner's first course. Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment. \*\*

### *Option 4 — 3<sup>rd</sup> Party Payer*

- Payment of term or semester tuition is paid by a 3rd party.
- Vouchers:
  - i. MyCAA Financial Assistance
  - ii. Employer
  - iii. Vocational Rehabilitation (Chapter 31)
  - iv. VA Post 9/11 GI Bill® Benefits (Chapter 33)

*\*Payment plans are offered as a convenience to the learners and do not constitute an extension of credit or student loan under any definition. Receiving payments and applying payment to a learner's tuition balance is NOT occurring pursuant to any student loans terms, is not based on an instrument of indebtedness, is not an extension of credit, does not accrue interest, and is not based on receipt of funds subject to Title IX of the Higher Education Act.*

**\*\*Tuition will not be increased during the length of the program provided the learner maintains continuous enrollment. Failure to maintain continuous enrollment will subject the learner to the current published tuition rate at the time of re-enrollment.**

### **Disclaimers:**

- Tuition will not be increased during the program provided the learner makes satisfactory academic progress and maintains continuous enrollment.
- Repeated courses and courses taken beyond those required on the degree plan require additional tuition.
- All fees and tuition must be paid in full prior to graduation and a degree cannot be awarded nor transcripts released until all outstanding tuition and financial obligations have been paid in full. Learners who have completed

course work but have an outstanding balance will be provided with written notice of any tuitions and fees payable. Failure to pay after written notice is provided will result in the learner being placed on Graduation Hold. All outstanding fees and tuition must be paid in full prior to enrollment in additional coursework. Learners who have completed coursework but have an outstanding balance will be provided with written notice of any tuition and fees payable. Failure to pay after written notice is provided will result in the learner being placed on Accounting Hold.

## Obligation of Payment

By registering, learners agree to be held responsible for all tuition and fees. Tuition and fees for all Learners, including those who elect semesters or monthly payment plans, become an obligation in accordance with the provisions of the Refund Policy described above. Tuition and fees are due, in full, by the predetermined deadline. Failure to make payments of any indebtedness to the University when due, including but not limited to tuition fees and payment plan options is considered sufficient cause, until the debt is settled with the university, to (1) bar the learner from classes and examinations; (2) bar the learner from future registration until all financial obligations are satisfied; (3) suspend all University services and privileges; (4) suspend the learner; (5) assign the student to a collection agency (learners who have been assigned to an outside collection agency will be required to pay in advance for all future registrations and services) ; (6) report the learner to a credit bureau. This policy will be equally enforced against debts discharged through bankruptcy. Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver by the University of a learner's financial obligation. Learners are still responsible for all outstanding debts and contracts with the University. Furthermore, a learner must not have any delinquent financial obligations to CalSouthern the time classes begin or his or her registration may be revoked.

The University has no pending petition in bankruptcy, is not pending operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

## Veterans With Military Education Assistance

California Southern University is in compliance with Title 38 United States Code Section 3679(e).

All Veteran learners who are entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post 9/11 GI Bill® benefits, will not be imposed any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Secretary of Veteran Affairs (VA) under Chapter 31 or 33.

Veteran learners interested in applying to VA educational benefits will be required to submit the following documents to ensure the timely and accurate processing of their benefits:

- a. Certificate of Eligibility
- b. DD214 (Member-4)
- c. Student Bill of Rights
- d. Other documents as found necessary for each individual's entitlement

## Schedule of Total Charges for the Program

The estimated schedule of total charges for the full educational program for learners entering without any transfer course credit and does not include optional fees listed under Miscellaneous Fees (Non-refundable) in the FINANCIAL POLICIES AND PROCEDURES section of the catalog. All fees and tuition must be paid in full prior to graduation and a degree cannot be awarded nor transcripts released until all outstanding tuition and financial obligations have been paid in full. Learners who have completed coursework but have an outstanding balance will be provided with written notice of any tuitions and fees payable. Failure to pay after written notice is provided will result in the learner being placed on Graduation Hold. All outstanding fees and tuition must be paid in full prior to enrollment in additional coursework. Learners who have

completed coursework but have an outstanding balance will be provided with written notice of any tuition and fees payable. Failure to pay after written notice is provided will result in the learner being placed on Accounting Hold. Miscellaneous fees are subject to change with or without notice. California Southern University may accept credits in transfer toward degree programs for coursework completely at appropriately accredited postsecondary institutions. Additional coursework or the acceptance of credits from another institution may affect the number of credits required, learner's scheduled completion date, and the estimated total charges for the entire program.

UNDERGRADUATE DEGREES					
PROGRAM OF STUDY	DEGREE	PROGRAM LENGTH (Semester Credits)	TUITION PER CREDIT	TUITION PER 3-CREDIT COURSE	SCHEDULE OF TOTAL TUITION FOR FULL ACADEMIC PROGRAM
Associate of Arts in Liberal Studies	AALS	60	\$425	\$1,275	\$25,500
Bachelor of Arts in Psychology	BA	120	\$425	\$1,275	\$51,000
Bachelor of Business Administration	BBA	120	\$425	\$1,275	\$51,000
Bachelor of Science in Criminal Justice	BSCJ	120	\$425	\$1,275	\$51,000
Bachelor of Applied Science	BAS	120	\$425	\$1,275	\$51,000
Bachelor of Science in Nursing	BSN	120	\$395	\$1,185	\$47,400

UNDERGRADUATE DEGREES (Cont.)								
	MAXIMUM APPLICABLE TRANSFER CREDITS	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	APPLICATION FEE	ADMINISTRATIVE FEE	TECHNOLOGY FEE	GRADUATION AUDIT FEE	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (With Maximum Transfer Credits)	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (With No Transfer Credits)
AALS	45	\$6,375	\$75	\$150	\$150	\$100	\$6,500	\$25,775
BA	90	\$12,750	\$75	\$150	\$150	\$100	\$13,025	\$51,275
BBA	90	\$12,750	\$75	\$150	\$150	\$100	\$13,025	\$51,275
BSCJ	90	\$12,750	\$75	\$150	\$150	\$100	\$13,025	\$51,275
BAS	90	\$12,750	\$75	\$150	\$150	\$100	\$13,025	\$51,275
BSN	90	\$12,750	\$75	\$150	\$150	\$100	\$13,025	\$51,275

Actual undergraduate tuition may vary on the number of credits transferred.

MASTER'S DEGREES						
PROGRAM OF STUDY	DEGREE	PROGRAM LENGTH (Semester Credits)	TUITION PER CREDIT	TUITION PER SEMESTER OF 2 TERMS 6 CREDITS	SCHEDULE OF TOTAL TUITION CHARGES FOR ONE COURSE PER TERM	MAX. APPLICABLE TRANSFER CREDIT
Master of Business Administration	MBA	36	\$545	\$3,270	\$1,635	6
Master in Education	M.Ed	36	\$545	\$3,270	\$1,635	6
Master of Arts in Psychology	MA	60	\$545	\$3,270	\$1,635	12
Master of Science in Law	MSL	36	\$545	\$3,270	\$1,635	6
Master of Science in Law Enforcement Executive Leadership	MSLEEL	36	\$545	\$3,270	\$1,635	6
Master of Science in Nursing	MSN	36	\$545	\$3,270	\$1,635	6
Master of Science in Psychology	MS	42	\$545	\$3,270	\$1,635	6
Master of Laws	LLM	24	\$545	\$3,270	\$1,635	3
Master of Science in Dispute Resolution	MSDR	36	\$545	\$3,270	\$1,635	6

MASTER'S DEGREES (Cont.)							
	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	FEE APPLICATION	FEE ADMINISTRATIVE	FEE TECHNOLOGY	GRADUATION AUDIT FEE	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (With Maximum Transfer Credits)	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (No Transfer Credits)
MBA	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895

<b>M.Ed</b>	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895
<b>MA</b>	\$26,150	\$75	\$150	\$150	\$100	\$26,425	\$32,975
<b>MSL</b>	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895
<b>MSLEEL</b>	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895
<b>MSN</b>	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895
<b>MS</b>	\$19,620	\$75	\$150	\$150	\$100	\$19,895	\$23,165
<b>LLM</b>	\$11,445	\$75	\$150	\$150	\$100	\$11,720	\$13,355
<b>MSDR</b>	\$16,350	\$75	\$150	\$150	\$100	\$16,625	\$19,895

Actual graduate tuition may vary on the number of credits transferred.

JURIS DOCTOR DEGREE								
PROGRAM OF STUDY		DEGREE	PROGRAM LENGTH (Semester Credits)	TUITION PER CREDIT	TUITION PER SEMESTER 8-CREDITS		SCHEDULE OF TOTAL CHARGES FOR PERIOD OF ATTENDANCE	MAX. APPLICABLE TRANSFER CREDIT
Juris Doctor		JD	88	\$425	\$3,400		\$3,400	Two Years
JURIS DOCTOR DEGREE (Cont.)								
	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	APPLICATION FEE	ADMINISTRATIVE FEE	TECHNOLOGY FEE	GRADUATION AUDIT FEE	FYLSX FEE	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (With Maximum Transfer Credits)	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (No Transfer Credits)
JD	Varies	\$75	\$150	\$150	\$100	\$75	Varies	\$37,750

Actual graduate tuition may vary on the number of credits transferred.

DOCTORAL DEGREES						
PROGRAM OF STUDY	DEGREE	PROGRAM LENGTH (Semester Credits)	TUITION PER CREDIT	TUITION PER SEMESTER OF 2 TERMS 6-CREDITS	SCHEDULE OF TOTAL TUITION CHARGES FOR ONE COURSE PER TERM	MAX. APPLICABLE TRANSFER CREDIT
<b>Doctor of Psychology</b>	PsyD	66	\$545	\$3,270	\$1,635	30

<b>Doctor of Business Administration</b>	DBA	60	\$545	\$3,270	\$1,635	30
--	-----	----	-------	---------	---------	----

DOCTORAL DEGREES (Cont.)								
	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	APPLICATION FEE	ADMINISTRATIVE FEE	TECHNOLOGY FEE	GRADUATION AUDIT FEE	DOCTORAL PROJECT FEE	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (With Maximum Transfer Credits)	EST. SCHEDULE OF TOTAL CHARGES FOR THE ENTIRE PROGRAM (No Transfer Credits)
<b>PsyD</b>	\$19,620	\$75	\$150	\$150	\$100	\$1,650	\$21,395	\$37,745
<b>DBA</b>	\$16,350	\$75	\$150	\$150	\$100	\$1,650	\$18,125	\$34,475

Actual graduate tuition may vary on the number of credits transferred.

PRE-BACCALAUREATE CERTIFICATE										
PROGRAM OF STUDY	CERTIFICATE	PROGRAM LENGTH	TUITION PER CREDIT	TUITION PER 3-CREDIT COURSE	SCHEDULE OF TOTAL CHARGES FOR SEMESTER OF 2-TERMS	APPLICATION FEE	ADMINISTRATIVE FEE	TECHNOLOGY FEE	CERTIFICATE FEE	EST. SCHEDULE OF CHARGES FOR PROGRAM
<b>Certificate in Addiction Studies</b>	CPAS	27	\$425	\$1,275	\$2,550	\$75	\$150	\$100	\$50	\$11,750
<b>Certificate in Leadership</b>	CLDR	15	\$425	\$1,275	\$2,50	\$75	\$150	\$100	\$50	\$6,650

POST-BACCALAUREATE CERTIFICATES										
PROGRAM OF STUDY	CERTIFICATE	PROGRAM LENGTH	TUITION PER CREDIT	TUITION PER SEMESTER 6-CREDITS	SCHEDULE OF TOTAL CHARGES 8-WEEK TERM OF 3-CREDITS	APPLICATION FEE	ADMINISTRATIVE FEE	TECHNOLOGY FEE	CERTIFICATE FEE	EST. SCHEDULE OF CHARGES FOR PROGRAM
<b>Certificate in Advanced Addiction Studies</b>	CPAAS	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085

<b>Certificate in Healthcare Services</b>	CPHCS	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Industrial and Organizational Psychology</b>	CPIOP	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Pastoral Counseling</b>	CPPC	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Sport Psychology</b>	CPSP	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Financial Management</b>	CBFM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Human Resource Management</b>	CBHRM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in International Business</b>	CBIB	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Management</b>	CBM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Project Management</b>	CBPM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085
<b>Certificate in Strategic Leadership</b>	CBSL	21	\$545	\$3,270	\$1,635	\$75	\$150	\$150	\$50	\$10,085

Actual graduate tuition may vary on the number of credits transferred.



## BOARD OF DIRECTORS

The University is incorporated in the State of California as California Southern University, Inc.

**Ray Villanueva, MBA — Board Chairman**

**Adam G. Reingold, MBA — Vice Chairperson**

**Anila Ali — Board Secretary**

**Anna C. Greiner, PhD**

**Gora Datta, MS**

**Arie Shen, MBA**

**Donald Hecht, ScD**

## SENIOR ADMINISTRATORS

**Glenn R. Roquemore, PhD**

President

**Brett O'Rourke, MBA**

Executive Vice-President

**Amanda Steed**

Vice-President & Chief of Staff

**Bonny Nickle, EdD**

Vice-President & Chief Academic Officer

**Manila Pillai, MCom, MBA**

Vice-President & Chief Finance Officer

**Perla Nguyen, PHR, SHRM-CP**

Vice-President & Chief Human Resources Officer

**Sam Qasem**

Vice-President, Enrollment Management

## DEANS & DEPARTMENT CHAIRS

**Davetta Henderson, PsyD, EdD, LMHC**

Dean, School of Behavioral Sciences

**James B. Rieger, EdD**

Dean, School of Business and Management and School of Education

**Steven Hess, PhD**

Associate Dean, School of Business and Management

**Jeffrey Gross, MPA**

Department Chair, School of Criminology and Criminal Justice

**Ellie D. Shefi, JD, Esq.**

Dean, School of Law

**Johanna Bruner, MS, RN, FNP**

Department Chair, School of Nursing

## FACULTY MENTORS

Faculty mentors are available through a variety of communication mediums including telephone, email, Skype, web conference, etc. Additional information is posted in the course syllabus. The University has full-time, core, and adjunct faculty mentors. Full-time faculty are appointed by the program dean and have learner advising responsibilities. Core faculty are part-time and in addition to teaching, take a leadership position in review and training. Full-time and core faculty are required to perform additional administrative duties as assigned by deans.

### **GEORGE ACKERMAN, PhD, JD**

Business and Management | Criminology and Criminal Justice | Law

PhD Public Safety, Capella University; JD & MS Criminal Justice & MS Business Administration/Sports & Athletics

Administration, Lynn University; BA Criminal Justice, Florida Atlantic University

### **LORI A ALEKNAVICIUS, PsyD**

Behavioral Sciences

PsyD Clinical Psychology, Argosy University; BS, Fisheries and Wildlife Biology, Michigan State University

### **JEMAL ALSTON, DBA**

Business and Management

DBA Finance, Walden University; MBA Business Administration and Management, Webster University; MAcc, Golden Gate University

### **MICHELLE B ALTSHULER, MSN-Ed., RN, CNE**

Nursing

MSN, Western Governors University; BSN, Mount Carmel College of Nursing

### **JAMES ASHTON, DBA**

Business and Management

DBA, Argosy University; MBA Human Resources & BBA Human Resources, Florida Metropolitan University

### **DELIA BARONE, PsyD, PhD**

Behavioral Sciences

PsyD Industrial and Organizational Psychology, Touro University; MA Organizational and Multicultural Communication, DePaul University; BA Communication Studies, University of North Texas

### **LORI BEDNARCHIK, PhD**

Behavioral Sciences

PhD Human Communication, Arizona State University; MPH Health Education/Health Promotion & BA English Language and Literature, University of Maryland

### **JOHN Q BELT, DBA, PsyD**

Behavioral Sciences | Business and Management

PsyD, California Southern University; DBA, California Pacific University; MBA Project Management & MBA Finance, Aspen University; MBA International Business, Dallas Baptist University; MA Professional Development & MS Human Relations and Business, Amberton University; MS Physical Science, University of Houston; BS Geology, Lamar University; AA Physical Science, Lee College

**JENNIFER L BESSEL, PhD**

Behavioral Sciences

PhD & MA, California School of Professional Psychology; BA, California State University, Long Beach

**SONJA BETHUNE, PsyD**

Behavioral Sciences

PsyD Clinical Psychology with an Emphasis in Health Psychology, California School of Professional Psychology; M.Ed School Counseling & BA Psychology, Wichita State University

**VICTORIA BLOOM, PhD**

Behavioral Sciences

PhD Professional School of Psychological Studies/La Jolla University; MS Psychology & BS Psychology, California State University, Los Angeles

**JANET BOOKER, EdD**

Business and Management

EdD Educational Leadership & MA Organizational Management, University of Phoenix; BS Health Education, Middle Tennessee State University

**CHARLES BROOKS, PsyD**

Behavioral Sciences

PsyD Industrial/Organization Psychology

**JOHANNA BRUNER, MS, RN, FNP**

Behavioral Sciences | Nursing

FNP, MSN, & BSN, Leinhard School of Nursing, Pace University; BA with an Emphasis in Nutrition, University of California, Santa Barbara; AA Nursing, Mount St. Mary's College

**SCOTT BURRUS, PhD**

Behavioral Sciences

PhD Psychology, Northcentral University; MA, Applied Psychology, Golden Gate University; BA, History of Art and Architecture, University of California, Santa Barbara

**CATHERINE CAMERON, PhD**

Business and Management

PhD Business Administration, Touro University Worldwide; MBA & BS Public Administration, Point Park University

**DANÓN CARTER, DM**

Business and Management

DM Specialty in Organizational Leadership, MM, & BS Business Management, University of Phoenix

**WARNER A CASTILLO, DBA**

Criminology and Criminal Justice

DBA Homeland Security/Leadership and Policy, Northcentral University; MA Criminal Justice/Terrorism Studies, American Military University; BA Architectural Technology, New York Institute of Technology

**BRIAN CESARIO, PhD**

Behavioral Sciences

PhD Industrial-Organizational Psychology, Northcentral University; MA Experimental Psychology & BA Psychology, Iona College

**LAURA A. CLEVINGER, PhD**

Behavioral Sciences

PhD & MS, Capella University; BMT, Florida State University

**ANNELISE COX, PhD**

Behavioral Sciences

PhD Social Psychology, Claremont Graduate University, The Claremont Colleges; MA Psychology, Pepperdine University; BA Psychology & BA Criminology, Law, and Society, University of California, Irvine

**BARBARA DENNY, MSW**

Behavioral Sciences

MSW Social Work, Adelphi University; BA English, Seton Hill College

**DONNA B. DIMATTEO-GIBSON, PhD**

Business and Management

PhD, MS Psychology, & MS Industrial-Organizational Psychology, California School of Professional Psychology; BA, University of San Diego

**GUY P. DU PLESSIS, PhD Candidate\***

Behavioral Sciences

PhD Psychology (\*candidate), MA Psychology, & BA Psychology, University of South Africa

**BRANDON M EGGLESTON, PhD**

Behavioral Sciences

PhD, Indiana University, Bloomington; MPH, Indiana University, Indianapolis; BA, Taylor University

**CINDY FENG, PsyD**

Behavioral Sciences

PsyD Clinical Psychology, School of Applied & Professional Psychology, Rutgers University; JD, Harvard Law School; BA East Asian Studies, Yale University

**CASEY M. FIREBAUGH, PhD**

Behavioral Sciences

PhD General Practice and Primary Care (Focus: Physical Activity and Health Outcomes in Advanced Age), University of Auckland; MPH, School of Public Health, Indiana University

**BIRGIT FISHER, PhD**

Behavioral Sciences

PhD Clinical Psychology, Capella University; MA Clinical Psychology, University of Colorado at Colorado Springs; BA Psychology, The Colorado College

**BRANDE N. FLAMEZ, PhD**

Behavioral Sciences

PhD Counselor Education and Supervision, Texas A&M University; MA Community Counseling, University of Texas at San Antonio; BA, University of Notre Dame

**JIMMIE FLORES, PhD, DM**

Business and Management

DM Information Systems and Technology, University of Phoenix; PhD Human and Organizational Development & MA Human and Organizational Systems, Fielding Graduate University; MEd Curriculum Instruction and Assessment, MNM (Non-Profit

Management), MS Management, & MS Computer Information Technology, Regis University; MS Educational Technology, DeVry University; MBA, University of St. Thomas; BBA, St. Mary's University

**HEATHER FREDERICK, PhD**

Behavioral Sciences

PhD Psychology & MA Psychology, Brandeis University; BA Psychology, San Diego State University

**RAY W. FROHNHOEFER, MBA**

Business and Management

MBA, Technology Management, University of Phoenix; BS, Mathematics, Clarkson University

**LISA GAETJE, MA**

Behavioral Sciences

MA Sociology, University of Southern California; MS Counseling, California State University, Long Beach; BA Drama & BA Social Sciences, University of California, Irvine

**LUIS GAMEZ, MS**

Criminology and Criminal Justice

MS Criminal Justice & BS Criminal Justice, Florida International University

**HEATHER S GELHART, EdD**

Behavioral Sciences

EdD Counseling Psychology, Argosy University; MA Psychology, Pepperdine University; BA English, Southeastern University

**BRUCE G. GILLIES, PsyD**

Behavioral Sciences | Business and Management | Criminology and Criminal Justice

PsyD, Alliant International University; MS Industrial/Organizational Psychology & MA Psychology, United States International University; BS Sociology, State University of New York, Albany

**BRETT GORDON, PhD**

Business and Management

PhD Organization and Management, Capella University; MBA Nova Southeastern University; MPM, Keller Graduate School of Management of DeVry University; BS Biology, University of Kansas

**JEREMY GRABBE, PhD**

Behavioral Sciences

PhD Applied Cognitive Aging Psychology, MA Applied Cognitive Aging Psychology, & BA Psychology, The University of Akron

**CHRISTINE M. GREENE, JD**

Law

JD, Washington and Lee University; BA Psychology, University of Virginia

**GREGORY GROSSMAN, DBA**

Business and Management

DBA, Northcentral University; MBA, Cameron University; BBA Management, Campbell University

**JESSICA GUILFOYLE, MS**

Behavioral Sciences

MS Clinical Psychology & BA Psychology, Vanguard University; AA, Saddleback College

**GARY HANNEY, DBA**

Business and Management | Nursing

DBA, Argosy University; MBA & BS, Wayland Baptist University

**JOHN C HANNON, DBA**

Business and Management

DBA, Nova Southeastern University; MBA & BIE, University of Dayton

**ROBERT HAUSSMANN, PhD**

Behavioral Sciences

PhD Psychology, MA, & MS, Yale University; BS Psychology/Computer Science, Drew University

**VERONICA HOLLAND-BARNER, MSN**

Nursing

MSN & Certified Adult Nurse Practitioner, University of Maryland; BSN, Coppin State College

**STEPHANIE HOON, DM**

Business and Management

DM, University of Phoenix; MEd Counseling, Northern Arizona University; MA Journalism, Marquette University; AB Theatre & English, Ripon College

**ABDUL ISIRA, PsyD**

Behavioral Sciences

PsyD Clinical Psychology, Pepperdine University (West LA Campus); MA Psychology and Developmental Psychopathology, Columbia University; BA Psychology, City College of New York

**NICOLE JOHNSON-NGUYEN, PsyD**

Behavioral Sciences

PsyD Clinical Psychology, Alliant International University; MA Psychology, Pepperdine University; BA Psychology, University of California, Irvine

**HEATHER JOPPICH, PhD**

Behavioral Sciences

PhD Counseling Psychology, Tennessee State University; MS Clinical Mental Health Counseling, Springfield College; BA Psychology with a Clinical/Counseling Concentration; The College of Saint Rose

**FARYL L KANDER, PhD**

Education

PhD Curriculum and Instruction, Arizona State University; M.Ed with a Concentration in Educational Leadership, University of San Diego; BA English, San Diego State University

**CLIFFORD R KETTEMBOROUGH, PhD**

Business and Management

PhD, University of California, Santa Barbara; MBA Business Administration, University of La Verne; MA Mathematics Education, Western Governors University; BS Mathematics, University of Bucharest

**MOHAMAD KHATIBLOO, PhD**

Criminology and Criminal Justice

PhD, University of Hertfordshire; MA Criminal Justice & BA Criminal Justice, Chapman University

**GYONGYI KONYU-FOGEL, DBA**

Business and Management

DBA, Lawrence Technological University; EdD Education Administration, MBA Business Administration, & MS Integrated Marketing Communication, West Virginia University; BS University of Economics, Budapest

**BARBARA LACKEY, PhD**

Behavioral Sciences

PhD Psychology, United States International University; MS Education, University of Southern California; BS Business, Russell Sage College

**CHRISTOPHER LAND, M.Ed**

Education

M.Ed, Educational Leadership and Administration, Northern Arizona University; B.Ed, Secondary Education and Teaching, Prescott College

**NICK A LAZARIS, PsyD**

Behavioral Sciences

PsyD Clinical Psychology & MA Psychology, Rosemead Graduate School of Professional Psychology; MA Psychology, Pepperdine University, Malibu, CA; BA Psychology, Westmont College

**ROBERT LEACH, DBA**

Business and Management

DBA, Argosy University; MBA & BA, State University of New York, Albany; Certification in Global Executive Leadership, Yoko Executive Institute, Aalto University

**TIFFANY N. LEE, DC, MSN, RN**

Nursing

DC, Cleveland Chiropractic College; MSN, Kaplan University; BSN, Research College of Nursing; BS, Biology, University of South Florida

**TIMOTHY LEGG, PhD, PsyD**

Behavioral Sciences

PhD Health Sciences Research and Education, Touro College; PsyD Clinical Psychology, California Southern University; Psychoanalytic Training, Philadelphia School of Psychoanalysis; MS Gerontological Nursing and Nursing Education, Advanced Certificate-Gerontological Nurse Practitioner (GNP), & Post-Master's Certificate-Family Psychiatric/Mental Health Nurse Practitioner, State University of New York; MS Psychology, Kaplan University; MPA, Walden University; BS, Wilkes University

**DANIEL M LEVINSON, PhD**

Behavioral Sciences

PhD Neuropsychology, University of Southern California; MA Psychology, University of Missouri-Kansas City; BS Biopsychology, University of Chicago

**MARK LOZA, JD**

Law

JD, Western State University College of Law; BA English, University of California, Davis

**DON KIRK MACON, PhD, EdD**

Business and Management | Education

EdD, Educational Technology and E-Learning, Northcentral University; PhD Humanities & MLIS, Universidad Central de

Nicaragua; EdS, Educational Leadership and Instruction, Northwestern State University; Certificate of Graduate Studies, Western New Mexico University; MA Humanities, California State University, Dominguez Hills; MA History, American Public University, online; BA American Studies, Charter Oak State College

**JEFF MAGRUDER, DMin**

Education

DMin Homiletics, Gordon-Conwell Seminary; MA History, Southwestern Assemblies of God University; MDiv Philosophy of Religion and Communication Studies; BS Biblical Studies, Southwestern Assemblies of God University

**HEIDI B MAGYAR, PsyD**

Behavioral Sciences

PsyD, California Southern University; DNP, University of Florida, Gainesville; MS, Psychiatric/Mental Health Nursing, University of South Florida; BSN, University of Florida, Gainesville

**KOZHI S. MAKAI, PhD**

Business and Management

PhD, Walden University; MA, Jones International University; BS, Sam Houston State University

**PATRICIA A MANN, PsyD**

Behavioral Sciences

PsyD Psychology, Argosy University, CA; MA Counseling Psychology, National University; BS Liberal Arts, Arizona State University

**PATRICK M MCKIERNAN, PhD**

Behavioral Sciences

PhD Psychology, Northcentral University; MS Applied Addiction Studies, Nova Southeastern University; BS Guidance and Counseling, University of Louisville

**JOHN MCWILLIAMS, JD**

Law

LLM, Loyola Law School; JD, Southwestern University of Law; BSBA, Ohio State University

**MITCHELL MILLER, DBA**

Business and Management

DBA Business Administration/Finance, Nova Southeastern University; MBA, Pace University; BA Economics, Brooklyn College

**NANCY R.F. MILLER, PsyD**

Behavioral Sciences

PsyD, California Southern University; School Psychologist Certification, University of Virginia; MA in Guidance and Counseling Psychology, University of Northern Colorado; BA Psychology, Slippery Rock University

**ROBIN MINTZER, PhD**

Behavioral Sciences

PhD & MA, California School of Professional Psychology; BA, Pitzer College

**RONALD E MONARD, JD**

Business and Management | Criminology and Criminal Justice

JD, Western State University College of Law; BA Social Ecology, University of California, Irvine



**MICHAEL MORRIS, DBA**

Business and Management | Criminology and Criminal Justice

DBA, California Southern University; MBA, National University; BA Communications/Public Relations, California State University, Dominguez Hills

**GWEN MORSE, PhD, MSN, RN**

Nursing

PhD Nursing, University of Arizona; MSN & BSN, California State University, Dominguez Hills

**AVI MOZES-CARMEL, PhD**

Behavioral Sciences

PhD Conflict Analysis and Resolution, Nova Southeastern University; JD Jurisprudence, University of Florida, Gainesville; MBA Statistics and Global Management, University of Phoenix; MS Conflict Analysis and Resolution, Nova Southeastern University; BBA Statistics and IT, Temple University

**RON P MUCHNICK, PhD**

Behavioral Sciences

PhD Marriage and Family Therapy & MS Marriage and Family Therapy, Nova Southeastern University; BS Business and Public Administration, University of Missouri

**ERIC MUENKS, PhD**

Behavioral Sciences

PhD Industrial and Organizational Psychology, Capella University; MS Counseling and Human Development, Troy University; BS Psychology, Stetson University

**MIKE NEFF, JD**

Criminology and Criminal Justice | Law

JD & BSL, Western State University College of Law of San Diego; AS Business, Nassau Community College

**TRENT NGUYEN, PhD**

Behavioral Sciences

PhD, University of Texas at Arlington; MA, Dallas Baptist University; MA, Catholic Theological Union; BS, University of Texas at Arlington

**WENDY E NICKERSON, PsyD**

Behavioral Sciences

PsyD Clinical Psychology, Florida Institute of Technology; MS Psychology & BS Psychology, Acadia University

**DIANA M. NIGHTWINE, PhD**

Education

PhD Educational Psychology and Academic Psychology, Capella University; MA & BA Anthropology, California State University, Fullerton

**IJEOMA NWACHUKU, PhD**

Behavioral Sciences

PhD Forensic Psychology & MA Psychology, Alliant International University; MPH, University of Massachusetts at Amherst; BA Psychology, University of California, Berkeley

**JACK OLSZEWSKI, PhD**

Behavioral Sciences

PhD Health Psychology and Behavioral Medicine & MA Health Psychology and Behavioral Medicine, Northcentral University; BA Psychology, California Southern University

**GIL ONTAI, EdD**

Behavioral Sciences

EdD Adult Education, Capella University; M.Arch, Washington University in St. Louis; B.Arch, University of Hawai'i at Manoa

**CAROLYN J. ORTEGA, PsyD**

Behavioral Sciences

Post-Doctoral Psychology Associate, Yale School of Medicine/Department of Psychiatry, New Haven, CT; PsyD Clinical Psychology, American School of Professional Psychology/Argosy University; Pre-Doctoral Psychology Fellowship in Clinical and Community Psychology, Yale School of Medicine/Department of Psychiatry, New Haven, CT; MA Clinical Psychology, American School of Professional Psychology/Argosy University; BA Psychology, California State University, Long Beach

**TULIO OTERO, PhD**

Behavioral Sciences

Post-Doctoral Diploma: Clinical Neuropsychology, Fielding Graduate University; PhD Health Psychology, Columbia Pacific University; Certificate in Trauma Counseling, University of Wisconsin-Milwaukee; M.Ed School/Clinical Psychology, Marquette University; BS Psychology, Carroll University

**CYNTHIA PALMISANO, PsyD**

Behavioral Sciences

PhD Forensic Psychology & MA Forensic Psychology, California School of Professional Psychology; BA, John Jay College of Criminal Justice

**EILEEN PANIAGUA, PsyD**

Behavioral Sciences

PsyD Clinical Psychology & MA Clinical Psychology, American School of Professional Psychology/Argosy University; Licentiate in Psychology & BA Psychology, Universidad Hispanoamericana

**SUSAN PAVONE, MA**

Behavioral Sciences

MA Educational Psychology, BA, Psychology, & BA Child Development, California State University, Northridge

**KATHERINE PAWLAK, JD**

Law

JD, The University of Toledo College of Law; BA, Michigan State University

**DEBRA PEARCE, PsyD**

Behavioral Sciences

PsyD Sport and Performance Psychology, University of the Rockies; MS Counseling Psychology, Nova Southeastern University; MA Sport and Exercise Psychology, Argosy University; BA Psychology, University of Washington; K-8 Teaching Credential, University of Phoenix

**STEPHEN POLLARD, PhD**

Business and Management

PhD & MS, The Ohio State University; BA, Sonoma State University

**SHANNA L PUELS, PsyD**

Behavioral Sciences

PsyD, California Southern University; MS in Clinical Counseling Psychology, California Baptist University; BS, Business & Management, University of Redlands

**MARK PUGATCH, JD**

Business and Management

JD, Western State University; MBA in Organizational Management, Syracuse University; BS, Finance and Marketing, C.W. Post College

**JONATHAN RICH, PhD**

Behavioral Sciences

PhD Psychology, California School of Professional Psychology; MA Psychology, San Diego State University; BA Psychology, University of California, San Diego

**ENID RICHEY, PhD**

Behavioral Sciences

PhD Clinical Psychology, Professional School of Psychological Studies/La Jolla University; MS Counseling, California State University, Fullerton; BA Art, Hunter and Richmond Colleges, City University of New York

**LINDA A SALVUCCI, PhD**

Behavioral Sciences

PhD Psychology and Clinical Psychology, Capella University; MA Counseling Psychology, Goddard College; BA Psychology, Drake University

**CHRISTI SANDERS VIA**

Business and Management

DBA, Walden University; MS Human Resource Management & BS Communication, Tarleton State University

**MARIA SCHELLHASE, DBA**

Business and Management

DBA, MBA, & BA University of Phoenix; BS, San Diego State University

**CHARUL SHAH, PhD**

Business and Management

PhD Chemical Engineering, University of Southern California; MBA Business Strategy, Global Business and General Management, University of California, Irvine

**MELANIE SHAW, PhD**

Behavioral Sciences | Education

PhD, Northcentral University; M.Ed, Grand Canyon University; MS, University of West Alabama; BS, Excelsior College

**MICHELLE SHAW, PsyD, LMFT**

Behavioral Sciences

PsyD Marriage and Family Therapy/Counseling & MS Couple and Family Therapy, Alliant International University-Irvine; BS Human Development and Psychology, California State University, Long Beach

**GEORGE SINGLETON, DBA**

Business and Management

DBA Management Science & MBA Management, Argosy University; BS Mathematics, University of Arkansas

**KYLE D. SOKOL, MS**

Criminology and Criminal Justice

MS Public Safety, Capella University; MS Criminal Justice, Everest University; BA Criminal Justice, Saint Martin's University

**JANICE SPANGENBERG, PhD**

Business and Management

PhD Business, Regent University; MA Organizational Development, The Fielding Graduate University; MS Management, Troy University; BA Business, Saint Leo University

**KIM D STANTON, EdS**

Behavioral Sciences | Education

EdS Administration and Supervision & MS Counseling and Guidance, Nova Southeastern University; BA Psychology and Sociology, University of Miami

**GABRIEL STEWART, PhD**

Behavioral Sciences

PhD, University of Louisiana-Monroe; MS & BA, California State University, San Bernardino

**MARCI STONE, DBA**

Education

DBA, California Southern University; M.Ed, Weber State University; BBA Management, University of Phoenix

**AMANDA J TATE, MSW**

Behavioral Sciences

MSW, California State University, Bakersfield; BSW, San Diego State University

**LETHA THOMAS, PhD, MSN, RN**

Nursing

PhD Health Care Administration, Walden University; MSN, Royal College of Nursing, Manchester University; BSN, Armed Forces Medical College

**SCOTT UNDERWOOD, MFA, MA**

Education

MFA Creative Writing & MA English, Chapman University; BA English, California State University, Long Beach

**MICHAEL P VALENTI, PsyD**

Behavioral Sciences

PsyD, Hawaii School of Professional Psychology/Argosy University; BA, University of Hawaii at Manoa

**GEOFFREY VANDERPAL, DBA**

Business and Management

DBA Finance, Nova Southeastern University; Post-Doc Global Leadership, Colorado Technical University; MBA, Webster University; BS Business Administration, Columbia College

**CARLOS VAZQUEZ, EdD**

Behavioral Sciences | Criminology and Criminal Justice

EdD & MA, American School of Professional Psychology/Argosy University; BA Psychology/Criminal Justice, University of Phoenix

**JUSTIN VIDA, DBA**

Business and Management

DBA, California Southern University; MBA, Liberty University

**KELLEY WALTERS, PhD**

Behavioral Sciences

PhD Reading Education, Oakland University; MBA with a Specialization in Management, Northcentral University; MA Reading & BA Education, Eastern Michigan University

**REBECCA WARDLOW, EdD**

Behavioral Sciences

EdD, University of California, San Diego; MA, University of California, Riverside; BS Psychology, San Diego State University

**GREGORY WESTERN, PsyD**

Behavioral Sciences

PsyD & MA, California School of Professional Psychology; BA, San Diego State University

**MELINDA WHITMAN, PhD**

Criminology and Criminal Justice | Law

PhD Business Management with a Concentration in Criminal Justice, Northcentral University; JD, Washburn University School of Law; MS Criminal Justice, Michigan State University; BAS, Southern Methodist University

**TRACHANEL WILLIAMS-CATER, PsyD**

Behavioral Sciences

PsyD Clinical Psychology & MA Clinical Psychology, Alliant International University; MSW, California State University, Long Beach; BA Interdisciplinary Studies, California State University, Dominguez Hills

**EDWARD D. WIRTH JR., PhD**

Business and Management

PhD Social Change/Business-Transfer Pricing, Change Management, Walden University; MBA Accounting and Marketing (Beta Gamma Sigma), Northwestern University; BA Engineering Science, Dartmouth College

**WALTER J. WITHAM, PhD**

Business and Management | Criminology and Criminal Justice

PhD Criminal Justice and Financial Management, Northcentral University; MS Criminal Justice, University of Cincinnati; BBA Financial Management, Northcentral University

**STEPHANIE WITT, PsyD**

Behavioral Sciences

PsyD, California Southern University; MA Clinical Psychology, Pepperdine University; BA Social Science/Interdisciplinary, State University of New York, Buffalo

**CLYNTON YARTER, MBA**

Education

MBA Finance, Chapman University; BA Physics, University of California, Irvine

**BONNIE YEE-HEBERT, PsyD**

Behavioral Sciences

PsyD, America School of Professional Psychology/Argosy University; Neuropsychology Post-Doctoral Certificate Program, Fielding Graduate Institute; BS, University of California, Irvine

**TARA ZOLNIKOV, PhD**

Behavioral Sciences

PhD Developmental Science, North Dakota State University; ScM Environmental Health, Harvard School of Public Health; MS Industrial Hygiene & BS Biological Sciences, Montana Tech of the University of Montana

## LOCATION AND CONTACT INFORMATION

### FACILITIES

California Southern University's main administrative and academic offices are located in beautiful Orange County, in the city of Costa Mesa, California.

Conveniently located along the 405 freeway, California Southern University is within minutes of beautiful beaches and major Southern California attractions. The local domestic airport is John Wayne Airport (SNA), which sits on the border of Newport Beach and Santa Ana and is a short drive from our office and commencement venue. For international learners and graduates, Los Angeles International Airport (LAX) is approximately 40 minutes away.

If you are in Southern California and would like to stop by, or if you are in the area on holiday or to attend the annual commencement ceremony, you are welcome to visit the facilities to meet with the on-site staff during normal business hours. Please call in advance of your visit to set up an appointment. We look forward to meeting you!

### CONTACT INFORMATION

California Southern University  
3330 Harbor Boulevard  
Costa Mesa, CA 92626

Phone: 714-480-0800

Toll-Free: 800-477-2254

Fax: 714-480-0834

Web: [www.calsouthern.edu](http://www.calsouthern.edu)

Email: [info@calsouthern.edu](mailto:info@calsouthern.edu)

### OFFICE HOURS

8:00am – 5:00pm PST

Monday – Friday

### UNIVERSITY HOLIDAYS

- New Year's Eve and New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Christmas Eve and Christmas Day

### COPYRIGHT INFORMATION

Copyright © 2007-2021 California Southern University. All rights reserved. CalSouthern is a service mark of California Southern University.

Adobe Acrobat Reader is a registered trademark of Adobe Systems Incorporated. ProctorU is a trademark of ProctorU LLC. Internet Explorer and Windows XP are registered trademarks of Microsoft Corporation. Mozilla and Firefox are registered trademarks of Mozilla Corporation.