



CALIFORNIA SOUTHERN UNIVERSITY GENERAL CATALOG 2020



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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 both synchronous and asynchronous methodologies 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. 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

California Bureau for Private Postsecondary Education (BPPE)

California Southern University is a private university approved to operate by the California 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
2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833
Phone: 888.370.7589 | Fax: 916.263.1897 | www.bppe.ca.gov

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Prospective students are also encouraged to review the School Performance Fact Sheet, which must be provided 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

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

The Commission on Collegiate Nursing Educations (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

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.

Board of Psychology of the State of California

The Board of Psychology of the State of California 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.

Board of Psychology
1625 N Market Blvd # N-215, Sacramento, CA 95834
Phone: 916.574.7720 | www.psychology.ca.gov

If you are residing in another state, please contact your state licensing agency to determine if the program at California Southern University meets their licensing requirements. If additional or different courses are required, please advise your admissions representative for guidance.

Board of Behavioral Sciences in the State of California

The Board of Behavioral Sciences in the State of California 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.

Board of Behavioral Sciences
1625 N Market Blvd S-200, Sacramento, CA 95834
Phone: 916.574.7830 | www.bbs.ca.gov

Individuals interested in licensure in any other state or jurisdiction are encouraged to contact the appropriate State Board or licensing authority to determine requirements.

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 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). The MS in Psychology with a Concentration in Advanced Addiction Studies (AAS) will fulfil the SUD specific educational requirement for the Licensed Advanced Alcohol Drug Counselor (LAADC). The Certificate in Advanced Addiction Studies (CPAAS) provides 270 hours of SUD specific education.

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.

The Association for Addiction Professionals (NAADAC)

The 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 Pre-Baccalaureate Certificate Program in Addiction Studies will be accepted toward national credentialing by the NAADAC

Certification Commission for Addiction Professionals (NCCAP). Persons interested in certification are encouraged to contact the NCCAP for more information and to obtain a complete listing of all 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.

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, transcripts, 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, scholastic certificate or transcripts; (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. Gwen Finestone



Being a university president was not on my to-do list, nor was it on my bucket list, nor was it so much as a vague notion; never would it have been called my dream. It seemed to me university presidents ate stress for breakfast, lunch, and dinner. Who, in his or her right mind, would consciously choose that job in this day and age?

During a thirty-year career in the nonprofit sector, continually satisfying my need to be of service, to leave behind an enduring legacy, and to scratch my entrepreneurial itch by creating and growing human-service organizations, I was often requested to serve on Boards of Directors, and that is how I came to serve on the Board of Directors for California Southern University in 2017. Subsequently, when I was asked to spearhead the Board’s initiative to bring education to the women and girls of Pakistan, via collaboration with an American-Pakistani nonprofit called Cal-Pak, I happily accepted. Meeting with Ministers of Education, Secretaries of governments, and politicians was in my wheelhouse; this would be an adventure!

On four separate occasions, I was asked to consider serving as President of CalSouthern, and four times I declined that nomination. Having left the nonprofit sector in 2000, I had since grown a thriving practice as a psychotherapist; *that* was on my to-do list. I had spent years specializing in grief, loss, and trauma, and I had worked in hospice as a therapist and interfaith chaplain; *that* was on my dream list. Ah, but after serving for a year on CalSouthern’s Board of Directors, the notion became more than vague—might being President be an adventure?

CalSouthern needed to be modernized, its systems and programs streamlined, its courses contemporized, and its message brought to the world. One of the best kept secrets in higher education, CalSouthern needed a boost into prominence. Once a trendsetter, it had become complacent and was resting on its laurels. In the field of higher education, if you are standing still, then you are falling behind; CalSouthern needed re-energizing. Consequently, in May 2018, for the fifth (and final) time, the Founder and the Board asked me to be President, and I said yes. Being President would be an entrepreneurial adventure—my favorite kind of adventure. As one of my executive officers mused at the close of my first year as President, “The power of one word, ‘yes,’ everything changed with that one small word.”

I said yes, and I haven’t looked back. Being the President of CalSouthern has been stimulating, exciting, exhausting, challenging, and infinitely rewarding. I have the opportunity to help employees and learners change their lives for the better. I scratch my entrepreneurial itch every day. I have the satisfaction of seeing the fruits of my labor at Commencement, as I shake the hand of every graduating Learner, grateful for all that CalSouthern has done to advance his or her dreams. And I get to leave behind something of value on a global level. This University is our Founder’s (Dr. Donald Hecht) bit of immortality, and rightly deserved. My bit of immortality will be in the lives we touch for the better.

I encourage you to say yes to the unknown, to the unexpected, to the vague notions, and to those items on your bucket list; most of all, say yes to your dreams. Embrace the power of the word yes. Everything can change with that one small word. If you do, your life will truly be an adventure.

With gratitude to be of service to your dreams,

Gwen Finestone, PhD
President

University Chancellor — Dr. Glenn R. Roquemore



Welcome to California Southern University!

I am proud to serve as the University's first Chancellor. 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
Chancellor

DEGREE AND CERTIFICATE PROGRAMS

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

School of Behavioral Sciences

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
Doctor of Psychology (PsyD)
Certificate in Addiction Studies (CPAS)
Certificate in Advanced Addiction Studies (CPAAS)
Certificate in Healthcare Services (CPHCS)
Certificate in Industrial and Organizational Psychology (CPIOP)
Certificate in Pastoral Counseling (CPPC)
Certificate in Sport Psychology (CPSP)

School of Business and Management

Associate of Arts in Liberal Studies (AALS)
Bachelor of Business Administration (BBA)
Bachelor of Applied Science (BAS)
Master of Business Administration (MBA)
Doctor of Business Administration (DBA)
Certificate in Leadership (CBL)
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

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

School of Education

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.*

Master of Science in Law (MSL)

Master of Science in Dispute Resolution (MSDR)

Master of Laws (LLM)

Juris Doctor (JD)

School of Nursing

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, doctoral degrees and 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. In order 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 of 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 four (4) 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. Academic Advisors are available to guide these learners in selecting and completing courses.

Nursing Programs: The 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. After a successful evaluation the prospective RN learners will be enrolled into the nursing programs they are applying for – RN-BSN/MSN or MSN. After successful completion of the nursing program, California Southern University will confer an appropriately earned American degree to the international learners. The appropriately earned BSN and MSN degrees equip 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.

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 at a time until (a) official transcripts arrive, or (b) they complete four (4) courses to qualify for Regular admission, 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 Change 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 in order 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 12 semester credits (4 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 12 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 are capable of completing 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: The “Conditional/Non-Matriculating” is NOT applicable to admission and enrollment into nursing programs. Also, post-high school training or short courses and employer training programs are not considered as credits for admission into nursing programs. Admission and enrollment into nursing programs is strictly dependent on (1) the prospective learner MUST have completed a nursing program from an accredited nursing program, (2) took the National Licensure Exam for Registered Nursing (NCLEX-RN) and passed the exam, and (3) has an ACTIVE RN License to be able to practice as a Registered Nurse (RN). Admission and enrollment for prospective international nursing learners is contingent upon successful evaluation and approval of their International Curricula and their International Registered Nursing License. **(Please refer page #11 for the rationale for the process of admission in Nursing Programs)**

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 4 courses (12 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 12 credits have been satisfied. Failure to complete 12 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 the 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 4 courses (12 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 12 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.

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 4 courses (12 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.

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 in to 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 or not 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.

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)

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

Minimum Acceptable Grades

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.

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. There is no time limit for credits sought to be transferred to CalSouthern as general education or general electives.

Please note: all course credits at California Southern University are in semester credits. If your previous schools use the “quarter unit” system, then multiply your incoming quarter credits by 2/3 to arrive at our semester credit count. We will automatically convert any quarter credits into semester credits during transcript evaluations. For reference, a bachelor’s degree usually requires 120 semester credits (equivalent to 180 quarter 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 expected to abide by the Learner Code of Conduct and will be denied acceptance under the Denied for Conduct Policy (DC) effective when applicants exhibit behaviors such as physical abuse, verbal abuse, threats, intimidation, defamation, harassment, and other behaviors listed in the Learner Code of Conduct.

The University also 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. 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.

Acceptance Expiration Policy

After applicants are accepted into an academic program at the university, the acceptance is valid for the number of days listed on their acceptance letter. Applicants whose acceptance expires before they enroll in the program may reapply within six months of the acceptance date and pay a reapplication 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 opportunity to earn their degrees through 100% online learning. No seminars on campus and no required travel to the university. Courses start on the first day of every month, so learners have the courses they need when they need them. On-campus courses are offered on a semester schedule with eight-week terms (2 months) and 6 terms per calendar year. The Application for Admission is available on the CalSouthern website.

Official transcripts from previously attended high schools, technical colleges, colleges and universities must also be submitted at the time of application. To be official, a transcript must be sent directly from the Registrar at previously attended institutions to the Office of the Registrar at CalSouthern. Only official transcripts will be evaluated. The application fee must be received before the application will be evaluated. When the applicant is accepted, a Degree Plan will be prepared listing the courses and credits accepted in transfer and the academic requirements that must be satisfied at CalSouthern for the degree.

The University recognizes that it may take a few days or even weeks to obtain official transcripts, so we offer applicants to option to begin courses as Conditional enrollment 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.

DEAN'S WELCOME, SCHOOL OF BEHAVIORAL SCIENCES

Welcome to the School of Behavioral Sciences! It is our goal to equip you with the knowledge and skills to improve the lives of people in diverse walks of life. Our degree and certificate programs offer a holistic approach to 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.

With faculty mentors and learners from around the world, our programs are multiculturally-informed and globally-minded. Our faculty mentors are experts in the field and engaged in their communities. We are committed to a pursuit of humanistic thought and action, cultural sensitivity, academic excellence, personal and professional growth.

Our faculty mentors and staff are dedicated to helping you achieve your educational and career goals. Together we cultivate integrity, flexibility, compassion, cultural humility, and personal presence with each learner. With the necessary skills and a supportive environment, the School of Behavioral Sciences is a powerful way to further your education. We invite you to look at our program offerings and take the next step in fulfilling your goals, today!

Gia R. Hamilton, PsyD, LMFT

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.

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 studies 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

WRITTEN COMMUNICATION

- Demonstrate the ability to utilize written forms of communication to express one's understanding of the foundations of psychology.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

CRITICAL THINKING

- Examine evidence carefully from introductory psychological theory and research, and interpret this information while employing primary concepts of validity, reliability, and logic.

CULTURAL AND SOCIAL UNDERSTANDING

- Identify and explain the impact that cultural and social beliefs have on personal ethics, values, and worldviews.

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.

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.

QUANTITATIVE REASONING

- Apply basic logic, mathematical reasoning, and statistical analysis to problem solving, drawing logical conclusions and decision making.

SCIENTIFIC REASONING

- Differentiate between scientific and non-scientific observations and conclusions to generate empirically based arguments and predictions.

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 four (4) 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, our learners are automatically admitted into the corresponding graduate master's 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 residency requirements. Of the 120 total CalSouthern requires that at least 36 credits toward the bachelor's 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 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 GE requirement. Additional GE courses beyond the 36 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. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, and a certified copy of the DD-214 for military schooling or military transcripts, and any ACE certificates earned.

Bachelor of Arts in Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education	36
Required Core	30
Psychology Electives	21
General Electives	33
TOTAL FOR THE BA IN PSYCHOLOGY	120

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 accelerated by taking multiple courses in a term 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
UNIV 2000	University Success Online	3
PSY 2300	Introduction to Psychology	3
PSY 2301	Theories and Techniques of Counseling and Psychotherapy	3
PSY 2302	Basic Abnormal Psychology	3
PSY 2303	Introduction to Human Development	3
REQUIRED UPPER DIVISION COURSES		CREDITS
PSY 2400	Introduction to Social Psychology	3
PSY 2403	Ethical and Professional Issues	3
PSY 2504	Fundamentals of Research Methodology (Prerequisite: MATH 1305)	3
PSY 2505	Cognition and the Brain	3
CAP 2403	BA Capstone	3

Bachelor of Arts in Psychology Elective Courses

ELECTIVE COURSES		CREDITS
PSY 2101	Introduction to Human Sexual Behavior	3
PSY 2102	Introduction to Theories and Techniques of Group Counseling	3
PSY 2103	Introduction to Forensic Psychology	3
PSY 2106	Psychology of Communication	3
PSY 2107	Intercultural Psychology	3
PSY 2306	Foundations of Addiction	3
PSY 2307	The Physiology and Pharmacology of Substance Use	3
PSY 2309A	Ethical and Professional Issues in Addiction Counseling	3
PSY 2316	Personal and Professional Growth	3
PSY 2317	Individual, Family and Group Counseling	3
PSY 2318	Culture and Diversity in Addiction Counseling	3
PSY 2404	Crisis Intervention	3
PSY 2405	Introduction to Behavior Modification	3
PSY 2408	Current Issues in Psychology and Health	3
PSY 2409	Marriage and Family	3
PSY 2410	Psychology of Adjustment	3
PSY 2411	Psychology in Business	3
PSY 2507	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.

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're drawn to helping people with emotional, behavioral, mental health, or relationship concerns, perhaps this degree is right for you.

California Southern University's MA degree program is designed to meet the education requirements for licensure as both a marriage and family therapist (MFT) and/or as a licensed professional clinical counselor (LPCC) in the State of California; and may meet the educational requirements for licensure in other states or jurisdictions as well. Licensing requirements are subject to change and vary by jurisdiction. 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.

Program Learning Outcomes

- Communicate an understanding of individual, couple, family and group counseling theories.
- Utilize evidence-based assessment and testing methods in therapy including diagnosis with established classification systems.
- Cultivate interpersonal skills to work effectively with diverse individuals, couples, and families.
- Develop a personal and professional understanding of diverse cultures, marginalized communities, and special populations.
- Analyze ethical behavior as it relates to professional standards in therapy.
- 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.
- Exercise critical thinking in applying evidence-based research to the counseling profession.
- Engage in strategies for personal and professional self-evaluation, self-care, and implications for professional practice.
- Integrate theories and techniques associated with career development interrelated with work, family, and other life roles.

MA in Psychology, with an Emphasis in MFT Admission Requirements

Admission to the Master of Arts (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 course work 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 Psychology Courses	60
TOTAL CREDITS REQUIRED FOR THE MA IN PSYCHOLOGY	60

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 accelerated by taking multiple courses in a term and through credits accepted in transfer.

MA in Psychology, with an Emphasis in MFT Required Courses

REQUIRED COURSES		CREDITS
PSY 86502A	Counseling Theories and Strategies	3
MFT 86504B	Ethical and Legal Issues in Therapy	3
PSY 86508A	Culture and Diversity in Counseling	3
PSY 86505A	Lifespan Development	3
PSY 86506A	Psychopathology	3
PSY 86509A	Systems of Family Therapy	3
PSY 86511A	Substance Use and Related Disorders	3
PSY 86510A	Child and Adolescent Therapy	3
PSY 86514A	Couples and Sex Therapy	3
PSY 86512A	Group Counseling	3
PSY 87547A	Career Counseling	3
MFT 86513A	Assessment Techniques in Therapy	3
PSY 87519A	Crisis and Trauma Counseling	3
PSY 86520A	Advanced Counseling Techniques	3
MFT 86700A	Psychopharmacology	3
PSY 87543A	Systems of Care in Community Mental Health	3
MFT 86900A	Research Methods and Statistics	3
MFT 86704A	Practicum I (Prerequisites: PSY 86502A, PSY 86504B, PSY 86508A, PSY 86505A, PSY 86506A, PSY 86509A, PSY 86511A, PSY 86510A, PSY 86514A, PSY 86512A,	3

	PSY 87547A, MFT 86513A, PSY 87519A, PSY 86520A, and personal therapy requirement)	
MFT 86705A	Practicum II (Prerequisite: MFT 86704A)	3
MFT 86706A	Practicum III (Prerequisite: MFT 86705A)	3

OPTIONAL COURSES		CREDITS
MFT 88000	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 CalSouthern believe that personal therapy is an important component of clinical training. Thus, learners are required to participate in individual therapy to develop insight into personal factors that can affect their performance as clinicians. This prerequisite for practicum is met by the completion of 16 hours of individual therapy to begin after program enrollment and before approval to commence practicum. Therapy services must be provided by a licensed clinician.

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.

For a copy of the current California MFT and LPCC regulations, please go to 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

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

- Articulate in writing increasingly complex psychological ideas with the capacity to organize and develop concepts with professional-level scientific support.
- 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.
- Analyze evidence from the science of psychological theory and research, and interpret this information employing graduate-level applications of validity, reliability, and logical argumentation.
- 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.
- Appraise and integrate information from the science of psychology, along with its sources, critically and in professional form.
- 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.
- Evaluate statistically based reasoning processes and apply to increasingly complex psychological research findings and emergent questions.
- 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.
- Analyze and apply ethical behavior as it relates to professional standards of practice in psychological research.
- 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
Required 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
TOTAL REQUIRED FOR THE MS IN PSYCHOLOGY	42

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 accelerated by taking multiple courses in a term and through credits accepted in transfer.

Master of Science in Psychology Required Core Courses

REQUIRED CORE COURSES	CREDITS	
PSY 86502A	Counseling Theories and Strategies	3
PSY 86801 <u>or</u> PSY 82309	Advanced Therapeutic Boundaries <u>or</u> Advanced Ethical and Professional Issues in Addiction Counseling (for those enrolled in the Advanced Addiction Studies Concentration)	3
PSY 86506A	Psychopathology	3
PSY 86512A	Group Counseling	3
PSY 87515	Social Psychology	3

Master of Science in Psychology Concentrations

Elective Areas of Concentration (15 Semester Credits). Include: Customized, Pastoral Counseling, Advanced Addiction Studies, Industrial/Organizational Psychology, and Sport Psychology.

Five elective courses are required to earn a concentration certificate which will be recorded on your academic transcript. Learners who would prefer to select their own electives can create a customized concentration.

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 for Substance Use Disorder (SUD) specific education needed for career steps.

CUSTOMIZED CONCENTRATION		CREDITS
Choose any five (5) Graduate Psychology Elective Courses (excludes practicums and internships).		15

PASTORAL COUNSELING CONCENTRATION		CREDITS
PSY 87541	Psychology of Religion	3
PSY 86509A	Systems of Family Therapy	3
PSY 87507	Advanced Human Sexuality	3
PSY 86517	Psychology of Aging	3
PSY 87533	Psychology of Death and Dying	3

ADVANCED ADDICTION STUDIES CONCENTRATION		CREDITS
PSY 86511A	Substance Use and Related Disorders	3
PSY 87534	Dual Diagnosis	3
PSY 82307	Advanced Physiology and Pharmacology of Addiction	3
PSY 82507	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention and Aftercare	3
PSY 82316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION		CREDITS
PSY 87521	Industrial/Organizational Psychology	3
PSY 86508A	Culture and Diversity in Counseling	3
PSY 87522	Consulting in Business, Education and Mental Health	3
PSY 87529	Myers-Briggs Type Indicator	3
PSY 87561	Interpersonal Conflict in the Workplace	3

SPORT PSYCHOLOGY CONCENTRATION		CREDITS
PSY 87100	Applied Sport Psychology I	3

PSY 87101	Applied Sport Psychology II (Prerequisite: PSY 87100)	3
PSY 87110	Current Issues in Sport Psychology	3
PSY 87115	Psychology of Coaching	3
PSY 87120	Enhancing Performance: Preparation/Motivation	3

APPLIED COURSES		CREDITS
PSY 88002 or PSY 82508	PSY 88002 Applied Concepts or PSY 82508 Supervised Practicum in Advanced Addiction Studies (for those enrolled in Advanced Addiction Studies Concentration)	6

THESIS		CREDITS
PSY 86899	Master's Thesis	6

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 of this knowledge 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. The Doctor of Psychology exposes learners to theoretical and practical methodologies within the field.

Our innovative program provides comprehensive courses as well as a variety of elective courses and opportunities for supervised clinical experience to emphasize the service orientation of a professional clinical degree. The program provides learners with the knowledge and skills necessary for growth in their professional career.

Program Learning Outcomes

- Formulate and express in writing advanced conceptualizations of psychological ideas with the capacity to design, evaluate, and defend these concepts.
- 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.
- Construct and assess logical and/or empirical evidence from advanced clinical psychological theory and research, employing complex judgments drawn from inferential statistics and scientific methodology.
- Critically weigh and consider the clinical impact that cultural and social institutions have on psychotherapy clients' ethical systems, values, worldview assumptions, and presenting, psychological symptoms.
- Evaluate psychological sources and information, as well as generate psychological reports in professional and technically proficient language.
- Critically appraise advanced psychological principles and findings from the clinical psychological literature, and generalize them to personal experiences so that the information is meaningful and organically applied to humanistic, grounded professional goals.
- Distinguish between advanced, statistically based reasoning processes and apply to complex psychological research and questions about clinical treatment and assessment.
- Design an advanced system of inquiry that is rooted in peer-reviewed, empirical research findings to describe, critically evaluate, hypothesize about, predict outcome, and intervene with clinical populations.
- Justify and validate the rationale underlying ethical behavior as it relates to professional standards of practice in clinical psychology.
- Incorporate psychometric theory in designing assessment methods in clinical psychology, including critically evaluating established systems of diagnosis.
- Create and evaluate evidence-based psychotherapeutic treatment plans to reduce psychopathological symptoms and improve clients' adaptive functioning.
- Evaluate and integrate advanced findings from brain science with clinical assessment, diagnosis, and treatment planning.
- Summarize and clinically incorporate research findings from cognitive science, affect theory, learning, memory, and motivation.
- Distinguish between statistically normal and abnormal patterns of development across the lifespan, and discriminate between the various protective vs. risk factors that influence developmental outcomes for clinical populations.

Doctor of Psychology Admission Requirements

Admission to the PsyD program requires a master's degree in the field of study or related field. The official transcripts relating to these degrees must be accepted by and on file at the university. 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 Admissions Committee to evaluate the foundational readiness to be successful in the program.

In this case, the Admissions Committee can require the completion of six prerequisite graduate-level courses with a minimum passing grade of a "B" for admission into the PsyD degree program:

- PSY 86502A — Counseling Theories and Strategies
- PSY 86801 — Therapeutic Boundaries
- PSY 86508A — Culture and Diversity in Counseling
- PSY 86505A — Lifespan Development
- PSY 86506A — Psychopathology
- PSY 86511A — Substance Use and Related Disorders

Transfer Credits Accepted

The PsyD requires a total of 66 graduate credits beyond the masters. For applicants entering with a master's degree in psychology or related field, CalSouthern can accept up to 30 graduate credits in psychology 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.

Clinical Psychology Licensure Requirements

Since licensing requirements vary by jurisdiction and change periodically, learners are advised to verify these requirements. If needed, they may supplement their degree plan to meet current requirements. In the State of California, learners should maintain contact with the Board of Psychology to remain informed about all licensing requirements. For a copy of the current regulations, please go to www.psychology.ca.gov or write to:

Board of Psychology
1625 North Market Blvd., Suite N-215
Sacramento, CA 95834
www.psychology.ca.gov

Comprehensive Examination

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 a learner's readiness to move forward in the program. The exam is taken following the successful completion of the eleven (11) core courses and before beginning chosen electives. Learners must successfully pass the examination in order to continue in the program. The minimum passing grade is 75%.

Clinical Training Practicum and Internship

The practicum courses and pre-doctoral internship are optional and offered as electives. These courses may be necessary for learners seeking licensure in their respective jurisdictions. Learners have the responsibility to check their state educational requirements regarding practicum, pre-doctoral internship, and post-doctoral internship requirements for licensure.

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.

Personal Therapy Requirement

The faculty mentors in the School of Behavioral Sciences at CalSouthern believe that personal therapy is an important component of clinical training. Thus, learners intending to engage in clinical training through practicum and/or internship are required to participate in individual therapy to develop insight into personal factors that can affect their performance as clinicians. This prerequisite for practicum and/or internship is met by the completion of sixteen (16) hours of individual therapy to begin after program enrollment and before approval to commence practicum and/or internship. Therapy services must be provided by a licensed clinician.

Doctoral Project

An essential feature of a doctoral program is a commitment to scholarship. Learners complete a Doctoral Project that provides an opportunity to study a clinically relevant topic. A PsyD Candidate may choose between four basic research designs: theoretical, qualitative, quantitative, or mixed methods. The University encourages Doctoral Projects that extend the PsyD Candidate's work into emerging fields of inquiry that address contemporary issues. Learners are given extensive support throughout the Doctoral Project.

Doctor of Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	33
Elective Courses	18
Comprehensive Exam	1
Doctoral Project Courses	14
Internship (optional)	0
TOTAL CREDITS REQUIRED FOR DOCTOR OF PSYCHOLOGY	66

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 accelerated by taking multiple courses in a term and through credits accepted in transfer.

Disclaimer: All program requirements for the Doctor of Psychology 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 Psychology Required Courses

REQUIRED CORE COURSES		CREDITS
PSY 87500	Advanced Theories of Personality	3
PSY 87503	History and Systems in Psychology	3
PSY 87504	Ethical and Professional Issues	3
PSY 87506	Advanced Psychopathology	3
PSY 87508A	Cultural Diversity	3
PSY 87524	Cognition, Emotion and Motivation	3
PSY 87700	Psychopharmacology	3
PSY 87701	Physiological Psychology	3
PSY 87540	Statistical Methods and Analysis	3
PSY 87127	Research Methods in Psychology	3
PSY 87702	Psychological Assessment I	3

COMPREHENSIVE EXAMINATION		CREDITS
PSY 87800	Doctoral Comprehensive Examination	1

ELECTIVE COURSES		CREDITS
PSY 82307	Advanced Physiology and Pharmacology of Addiction	3
PSY 82309	Advanced Ethical and Professional Issues in Addiction Counseling	3
PSY 82316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3
PSY 82507	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention	3
PSY 86523	Psychology of Learning	3

PSY 87100	Applied Sport Psychology I	3
PSY 87101	Applied Sport Psychology II (Prerequisite: PSY 87100)	3
PSY 87110	Current Issues in Sport Psychology	3
PSY 87115	Psychology of Coaching	3
PSY 87120	Enhanced Performance: Preparation / Motivation	3
PSY 87125	Research in Sport Psychology	3
PSY 87507	Advanced Human Sexuality	3
PSY 87509	Advanced Psychology of Marriage and Family Systems	3
PSY 87513	Psychological Tests and Measurements	3
PSY 87514	Brief Therapy	3
PSY 87515	Social Psychology	3
PSY 87518	Hypnosis: Theory and Practice	3
PSY 87519A	Crisis and Trauma Counseling	3
PSY 87521	Industrial/Organizational Psychology	3
PSY 87522	Consulting in Business, Education, and Mental Health	3
PSY 87525	Cognition and Memory	3
PSY 87527	Psychology of Stress and Stress-Related Disorders	3
PSY 87528	The Psychology of Violence and Domestic Abuse Reporting	3
PSY 87529	Myers-Briggs Type Indicator	3
PSY 87530	Dream Analysis	3
PSY 87533	Psychology of Death and Dying	3
PSY 87534	Dual Diagnosis	3
PSY 87536	Cognitive-Behavioral Psychotherapy	3
PSY 87537	Psychology of Chronic Illness	3
PSY 87538	Advanced Psychology of Addiction and Compulsive Behaviors	3
PSY 87539	Attention-Deficit/Hyperactivity, Autistic Spectrum and Neurodevelopmental Disorders	3

PSY 87541	Psychology of Religion	3
PSY 87542	Eating Disorders	3
PSY 87543A	Systems of Care in Community Mental Health	3
PSY 87545	Interpersonal Neurobiology	3
PSY 87547A	Career Counseling	3
PSY 87550	Positive Psychology	3
PSY 87560	Media Psychology: Writing, Publishing and Promoting of a Self-Help Book	3
PSY 87561	Interpersonal Conflict in the Workplace	3
PSY 87600	Supervision and Consultation	3
PSY 87601	Clinical Interviewing	3
PSY 87703	Psychological Assessment II (Prerequisite: PSY 87702)	3
PSY 87704	Practicum I	3
PSY 87705	Practicum II (Prerequisite: PSY 87704)	3
PSY 87706	Practicum III (Prerequisite: PSY 87705)	3
PSY 87707	Psychology of the Mind: Mind-Body Connection	3
PSY 87710	Integrative Therapy: From Orientation to Practice	3

DOCTORAL PROJECT COURSE REQUIREMENTS		CREDITS
PSY 87991	Doctoral Project I (Prerequisites: completion of all core courses, comprehensive exam and electives)	3
PSY 87992	Doctoral Project II (Prerequisite: PSY 87991)	3
PSY 87993	Doctoral Project III (Prerequisite: PSY 87992)	3
PSY 87994	Doctoral Project IV (Prerequisite: PSY 87993)	3
PSY 87995	Doctoral Project V (Prerequisite: PSY 87994)	2

INTERNSHIP		CREDITS
PSY 88000	Internship (optional)	0

Internship

An internship course may be required in your state or jurisdiction. Learners should check their state board requirements.

PRE-BACCALAUREATE CERTIFICATE PROGRAM IN ADDICTION STUDIES (CPAS)

The Pre-Baccalaureate Certificate in Addiction Studies (CPAS) is offered by the School of Behavioral Sciences at California Southern University. It is 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. This certificate is appropriate for demonstrating mastery of a topic and/or applications relevant to personal knowledge, professional development, and preparation for future study. The Pre-Baccalaureate Certificate in Addiction Studies at California Southern University is not a graduate degree. Upon completion of the program requirements, learners earn a certificate focused in the particular area of study.

The objectives of the Pre-Baccalaureate Certificate Program in Addiction Studies are to:

- 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.
- 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.
- Provide learners with a critically examined value system and professional code of ethics essential to the practice of substance abuse counseling.
- Improve the learner's analytical and critical thinking skills by providing an understanding of theory and applications as related to the process of addiction.
- 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.
- 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.

CERTIFICATE IN ADDICTION STUDIES (CPAS)

This certificate program 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.

Pre-Baccalaureate Certificate in Addiction Studies (CPAS)

CERTIFICATE REQUIREMENTS	CREDITS
Required Core Courses	27
TOTAL	27

Program Length

The CPAS certificate program takes 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 accelerated by taking multiple courses in a term and through credits accepted in transfer.

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 Pre-Baccalaureate Certificate Program in Addiction Studies. 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). 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.

The Association for Addiction Professionals (NAADAC)

The 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 Pre-Baccalaureate Certificate Program in Addiction Studies will be accepted toward national credentialing by the NAADAC Certification Commission for Addiction Professionals (NCCAP). Persons interested in certification are encouraged to contact the NCCAP 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 state. Please contact applicable Boards for more information. Learners can also choose to continue their studies in the discipline toward a bachelor's degree in psychology.

Certified Alcohol and Drug Counselor (CADC) I & II Required Courses

REQUIRED COURSES		CREDITS
PSY 2306	Foundations of Addiction	3
PSY 2309A	Ethical and Professional Issues in Addiction Counseling	3
PSY 2318	Culture and Diversity in Addiction Counseling	3
PSY 2307	The Physiology and Pharmacology of Substance Use	3
PSY 2317	Individual, Family and Group Counseling	3
PSY 2507	Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 2316	Personal and Professional Growth	3
PSY 2508	Supervised Practicum and Fieldwork in Addiction Studies	6

OPTIONAL		CREDITS
PSY 2315	CADC Exam Preparation Course	3

POST-BACCALAUREATE CERTIFICATE PROGRAM

The Post-Baccalaureate Certificate Program is 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 post-baccalaureate certificates in the behavioral sciences at California Southern University are not graduate degrees, nor do they represent a certification to practice as a counselor or psychologist. This is not a degree program, but a certificate program; upon completion of the program requirements, learners earn a certificate focused in a particular area of study.

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

The objectives of the Post-Baccalaureate Certificate Program are to:

- Promote the integration of practical psychological experience with formal academic learning.
- Foster growth in intellectual accomplishment and an opportunity to develop an executive level perspective on practices in the behavioral sciences.
- 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 post-baccalaureate certificate in the behavioral sciences.
- Promote the acquisition of psychological concepts, principles, standards, and processes as it relates to the behavioral sciences.
- Encourage legal and ethical behavior as it relates to the behavioral sciences.
- Encourage ethical behavior in regards to information technology skills as it applies to mental health environments.
- Promote the analysis and evaluation of information critically and effectively.
- Foster the integration of multicultural awareness of human diversity as it relates to the behavioral sciences.

Post-Baccalaureate Certificate Program Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Core Courses	18
TOTAL	18

Program Length

Post-Baccalaureate 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.

CERTIFICATE IN ADVANCED ADDICTION STUDIES (CPAAS)

The Post-Baccalaureate Certificate in Advanced Addiction Studies (CPAAS) 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 (CPAAS) 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 (CPAAS) 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 for Substance Use Disorder (SUD) specific education needed for career steps. A minimum grade of "B" in all courses is required to receive the Post-Baccalaureate Certificate in Advanced addiction Studies (CPAAS).

Certificate in Advanced Addiction Studies Required Courses

REQUIRED CORE COURSES		CREDITS
PSY 86511A	Substance Use and Related Disorders	3
PSY 82309	Advanced Ethical and Professional Issues in Addiction Counseling	3
PSY 87534	Dual Diagnosis	3
PSY 82307	Advanced Physiology and Pharmacology of Addiction	3
PSY 82507	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 82316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3

Program Length

The CPAAS certificate program takes 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.

CERTIFICATE IN HEALTHCARE SERVICES (CPHCS)

The Post-Baccalaureate Certificate in Healthcare Services (CPHCS) 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 87707	The Psychology of the Mind: Mind-Body Connection	3
PSY 87527	The Psychology of Stress and Stress-Related Disorders	3
PSY 87537	Psychology of Chronic Illness	3
PSY 87533	Psychology of Death and Dying	3
ELECTIVE COURSES (CHOOSE TWO)		CREDITS
HCA 86800	Healthcare Administration	3
HCA 86804	Healthcare Economics	3
HCA 86810	Healthcare Informatics	3
PSY 86502A	Counseling Theories and Strategies	3
PSY 86511A	Substance Use and Related Disorders	3

Program Length

The CPHCS certificate program takes 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.

CERTIFICATE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (CPIOP)

The Post-Baccalaureate Certificate in Industrial and Organizational Psychology (CPIOP) is designed not only to provide advanced education for baccalaureate degreed professionals in the behavioral sciences, but also to provide other non-behavioral health baccalaureate graduates the opportunity to develop a deeper understanding of existing knowledge within the discipline of psychology. Specifically, this certificate explores vital psychological topics of interest to those who want to develop a solid foundation in the theories within industrial and organizational psychology.

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. This certificate explores vital ethical, cultural, and professional topics of interest to those who want to develop a solid foundation in the field of industrial and organizational psychology including those working in human resources and business consulting positions.

Certificate in Industrial and Organizational Psychology Required Courses

REQUIRED CORE COURSES		CREDITS
PSY 87521	Industrial/Organizational Psychology	3
PSY 86508A	Culture and Diversity in Counseling	3
PSY 87515	Social Psychology	3
PSY 87522	Consulting in Business, Education, and Mental Health	3
PSY 87529	Myers-Briggs Type Indicator	3
PSY 87561	Interpersonal Conflict in the Workplace	3

Program Length

The CPIOP certificate program takes 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.

CERTIFICATE IN PASTORAL COUNSELING (CPPC)

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

Specifically, this certificate explores vital psychological 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. This certificate explores vital ethical, cultural, and professional topics of interest to those who want to develop a solid foundation in the field of pastoral counseling.

Certificate in Pastoral Counseling Required Courses

REQUIRED CORE COURSES		CREDITS
PSY 87541	Psychology of Religion	3
PSY 86801	Therapeutic Boundaries	3
PSY 86509A	Systems of Family Therapy	3
PSY 87507	Advanced Human Sexuality	3
PSY 86517	Psychology of Aging	3
PSY 87533	Psychology of Death and Dying	3

Program Length

The CPPC certificate program takes 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.

CERTIFICATE IN SPORT PSYCHOLOGY (CPSP)

The Post-Baccalaureate Certificate in Sport Psychology (CPSP) is designed to provide supplemental education for baccalaureate degreed professionals in sport and other performance-based fields along with other non-mental health baccalaureate graduates and to provide 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 CORE COURSES		CREDITS
PSY 87100	Applied Sport Psychology I	3
PSY 87101	Applied Sport Psychology II (Prerequisites: PSY 87100)	3
PSY 86801	Therapeutic Boundaries	3
PSY 87110	Current Issues in Sport Psychology	3
PSY 87115	Psychology of Coaching	3
PSY 87120	Enhanced Performance: Preparation/Motivation	3

Program Length

The CPSP certificate program takes 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.

DEAN'S WELCOME, 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 of the traditional functional areas in business, such as economics, finance, marketing, and organizational behavior in 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, our promise is to help you earn an accredited business degree anytime, anywhere in a flexible and understanding way. Welcome to the CalSouthern Family!

James B. Rieger, EdD Candidate
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.

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 program at the junior level.

Program Learning Outcomes

WRITTEN COMMUNICATION

- Interact with others using written communication resulting in understanding and being understood.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

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.

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.

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.

PERSONAL DEVELOPMENT

- Integrate formal academic learning with personal experiences so that learning is meaningful, personalized, and relates to personal or professional goals.

QUANTITATIVE REASONING

- Possess the skills and knowledge necessary to apply the use of logic, utilize mathematical reasoning, and interpret mathematical formulas and models.

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.

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 four (4) 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, learners are automatically admitted into any bachelor’s degree program offer 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 course work must be completed at CalSouthern to meet the residency requirements. Of the 60 total, CalSouthern requires that at least 21 credits toward the AALS must be earned in General Education. 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 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 GE credit requirement. Additional GE courses available for transfer beyond the 21 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, and a certified copy of the DD-214 for military schooling or military transcripts, and any ACE certificates earned.

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. A course listing is included in the Undergraduate General Education section with descriptions are located in the Course Descriptions section 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.

Associate of Arts in Liberal Studies Degree Requirements

DEGREE REQUIREMENTS	CREDITS
University Success Online	3
General Education	21
Elective Courses	36
TOTAL CREDITS REQUIRED FOR AALS DEGREE	60

Program Length

With full-time studies, earning the associate degree varies from 1 to 3-1/2 year 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. The time to complete this program can be significantly reduced by transferring credits previously earned.

As many as 45 semester credits can be transferred in from courses completed at community colleges and junior colleges. The minimum credits required to be completed at CalSouthern is 15, which can be completed in less than one year.

BACHELOR OF APPLIED SCIENCE (BAS)

Program Objectives

The Bachelor of Applied Science (BAS) is designed especially for the learner who has completed courses or Associate of Arts (AA) and 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 their Academic Advisors 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

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.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

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.

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.

INFORMATION LITERACY

- Demonstrate the application of business competencies, information technology competencies, and project management competencies necessary for organizational success.

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.

QUANTITATIVE REASONING

- Exhibit analytical thought and informed judgment through the use of mathematical reasoning, and interpretation of mathematical models and formulas.

SCIENTIFIC REASONING

- Utilize informed analyses and other cognitive decision-making tools to make socially-responsible, situation-appropriate decisions.

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 four (4) 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, our learners are automatically admitted into the corresponding graduate master's degree program offer 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 residency requirements. Of the 120 total, CalSouthern requires that at least 36 credits toward the bachelor's degree must be earned in General Education. 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 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 GE requirement. Additional GE courses beyond the 36 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. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, and a certified copy of the DD-214 for military schooling or military transcripts, and 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
BAS Concentration Courses	15
Elective Courses	45
TOTAL CREDITS REQUIRED FOR BAS DEGREE	120

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. This time to completion can be shortened. Upon approval from your Academic Advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

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
UNI 2000	University Success Online	3
BUS 2300	Introduction to Business	3
BUS 2414	Business Communications	3
ENT 2100	Entrepreneurship	3
LDR 2100	Foundations of Leadership	3

LDR 2460	Project Management Fundamentals and Leadership	3
MKT 2400	Essentials to Marketing	3
CAP 2404	BAS Capstone	3

Bachelor of Applied Science Elective & Concentration Courses

Electives permit learners to transfer into CalSouthern those 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. In the event that 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 your Academic Advisor (meaning you can change courses or objectives, however, you cannot reduce the total credits you need for your degree).

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

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.

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.

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.

PERSONAL DEVELOPMENT

- Integrate formal academic learning with personal experiences so that learning is meaningful, personalized and relates to both personal and professional goals.

QUANTITATIVE REASONING

- Demonstrate the ability to use analytical skills to understand business situations and make well-informed decisions.

SCIENTIFIC REASONING

- Demonstrate a system of inquiry that is dependent on empirical evidence to develop integrative solutions to improve business outcomes.

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 four (4) 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, our learners are automatically admitted into the corresponding graduate masters or doctoral degree program offer 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 residency requirements. Of the 120 total CalSouthern requires that at least 36 credits toward the bachelors must be earned in General Education. 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 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 GE requirement. Additional GE courses beyond the 36 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. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, and a certified copy of the DD-214 for military schooling or military transcripts, and any ACE certificates earned.

Bachelor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	45
BBA Concentration Courses	15
Elective Courses	24
TOTAL CREDITS REQUIRED FOR THE BBA DEGREE	120

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. This time to completion can be shortened. Upon approval of your Academic Advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

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 2000	University Success Online	3
ACT 2102	Principles of Accounting I	3
BUS 2110	Business Ethics	3
BUS 2300	Introduction to Business	3
BUS 2301	Business Law	3
BUS 2413	Business Statistics	3
BUS 2414	Business Communications	3
ECO 2300	Macroeconomics	3
ECO 2403	Microeconomics	3
FIN 2404	Fundamentals of Finance	3
IB 2100	International Management	3
MGT 2325	Business Information Systems	3
MGT 2404	Contemporary Management	3
MKT 2400	Essentials of Marketing	3
CAP 2400	BBA Capstone	3

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 Concentration 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 2104	Principles of Accounting II	3
ACT 2150	Managerial Accounting	3
ACT 2202	Tax Accounting I	3
ACT 2204	Tax Accounting II	3
ACT 2451	Intermediate Accounting I	3
ACT 2452	Intermediate Accounting II	3
ACT 2453	Cost Accounting	3
ACT 2467	Auditing	3

ENTREPRENEURSHIP CONCENTRATION		CREDITS
ENT 2100	Entrepreneurship	3
ENT 2101	Business Plans for New Ventures	3
ENT 2106	Family Business Management	3
ENT 2402	Entrepreneurial Financing and Venture Capital Management	3
ENT 2408	Entrepreneurship and the Internet	3
ENT 2515	Women and Entrepreneurship	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
HRM 2102	Human Resource Management	3
HRM 2103	Staffing Organizations	3
HRM 2107	Supervisory Management	3
HRM 2404	Labor Relations and Collective Bargaining	3

HRM 2405	Compensation Management	3
HRM 2406	Employee Training and Development	3
INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
IB 2101	International Business Law	3
IB 2402	International Economics	3
IB 2403	Global Marketing	3
IB 2404	International Finance	3
MGT 2121	Organizational Behavior	3

LEADERSHIP CONCENTRATION		CREDITS
LDR 2100	Foundations of Leadership	3
LDR 2125	Leadership Communications	3
LDR 2150	Leadership Theory and Practices	3
LDR 2460	Project Management Fundamentals and Leadership	3
LDR 2480	Leadership Group Dynamics	3
LDR 2490	Nonverbal Communications in Leadership	3

MANAGEMENT CONCENTRATION		CREDITS
BUS 2405	Career Management and Personal Marketing	3
BUS 2415	Business Negotiation	3
FIN 2305	Introduction to Banking	3
FIN 2403	Money, Banking, and Finance	3
FIN 2405	Principals of Lending	3
MGT 2121	Organizational Behavior	3
MGT 2124	Operations Management	3
SBM 2401	Small Business Management	3

MARKETING CONCENTRATION		CREDITS
MKT 2106	Advertising	3
MKT 2107	Retail Management	3

MKT 2108	Sales	3
MKT 2409	Consumer Behavior	3
MKT 2410	Brand Management	3
MKT 2416	Internet Marketing	3
MKT 2420	Marketing Management	3

TECHNOLOGY MANAGEMENT CONCENTRATION		CREDITS
TECH 2100	Engineering and Technology	3
TECH 2110	Emerging Technology	3
TECH 2120	Alternative Energy Solutions	3
TECH 2430	Systems Analysis and Design	3
TECH 2440	Information and Technology Security	3
TECH 2450	E-Business and Technology	3

Electives

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. In the event that additional credits are required in this area to meet the 120-credit requirement then courses can be selected from any academic area at the University that does not required prerequisites.

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

- 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.
- 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.
- Employ appropriate analytical models and apply critical reasoning processes for the use of collecting data, analyzing and synthesizing information to arrive at professional conclusions.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 programs 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 upgrade 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 course 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 programs.

In order 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 MBA Courses	21
MBA Concentration Courses	15
TOTAL CREDITS REQUIRED FOR THE MBA	36

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. Upon approval of your academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

Master of Business Administration Required Core Courses

REQUIRED CORE COURSES		CREDITS
ECO 86501	Economics for Organizational Management	3
MGT 86500	Business Organization and Management	3
MGT 86512	Managerial Accounting for Decision Making	3
MGT 86519	Ethics in Business	3
MIS 86510	Applied Data Analysis	3
MKT 86502	Marketing Management	3
CAP 89000	MBA Capstone	3

Master of Business Administration Concentration 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
ACT 87515	Financial Statement Analysis	3
ECO 87501	Managerial Economics	3
FIN 86505	Corporate Finance	3
FIN 86507	Lending in Consumer and Corporate Markets	3
FIN 86509	Management in Banking and Financial Services	3
FIN 87513	Investment Management	3
FIN 87514	Financial Institutions	3
FIN 87516	Capital Markets	3
FIN 87518	Behavioral Corporate Finance	3

HEALTHCARE ADMINISTRATION CONCENTRATION		CREDITS
HCA 86800	Healthcare Administration	3
HCA 86802	Healthcare Compliance, Law and Ethics	3
HCA 86804	Healthcare Economics	3
HCA 86806	Managing Epidemiology	3
HCA 86810	Healthcare Informatics	3
HCA 86812	Quality Control in Healthcare	3
HCA 86814	Cultural Diversity in Healthcare	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
HRM 86503	Human Resource Management	3
HRM 57502	Compensation Issues in Human Resource Management	3
HRM 87503	Labor Relations	3
HRM 87504	Supervisory Concepts and Practice	3
HRM 87505	Effective Training and E-Learning	3

INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
IB 87512	International Economics	3
IB 87513	International Marketing	3
IB 87514	Cultural Environment of International Business	3
IB 87517	International Business Law	3
IB 87518	International Financial Management	3

MANAGEMENT CONCENTRATION		CREDITS
MGT 86200	Professional Women in Today's Business Environment	3
MGT 86250	Entrepreneurship: A Woman's Prospective	3
MGT 86506	Organizational Behavior	3
MGT 86507	Strategic Management	3
MGT 86510	Statistical Analysis	3
MGT 86535	Management of Change	3
MGT 86536	Cross Cultural Management	3
MGT 86537	Management of Information Systems for Managers	3
MGT 87510	Technology Concepts for Managers	3
MKT 87515	Coordinating and Managing Supply Chains	3
MGT 87545	Managing, Organizing and Negotiating for Value	3

PROJECT MANAGEMENT CONCENTRATION		CREDIT
MGT 86529	Project Management	3
PM 86900	Project Management Concepts and Essentials	3
PM 86901	Project Management Strategic Design	3

PM 86902	Project Management Organization	3
PM 86903	Project Management Integration	3
PM 86910	PM Capstone	3

STRATEGIC LEADERSHIP CONCENTRATION		CREDITS
SLDR 86000	Essential Concepts for Strategic Management and Leadership	3
SLDR 86001	Role of Leadership in Strategic Management Communications	3
SLDR 86002	Effective Human Relations Skills for Leaders	3
SLDR 86003	Leadership for Promoting Strategic Corporate Social Responsibility	3
SLDR 86004	Conflict Management Strategies and Resolution	3
SLDR 86005	Leadership Strategies for Developing High Performance Teams	3
SLDR 86006	Customer Service Leadership	3

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. Many educational institutions, unable or unwilling to adapt, are as dead as the dodo bird, and are passing into oblivion.

Our challenge as a 21st 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

- 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.
- 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.
- Apply advanced critical and conceptual thinking skills in analyzing the effective handling of business problems and opportunities.
- 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.
- 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.
- 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.

- Apply qualitative and quantitative tools to Integrate internal and external data to support evidence-based decision making and to perform effective business analysis.
- Utilize the requisite research skills and generate empirical evidence to apply situational analyses and evaluate the impact of managerial actions.
- 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) focuses 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.

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 master's 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 86500 — Business Organization and Management
- MGT 86519 — Ethics in Business
- MGT 86512 — Managerial Accounting for Decision Making
- ECO 86501 — Economics for Organizational Management
- MKT 86502 — Marketing Management

Transfer Credits Accepted

The DBA requires a total of 90 graduate credits beyond the bachelor's or 60 graduate credits beyond the masters. For applicants entering with a bachelor's degree, CalSouthern can accept up to 30 graduate credits in transfer for graduate courses completed in psychology or related field with a grade of "B" or better.

For applicants entering with a master's degree in psychology or related field, CalSouthern can accept up to 30 graduate credits in psychology 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 and are only denied the opportunity to return to the University to complete the requirements.

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 ADB into a DBA. Contact a CalSouthern Enrollment Advisor with your special needs.

Doctor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	30
DBA Concentration / Elective Courses	15
Comprehensive Essay Examination	1
Doctoral Project Courses	14
TOTAL CREDITS REQUIRED FOR THE DBA	60

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. Upon approval of your academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

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
ACT 87530	Management Finance and Control	3

BUS 87300	Advanced Measurement and Statistics for Business	3
BUS 87305	Ethnography of Corporate Culture	3
MGT 87500	Organizational Development and Design	3
MGT 87525	Leadership, Ethics, and Corporate Governance	3
MKT 87505	Consumer Behavior, Theory, and Analysis	3
REQUIRED SECOND AND THIRD YEAR CORE COURSES		CREDITS
IB 87516	Global Business Strategic Management	3
MGT 87515	Information, Organization, and Strategy	3
MGT 87520	Business Research Methods	3
MGT 87540	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 in order to continue in the program.

Specifically, the essay explores how 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
BUS 87805	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 University 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
ACT 87515	Financial Statement Analysis	3
ECO 87501	Managerial Economics	3
FIN 86505	Corporate Finance	3

FIN 86507	Lending in Consumer and Corporate Markets	3
FIN 86509	Management in Banking and Financial Services	3
FIN 87513	Investment Management	3
FIN 87514	Financial Institutions	3
FIN 87516	Capital Markets	3
FIN 87518	Behavioral Corporate Finance	3

HEALTHCARE ADMINISTRATION CONCENTRATION		CREDITS
HCA 86800	Healthcare Administration	3
HCA 86802	Healthcare Compliance, Law and Ethics	3
HCA 86804	Healthcare Economics	3
HCA 86806	Managing Epidemiology	3
HCA 86810	Healthcare Informatics	3
HCA 86812	Quality Control in Healthcare	3
HCA 86814	Cultural Diversity in Healthcare	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION		CREDITS
HRM 86503	Human Resource Management	3
HRM 57502	Compensation Issues in Human Resource Management	3
HRM 87503	Labor Relations	3
HRM 87504	Supervisory Concepts and Practice	3
HRM 87505	Effective Training and E-Learning	3

INTERNATIONAL BUSINESS CONCENTRATION		CREDITS
IB 87512	International Economics	3
IB 87513	International Marketing	3
IB 87514	Cultural Environment of International Business	3
IB 87517	International Business Law	3
IB 87518	International Financial Management	3

PROJECT MANAGEMENT CONCENTRATION		CREDITS
MGT 86529	Project Management	3
PM 86900	Project Management Concepts and Essentials	3
PM 86901	Project Management Strategic Design	3
PM 86902	Project Management Organization	3
PM 86903	Project Management Integration	3
PM 86910	PM Capstone	3

STRATEGIC LEADERSHIP CONCENTRATION		CREDITS
SLDR 86000	Essential Concepts for Strategic Management and Leadership	3
SLDR 86001	Role of Leadership in Strategic Management Communications	3
SLDR 86002	Effective Human Relations Skills for Leaders	3
SLDR 86003	Leadership for Promoting Strategic Corporate Social Responsibility	3
SLDR 86004	Conflict Management Strategies and Resolution	3
SLDR 86005	Leadership Strategies for Developing High Performance Teams	3
SLDR 86006	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
MGT 87995	Doctoral Project I	3
MGT 87996	Doctoral Project II	3
MGT 87997	Doctoral Project III	3
MGT 87998	Doctoral Project IV	3
MGT 87999	Doctoral Project V	2

PRE-BACCALAUREATE CERTIFICATE PROGRAM IN LEADERSHIP (CBL)

The Pre-Baccalaureate Certificate in Leadership (CBL) is designed for individuals who wish to focus their studies in the area of Leadership. Certificates are appropriate for demonstrating mastery of a topic and/or applications relevant to personal knowledge, professional development, or preparation for future study. This certificate is not a graduate degree.

The objectives of the Pre-Baccalaureate Certificate in Leadership Program are to:

- Develop an understanding of the theoretical and applied knowledge of leadership.
- Provide learners with a basic knowledge of effective leadership qualities.
- Provide learners with a critically examined value system of professional code of ethics essential for effective leadership.
- Improve the learner’s analytical and critical thinking skills by providing an understanding of theory and application as related to leadership.
- 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.
- Promote the development of an appreciation for effective leadership in a multicultural and diverse environment.

Pre-Baccalaureate Certificate in Leadership (CBL) Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses (6)	18
TOTAL	18

Program Length

One year full-time studies defined as one course in each 8-week term with 6 terms in a calendar year.

REQUIRED COURSES		CREDITS
LDR 2100	Foundations of Leadership	3
LDR 2125	Leadership Communications	3
LDR 2150	Leadership Theory and Practices	3
LDR 2460	Project Management Fundamentals and Leadership	3
LDR 2480	Leadership Group Dynamics	3
LDR 2490	Nonverbal Communications in Leadership	3

POST-BACCALAUREATE CERTIFICATE PROGRAM

The Post-Baccalaureate Certificate Program is offered by the School of Business and Management at California Southern University. It is 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, but a certificate 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 post-baccalaureate certificate program are seeking a quality education that focuses on continuing education and professional development.

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

The objectives of the Post-Baccalaureate Certificate Program are to:

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

Post-Baccalaureate Certificate Program Requirements

CERTIFICATE REQUIREMENTS	CREDITS
6 courses (3 credits each)	18

Program Length

One year full-time studies defined as one course in each 8-week term with 6 terms in a calendar year.

CERTIFICATE IN FINANCIAL MANAGEMENT (CBFM)

The Post-Baccalaureate Certificate in Financial Management (CBFM) is designed to meet the needs of baccalaureate degreed business students and financial management professionals who want to upgrade their skill set through professional development utilizing continuing education in an online format. This certificate program reinforces financial concepts in areas that support solid financial management skills.

REQUIRED COURSES		CREDITS
FIN 86505	Corporate Finance	3
FIN 87513	Investment Management	3
FIN 87514	Financial Institutions	3
FIN 87516	Capital Markets	3
FIN 87518	Behavioral Corporate Finance	3
MGT 86512	Managerial Accounting for Decision Making	3

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT (CBHRM)

The Post-Baccalaureate Certificate in Human Resource Management (CBHRM) is designed to meet the needs of baccalaureate degreed business students and human resource professionals who want to upgrade their skill set through professional development utilizing continuing education in an online format. This certificate program will provide the knowledge necessary to make informed decisions in organizational management and the implementation of human resource policies.

REQUIRED COURSES		CREDITS
HRM 86503	Human Resource Management	3
HRM 87502	Compensation Issues in HRM	3
HRM 87503	Labor Relations	3
HRM 87504	Supervisory Concepts and Practice	3
HRM 87505	Effective Training and E-Learning	3
MGT 86519	Ethics in Business	3

CERTIFICATE IN INTERNATIONAL BUSINESS (CBIB)

The Post-Baccalaureate Certificate in International Business (CBIB) is designed to meet the needs of baccalaureate degreed business learners and business professionals who want to upgrade their skill set through professional development utilizing continuing education in an online format. This certificate program meets the growing need for American college graduates to be better educated about how to do business in a global economy. It gives learners the opportunity to gain knowledge in

international business and develop international skills. This certificate program offers a global perspective and is designed to foster an understanding of global business and social environments.

REQUIRED COURSES		CREDITS
IB 87512	International Economics	3
IB 87513	International Marketing	3
IB 87514	Cultural Environments of International Business	3
IB 87517	International Business Law	3
IB 87518	International Financial Management	3
MGT 86519	Ethics in Business	3

CERTIFICATE IN MANAGEMENT (CBM)

The Post-Baccalaureate Certificate in Management (CBM) is designed not only to provide continuing education for baccalaureate degreed business professionals but it also provides non-business college graduates the opportunity to develop expertise and acquire credentials in the field of business. It explores vital business topics of interest to those who want to develop a solid foundation in management. To be effective, today's leaders must understand the interdependence between business and their work environment; making it essential that executives, in all fields, develop an understanding of general business practices. The CBM provides the opportunity to upgrade or attain skills to keep pace with the changes in the field of business and provide exposure to the language of business.

REQUIRED COURSES		CREDITS
MGT 86506	Organizational Behavior	3
MGT 86507	Strategic Management	3
MGT 86510	Statistical Analysis	3
MGT 86512	Managerial Accounting for Decision Making	3
MGT 86535	Management of Change	3
MGT 86537	Management of Information Systems for Managers	3

CERTIFICATE IN PROJECT MANAGEMENT (CBPM)

The Post-Baccalaureate Certificate in Project Management (CBPM) is designed to meet the needs of baccalaureate degreed business learners and business professionals who want to upgrade their skill set through professional development utilizing continuing education in an online format. This certificate provides learners with necessary tools, skills, and knowledge to be an effective project manager.

REQUIRED COURSES		CREDITS
MGT 86529	Project Management	3
PM 86900	Project Management Concepts and Essentials	3
PM 86901	Project Management Strategic Design	3
PM 86902	Project Management Organization	3
PM 86903	Project Management Integration	3
PM 86910	PM Capstone	3

CERTIFICATE IN STRATEGIC LEADERSHIP (CBSL)

Strategic leadership skills are paramount for successful business executives as we move into the 21st century. Executives must have the potential to express a strategic vision for their organization, and in addition, motivate and persuade their workforce to acquire and perpetuate this corporate vision. Strategic leaders gain this competitive advantage in becoming knowledgeable and highly skilled professionals through: 1) building business acumen, 2) effective communications techniques, and 3) understanding human behavior. Strategic leaders work in very defined and distinct environments on very difficult issues that influence and impact both their own corporate culture and the social environment that surrounds their organization. Therefore, to be an excellent strategic leader you must be cognizant of not only the needs and requirements of your own organization, but in addition, learn how to develop and maintain a social responsibility toward your community.

The paramount objective of the Post-Baccalaureate Certificate Program in Strategic Leadership is to expand the learner's knowledge and skill-set in these areas of business acumen, communications, and human behavior. The certificate program accomplishes this objective with seven specialized courses designed to build strategic leadership skills that focus on executive decision making, critical thinking, conflict resolution, cultural communications, social responsibility and stewardship, and human relations skills.

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

REQUIRED COURSES		CREDITS
SLDR 86000	Essential Concepts for Strategic Management and Leadership	3
SLDR 86001	Role of Leadership in Strategic Management Communications	3
SLDR 86002	Effective Human Relations Skills for Leaders	3
SLDR 86003	Leadership for Promoting Strategic Corporate Social Responsibility	3
SLDR 86004	Conflict Management Strategies and Resolution	3
SLDR 86005	Leadership Strategies for Developing High Performance Teams	3
SLDR 86006	Customer Service Leadership	3

DEAN'S WELCOME, 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!

Ellie D. Shefi, JD, Esq.

Dean, 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

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.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

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.

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.

INFORMATION LITERACY

- Demonstrate information literacy and technological competency to facilitate the study of criminal justice and criminology.

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.

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.

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.

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 four 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 course work must be completed at CalSouthern to meet our residency requirements. Of the requisite 120 semester 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 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 GE requirement. Additional GE courses beyond the 36 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. 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 any ACE certificates earned.

Bachelor of Science in Criminal Justice Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education	36
Required Core Courses	33
Elective Courses	51
TOTAL CREDITS FOR THE BSCJ DEGREE	120

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. Upon approval from your academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

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.

Required Core Courses

REQUIRED LOWER DIVISION COURSES		CREDITS
UNIV 2000	University Success Online	3
LGL 2101	Introduction to Criminal Justice	3
LGL 2110	Criminal Procedure and the Court System	3
LGL 2121	Corrections: A Comprehensive View	3
LGL 2210	Ethics in Criminal Justice	3
LGL 2221	Criminal Investigation Procedures	3
REQUIRED UPPER DIVISION COURSES		CREDITS
LGL 2415	Criminal Law	3
LGL 2420	Applied Criminology	3

LGL 2525	Administrative Office Procedures in Criminal Justice	3
LGL 2531	Law Enforcement and the Community	3
CAP 2401	BSCJ Capstone	3

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
LGL 2105	Family Violence	3
LGL 2118	Organized Crime	3
LGL 2128	Cultural Diversity in Criminal Justice	3
LGL 2130	Cyber-Crime and Cyber-Terrorism	3
LGL 2215	White Collar Crime	3
LGL 2225	Social Psychology	3
LGL 2228	Homeland Security	3
UPPER DIVISION ELECTIVE COURSES		CREDITS
LGL 2410	Research Methods in Criminology	3
LGL 2412	Drugs and Substance Abuse	3
LGL 2510	Introduction to Forensic Psychology	3
LGL 2511	Juvenile Justice	3
LGL 2518	Introduction to Terrorism	3
LGL 2521	Victims and the Criminal Justice System	3
LGL 2535	Terrorism Response: Infrastructure and Risk Analysis	3

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:

- Communicate in writing utilizing clear direction and guidance in both vertical and horizontal organizational settings in a Criminal Justice environment.
- 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.
- 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.
- Acquire awareness of, and genuine sensitivity to, the diversity of cultures involved in a Criminal Justice operational environment.
- Analyze information and formulate executive-level alternatives for resolution demonstrating competence and effectiveness in disseminating information synthesized for the organization.
- Foster awareness, confidence, and a sense of accomplishment within the people in the organization through the development of managerial-level strategies, plans, and philosophies.
- Apply and analyze quantifiable numerical data and make intelligent and rational decisions that support a Criminal Justice agency.
- Maximize the use of research and statistical methodologies in executive-level management decisions in the area of theoretical analysis of policing of Criminal Justice strategy.
- Demonstrate ethical, legal, and professional conduct in behaviors and decisions that meet a high duty of trust and reliability in all management decisions.

MS in Law Enforcement Executive Leadership Admission Requirements

Regular/matriculating admission to the Master of Science 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. 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 Master of Science degree. Course credit earned in graduate courses with a grade of "B" or higher will be considered for transfer into the master's programs.

In order 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.

MS in Law Enforcement Executive Leadership Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required MSLEEL Courses	36
TOTAL CREDITS REQUIRED FOR THE MSLEEL	36

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. Upon approval from the academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

MS in Law Enforcement Executive Leadership Required Courses

REQUIRED COURSES		CREDITS
LE 86500	Organizational Leadership Communication	3
LE 86510	Law Enforcement Code of Ethics	3
LE 86520	Budgeting Development/Analysis	3
LE 86530	Homeland Security Strategic Application	3
LE 86540	Police Management of Technology	3
LE 86550	Police Administrative Policy Operations	3
LE 86560	Strategic Organizational Planning	3
LE 86570	Executive Corrections Management	3
LE 86580	Contemporary Criminal Justice Trends	3
LE 86590	Administration of Police Executive Systems	3
LE 86600	Cultural Competency in Criminal Justice	3
CAP 89100	MSLEEL Capstone	3

DEAN'S WELCOME, 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 is the Associate of Arts in Liberal Studies and the Bachelor of Applied Science, while at the graduate level is 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.

James B. Rieger, EdD Candidate
Dean, School of Education

Mission Statement

The mission of the School of Education is to provide practical graduate 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)

- Communicate effectively in both oral and written forms in an organized, clear, and concise manner;
- Identify main ideas and draw conclusions in the context of professional and scholarly writing;
- 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;
- Generate organized and logical writing that responds to the demands of a particular purpose and audience;
- Recognize the impact and influence of non-verbal communication.

Humanities (9)

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

Mathematics (6)

- Demonstrate an understanding of the fundamentals of mathematics;

- Utilize mathematical ideas to model, solve, and resolve real-world problems;
- Apply analytical and theoretical skills to model and solve mathematical, numerical, and word problems;
- Perform computations and portray quantitative analysis in mathematics, including statistics, trigonometry, and calculus.

Natural Sciences (6)

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

Social Sciences (6)

- Demonstrate knowledge of, and critical thinking skills governing historical, contemporary, and diverse issues in the social sciences;
- Substantiate the comprehension of major ideas, values, beliefs, and experiences that have shaped human history and cultures;
- Apply knowledge, perspective, and experience to foster personal growth and better appreciate our diverse, multicultural social world;
- 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.

CATEGORY	CREDITS
English (Communication)	9
Humanities	9
Mathematics	6
Natural Sciences	6
Social Sciences	6
TOTAL GE CREDITS REQUIRED	36

ENGLISH (COMMUNICATION)		CREDITS
BUS 2414	Business Communications	3
ENG 1101	English Composition I (Required)	3
ENG 1102	English Composition II (Required)	3
ENG 1200	American Literature	3
ENG 1400	Introduction to Public Speaking	3
ENG 1406	Professional and Technical Writing	3
LDR 2490	Nonverbal Communications in Leadership	3

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

MATHEMATICS		CREDITS
BUS 2413	Business Statistics	3
MATH 1105	Mathematics for Business	3
MATH 1110	College Mathematics	3
MATH 1115	Pre-Calculus	3
MATH 1200	Algebra	3
MATH 1215	Calculus	3
MATH 1305	Statistics for the Behavioral Sciences (Required BA)	3

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

NS 1203	Physical Geography	3
NS 1205	Introduction to Oceanography	3
NS 1400	Anthropology	3
SOCIAL SCIENCES		CREDITS
PSY 2300	Introduction to Psychology	3
SS 1102	United States Government	3
SS 1103	United States History to 1877	3
SS 1104	United States History 1877 to Present	3
SS 1107	African American History to 1877	3
SS 1108	African American History 1877 to Present	3
SS 1200	Sociology	3
SS 1203	Cultural Geography	3
SS 1205	Women's History in America	3
SS 1217	Cultural Anthropology	3
SS 1220	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 the majority 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 the Humanities, English, 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 program at the junior level.

Program Learning Outcomes

WRITTEN COMMUNICATION

- Interact with others using written communication resulting in understanding and being understood.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

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.

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.

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.

PERSONAL DEVELOPMENT

- Integrate formal academic learning with personal experiences so that learning is meaningful, personalized, and relates to personal or professional goals.

QUANTITATIVE REASONING

- Possess the skills and knowledge necessary to apply the use of logic, utilize mathematical reasoning, and interpret mathematical formulas and models.

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.

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 four (4) 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, learners are automatically admitted into any bachelor’s degree program offer 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 course work must be completed at CalSouthern to meet the residency requirements. Of the 60 total, CalSouthern requires that at least 21 credits toward the AALS must be earned in General Education. 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 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 GE credit requirement. Additional GE courses available for transfer beyond the 21 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, and a certified copy of the DD-214 for military schooling or military transcripts, and any ACE certificates earned.

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. A course listing is included in the Undergraduate General Education section with descriptions are located in the Course Descriptions section 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.

Associate of Arts in Liberal Studies Degree Requirements

DEGREE REQUIREMENTS	CREDITS
University Success Online	3
General Education	21
Elective Courses	36
TOTAL CREDITS REQUIRED FOR AALS DEGREE	60

Program Length

With full-time studies, earning the associate degree varies from 1 to 3-1/2 year 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. The time to complete this program can be significantly reduced by transferring credits previously earned.

As many as 45 semester credits can be transferred in from courses completed at community colleges and junior colleges. The minimum credits required to be completed at CalSouthern is 15, which can be completed in less than one year.

BACHELOR OF APPLIED SCIENCE (BAS)

Program Objectives

The Bachelor of Applied Science (BAS) is designed especially for the learner who has completed courses or Associate of Arts (AA) and 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 their Academic Advisors 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

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.

ORAL COMMUNICATION

- Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication.

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.

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.

INFORMATION LITERACY

- Demonstrate the application of business competencies, information technology competencies, and project management competencies necessary for organizational success.

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.

QUANTITATIVE REASONING

- Exhibit analytical thought and informed judgment through the use of mathematical reasoning, and interpretation of mathematical models and formulas.

SCIENTIFIC REASONING

- Utilize informed analyses and other cognitive decision-making tools to make socially-responsible, situation-appropriate decisions.

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 Science 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 four (4) 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, our learners are automatically admitted into the corresponding graduate master's degree program offer 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 residency requirements. Of the 120 total, CalSouthern requires that at least 36 credits toward the bachelor's degree must be earned in General Education. 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 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 GE requirement. Additional GE courses beyond the 36 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. In order to evaluate prior work, CalSouthern must have official transcripts of college work, official transcripts of CLEP results, and a certified copy of the DD-214 for military schooling or military transcripts, and 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	36
Required Core Courses	24
Academic Concentration Courses	15
Elective Courses	45
TOTAL CREDITS REQUIRED FOR BAS DEGREE	120

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. This time to completion can be shortened. Upon approval of your academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

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:

EDUCATIONAL THEORY

- Interpret educational theories and scholarship to inform best practices in education.

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.

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.

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 programs 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
Elective/Concentration Courses	15
TOTAL CREDITS FOR THE MASTER IN EDUCATION	36

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. Upon approval of your academic advisor, ambitious learners may elect to take multiple courses concurrently to accelerate their completion rate.

Master in Education Required Core Courses

REQUIRED CORE COURSES	CREDITS
EDU 86500 Foundations in Education	3
EDU 86505 Curriculum and Instruction	3
EDU 86510 Assessment and Evaluation	3
EDU 86515 Research in Education	3

EDU 86520	Education, Culture, and Society	3
EDU 86525	Legal and Ethical Considerations in Education	3
CAP 89500	Capstone Project in Education	3

Master in Education Concentration Courses

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

COUNSELING IN EDUCATION CONCENTRATION		CREDITS
COU 86502	Counseling Theories and Strategies	3
COU 86505	Theories of Human Development for the Counseling Profession	3
COU 86513	Data-Informed Decision Making for School Counselors	3
EDU 86507	Academic and Career Advisement for Counselors	3
EDU 86517	Ethical and Legal Considerations in Counseling	3
PSY 86508A	Culture and Diversity in Counseling	3

CURRICULUM AND INSTRUCTIONAL DESIGN CONCENTRATION		CREDITS
EDU 86503	Curriculum and Course Design	3
EDU 86508	Strategies for Effective Teaching and Learning	3
EDU 86514	Developing Quality Instructional Programs	3
EDU 86518	Design of Digital Assets for the Classroom	3
EDU 86523	Meeting the Diverse Needs of Learners	3
HRM 87505	Effective Training on E-Learning	3

ORGANIZATIONAL LEADERSHIP & MANAGEMENT CONCENTRATION		CREDITS
EDU 86513	Contemporary Issues in Educational Leadership	3
EDU 86516	Information Systems for Education	3
HRM 87503	Labor Relations	3
MGT 86500	Business Organization and Management	3
MGT 86512	Managerial Accounting for Decision Making	3
PM 86900	Project Management Concepts and Essentials	3

DEAN'S WELCOME, 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!

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

Mission Statement

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

- Prepare concise, evidence-based written arguments and legal documents.
- Develop comprehensive oral communication skills to effectively advocate, negotiate, and work with a diverse clientele.
- 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.
- Identify cultural, religious, and racial biases in the law and its application.
- Demonstrate the ability to conduct legal research, locate necessary information, and critically evaluate sources.
- Examine complex fact patterns and be able to distinguish relevant nuances through processes of analysis.
- Produce a well-developed research paper reflecting a system of inquiry that relies on empirical evidence and analyze relevant arguments and sources therein.
- 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
TOTAL	36

Program Length

2 Years (full-time status)

Master of Science in Law Required Core Courses

REQUIRED CORE COURSES	CREDITS
MSD 86705 American Legal Process	3
MSL 86100 Criminal Law	3
MSL 86150 Contracts	3
MSL 86200 Torts	3
MSL 86300 Constitutional Law	3
MSL 86400 Legal Ethics	3
CAP 86700 MSDR/MSL Capstone Project	3

Master of Science in Law Elective Courses

ELECTIVE COURSES	CREDITS
MSD 86725 Strategies and Ethics in Negotiations	3
MSD 86730 Mediation	3
MSL 86250 Property	3
MSL 86350 Business Associates	3
MSL 86450 Wills, Trusts, and Estates	3
MSL 86500 Domestic Relations	3

MSL 86550	Immigration	3
MSL 86600	International Law	3
MSL 86650	Intellectual Property	3

Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs other than for the Juris Doctor degree 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

- Demonstrate proficiency in respectful communication that analyzes and solves problems resulting in an improved capability to manage and resolve conflicts.
- Recognize the value of cultural diversity within globalization, regionalism, and security, and the situational implication(s) therein during the resolution of conflicts.
- 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.
- 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.
- 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
Elective Courses	15
TOTAL	36

Program Length

2 Years (full-time status)

Master of Science in Dispute Resolution Required Core Courses

REQUIRED CORE COURSES		CREDITS
MSD 86705	American Legal Process and Writing	3
MSD 86715	Communication in Conflict Resolution	3
MSD 86720	Purposeful Interviewing	3
MSD 86725	Strategies and Ethics in Negotiations	3
MSD 86730	Mediation	3
MSD 86735	Cultural Diversity	3
CAP 86700	MSDR/MSL Capstone Project	3

Master of Science in Dispute Resolution Concentration Courses

DISPUTE RESOLUTION CONCENTRATION		CREDITS
LAW 85121	Civil Procedure	3
LAW 85167	Alternative Dispute Resolution	3
LAW 85216	Group Leadership, Process and Facilitation	3
LAW 85220	International Commercial Arbitration	3
LAW 85221	Arbitration	3
LAW 85225	International Law: Policy and Conflict Resolution	3
MSD 86750	Family Law Disputes	3
MSD 86755	Immigration Law: Policy and Disputes	3
MSD 86760	Managing Workplace Conflict	3
MSL 86150	Contracts	3
MSL 86350	Civil Procedure	3
COURT PROCEDURES CONCENTRATION		CREDITS
LAW 85121	Civil Procedure	3
LAW 85167	Alternative Dispute Resolution	3
LAW 85171	Real Estate Transactions	3
LAW 85216	Group Leadership, Process and Facilitation	3

MSD 86750	Family Law Disputes	3
INTERNATIONAL TRADE AND DISPUTES CONCENTRATION		CREDITS
LAW 85216	Group Leadership, Process and Facilitation	3
LAW 85220	International Commercial Arbitration	3
LAW 85225	International Law: Policy and Conflict Resolution	3
MSD 86755	Immigration Law: Policy and Disputes	3
WORKPLACE SPECIALIST CONCENTRATION		CREDITS
LAW 85216	Group Leadership, Process and Facilitation	3
LAW 85221	Arbitration	3
MSD 86760	Managing Workplace Conflict	3
MSL 86350	Business Associations	3

Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs other than for the Juris Doctor degree 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

- 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.
- 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.
- 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.
- Identify cultural, religious, and racial biases in the law and its application.
- Demonstrate the ability to conduct legal research, locate necessary information, and critically evaluate sources.
- Develop competency in ethical, legal, and professional issues and make decisions that meet professional responsibility standards in the legal field.
- 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
TOTAL CREDITS REQUIRED FOR JD DEGREE	88

Program Length

4 Years (full-time status)

Juris Doctor Required Core Courses

1L Required Courses		CREDITS
LAW 5101	Introduction to Law	1
LAW 5110A	Torts I	3
LAW 5110B	Torts II	5
LAW 5111A	Contracts I	3
LAW 5111B	Contracts II	4
LAW 5115	Criminal Law	4
LAW 5120A	Legal Writing I	2
LAW 5120B	Legal Writing II	2

2L, 3L and 4L Required Courses		CREDITS
LAW 5116	Criminal Procedure	4
LAW 5117	Legal Research	4
LAW 5121	Civil Procedure	4
LAW 5123	Constitutional Law I	4
LAW 5124	Constitutional Law II	4
LAW 5125	Property I	4
LAW 5126	Property II	4
LAW 5131	Wills, Trusts, and Estates	4
LAW 5132	Community Property	4
LAW 5133	Business Associations	4
LAW 5134	Professional Responsibility	4
LAW 5135	Evidence	4
LAW 5141	Remedies	4
LAW 5143	Uniform Commercial Code	4

Juris Doctor Elective Courses

Elective Courses		CREDITS
LAW 5142	Federal Income Taxation	4
LAW 5144	Corporate Taxation	4
LAW 5155	Employment Law	4
LAW 5157	Environmental Law	4
LAW 5158	Domestic Relations	4
LAW 5167	Alternative Dispute Resolution	4
LAW 5171	Real Estate Transactions	4
LAW 5198	Legal Externship	3-4
LAW 5199	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. At this time, 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.

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(l) 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.

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, 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

- 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.
- 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.
- 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.
- 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

- Apply substantive knowledge and skills for negotiation and mediation of disputes so as to be helpful and efficient in managing resources and avoiding arduous litigation and judicial remedies.
- Develop specialized knowledge and skills in commerce and international trade so as 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
TOTAL	24

Program Length

18 Months (full-time status)

LLM in Alternative Dispute Resolution (ADR)

Required Core Courses		CREDITS
LAW 85199	Research Paper	3-6
LAW 85210	Contract Drafting	3
LAW 85215	Negotiation Theory and Practice	3
LAW 85216	Group Leadership, Process and Facilitation	3
Elective Courses		CREDITS
LAW 85134	Professional Responsibility	3
LAW 85167	Alternative Dispute Resolution	3
LAW 85220	International Commercial Arbitration	3
LAW 85221	Arbitration	3
LAW 85223	Pre-Trial Practice	3
LAW 85225	International Law: Policy and Conflict Resolution	3
MSD 86715	Communication in Conflict Resolution	3
MSD 86730	Mediation	3
MSD 86735	Cultural Diversity	3

LLM in Commerce and Global Trade (CGT)

Required Core Courses		CREDITS
IB 87517	International Business Law	3

LAW 85143	Uniform Commercial Code	3
LAW 85199	Research Paper	3-6
LAW 85210	Contract Drafting	3
Elective Courses		CREDITS
IB 87512	International Economics	3
IB 87516	Global Business Strategic Management	3
IB 87518	International Financial Management	3
LAW 85134	Professional Responsibility	3
LAW 85144	Corporate Taxation	3
LAW 85220	International Commercial Arbitration	3
LAW 85225	International Law: Policy and Conflict Resolution	3
LAW 85248	Internet Law	3

Disclosure Required by the CBE of the State Bar of California

The method of instruction at this law school for professional law degree programs other than for the Juris Doctor degree 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 in order 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. In order 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:

- Falling 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 or not the learner is a degree candidate, and falling 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, in order 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 mailing the examination with 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 mail the learner’s examination and examination answers to the University immediately after the examination has been completed, via some form of tracked mail. Examinations and examination answers must be received by the University within five business days of the date the examination is administered, unless the examination is being mailed internationally. Examinations not received by the University within five business days will not be accepted.

Examinations and examination instructions are mailed 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; and
- 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 academic advisor for approval no later than two weeks prior to the course end date.

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.

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.

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.

Transfer Learners

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 school work 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%)

DEAN'S WELCOME, 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,

Ruth Ngati, DNP, MSN-CNS, RN, PHN
Dean, School of Nursing

Mission Statement

The School of Nursing provides high quality undergraduate and graduate education that prepares nursing leaders at all levels of practice to advance the health of all people, nationally, and globally.

Learners are prepared to enhance their professionalism and critical thinking in order to provide theoretical and evidenced based nursing care in an ethical 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:

- Nursing is both an art and science of delivering safe and quality health care for all populations in all care settings.
- Students/learners and faculty mentors co-create the teaching and learning environment to ensure seamless learning to achieve student/learner outcomes.
- Evidence-based teaching and learning methodologies must be integrated into the nursing curriculum to achieve required learning outcomes.
- 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 a 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 and physical assessment and community health.

Program Learning Outcomes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Demonstrate the ability to use analytical skills to understand and evaluate systems of practice as a foundation for theoretical and evidence-based healthcare practice.
- 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

Admission into the Bachelor of Science in Nursing (BSN) degree program requires that the applicant has a high school diploma or a GED and completed their Registered Nurse licensure requirements in the state where the applicant practices.

International applicants with International Registered Nursing (RN) Licenses MUST have their RN Licenses evaluated approved by a Ministry of Education. This process is conducted to determine whether or not 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**).

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

Bachelor of Science in Nursing Degree Requirements

Lower Division	Upper Division	Totals
27 credits General Education	18 credits General Education	45
18 credits Required Core	18 credits Required Core	36
6 credits Electives	9 credits Electives	15
9 credits General Electives	15 credits General Electives	24
60 Lower Division Credits	60 Upper Division Credits	120

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.

Bachelor of Science in Nursing Required Core Courses

REQUIRED CORE COURSES		CREDITS
NUR 2300	Professional Nursing Role Transition	3
NUR 2302	Theoretical Foundations and Professional Values in Nursing	3
NUR 2304	Collaborative Strategies for Nursing	3
NUR 2306	Informatics for Nursing and Healthcare	3
NUR 2308	Lifespan Health Promotion in Nursing	3
NUR 2310	Pathopharmacology	3
NUR 2400	Introduction to Nursing Leadership and Finance	3
NUR 2402	Policy, Law and Ethics in Healthcare	3
NUR 2404	Physical Assessment	3
NUR 2406	Community and Population Health Nursing (practicum)	3
NUR 2408	Nursing Research and Evidence Based Practice	3
CAP 2402	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
NUR 2312	Cultural Care in Nursing Practice	3
NUR 2314	Teaching and Learning in Nursing	3
NS 1106	Health and Nutrition	3
MATH 1305	Statistics for the Behavioral Sciences	3
ENG 1406	Professional and Technical Writing	3
LDR 2125	Leadership Communications	3
NUR 2410	Quality Management in Nursing and Healthcare	3
NUR 2412	Gerontology Nursing	3
NUR 2414	Complementary and Alternative Therapies in Healthcare	3
BUS 2414	Business Communications	3
LDR 2490	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 prerequisites are met.

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

WRITTEN COMMUNICATION

Demonstrate the ability to utilize advanced written skills to demonstrate 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.

ORAL COMMUNICATION

Exhibit competence in providing appropriate oral communication skills to successfully interact with patients, families and the healthcare team in order to provide quality patient-centered care.

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.

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.

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.

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.

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.

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 practices.

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 bachelor's degree or its equivalent completed at an appropriately accredited post-secondary institution and have completed their Registered Nurse licensure requirements in the state where the applicant practices. Applicants must submit a Personal Statement as defined in the Application and Enrollment Process.

International applicants with International Registered Nursing (RN) Licenses MUST have their RN Licenses evaluated approved by a Ministry of Education. This process is conducted to determine whether or not 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)**.

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

Master of Science in Nursing Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Elective Courses	15
TOTAL CREDITS REQUIRED FOR THE MSN DEGREE	36

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.

Master of Science in Nursing Required Core Courses

REQUIRED CORE COURSES		CREDITS
NUR 86500	Theoretical Foundations and Current Trends in Advanced Nursing Practice	3
NUR 86502	Advanced Pathopharmacology	3
NUR 86504	Advanced Health Assessment	3
NUR 86506	Population Health and Health Promotion across Cultures	3
NUR 86508	Ethics, Policy, and Finance in the Healthcare System	3

NUR 86510	Research and Analytic Approaches to Advanced Evidence-Based Practice	3
CAP 89002A	MSN Capstone Project I	2
CAP 89002B	MSN Capstone Project II	1

Master of Science in Nursing Elective Courses

NURSE EXECUTIVE LEADER		CREDITS
NUR 86520	Advanced Nursing Leadership	3
NUR 86525	Management of Issues in Healthcare	3
NUR 86530	Healthcare Policy	3
NUR 86535	Healthcare Finance and Financial Management	3
NUR 86536	Organizational Behavior in Healthcare	3
MGT 86507	Strategic Management	3
MGT 86535	Management of Change	3
HCA 86810	Healthcare Informatics	3
HCA 86806	Managing Epidemiology	3

HEALTHCARE ADMINISTRATION		CREDITS
HCA 86800	Healthcare Administration	3
HCA 86802	Healthcare Compliance, Law, Ethics	3
HCA 86804	Healthcare Economics	3
HCA 86806	Managing Epidemiology	3
HCA 86810	Healthcare Informatics	3
HCA 86812	Quality Control in Healthcare	3
HCA 86814	Cultural Diversity in Healthcare	3

NURSE EDUCATOR		CREDITS
NUR 86540	Roles and Responsibilities of the Nursing Educator	3
NUR 86542	Innovative Teaching and Learning Strategies in Nursing	3
NUR 86544	Foundations of Nursing Education	3

NUR 86546	Integrating Technology into Nursing Education	3
NUR 86548	Curriculum Theory, Framework, & Design in Nursing Education	3
NUR 86550	Evaluation Strategies and Methods for Nursing Education	3
HCA 86810	Healthcare Informatics	3

SEMINARS

ENG 14 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 60 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.

SCHOOL OF BEHAVIORAL SCIENCES

UNDERGRADUATE COURSE DESCRIPTIONS

PSY 2101 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 2102

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 2103 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. Particular 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 2106 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 2107 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 a 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 2306 Foundations of Addictions

3 Credits

This core course is designed to provide an introduction to 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 2307 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 2309A 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 2315 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 2316 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 2317 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 2318 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 2400 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 2403 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 2404 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 2405 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 2408 Current Issues in Psychology and Health

3 Credits

This course compares and contrasts 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 2409 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 2410 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 2411 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 2504 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 2505 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 2507 Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare

3 Credits

Prerequisites: PSY 2306 / PSY 2309A

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 2508 Supervised Practicum and Fieldwork in Addiction Studies

6 Credits

Prerequisites: PSY 2306, PSY 2309A, PSY 2318, PSY 2307, PSY 2317, PSY 2507 PSY 2316

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 2403 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 master and application of learned skills.

GRADUATE COURSE DESCRIPTIONS

MFT 86504B 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 86513A 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 86700A 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 86704A Practicum I

3 Credits

Prerequisites: 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

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 86705A Practicum II

3 Credits

Prerequisite: MFT 86704A

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 86706A Practicum III

3 Credits

Prerequisite: MFT 86705A

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 86900A 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 88000 Internship

6 Credits

Prerequisite: MFT 86704A

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 82307 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 82309 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 82316 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 82507 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 82508 Supervised Practicum in Advanced Addiction Studies

3 Credits

Prerequisites: PSY 82309, PSY 86511A, PSY 82307, PSY 87534, PSY 82507, PSY 82316

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 required 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 86502A 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 86505A 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 86506A 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 86508A 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 86509A 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 86510A 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 86511A 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 86512A 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 86514A 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 86517 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 86520A 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 86523 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 learners' construction of beliefs, skills, strategies, and knowledge through experience and reflection. Consideration is given to developing motivated and self-regulated learners.

PSY 86801 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 86899 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 87100 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 87101 Applied Sport Psychology II

3 Credits

Prerequisite: PSY 87100

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 87110 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 87115 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 87120 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 87125 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 so as to evaluate data and reach valid conclusions. It explores the definition and development of a research problem, culminating in a research proposal.

PSY 87127 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 87500 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 87503 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 87504 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 87506 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 87507 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 87508A 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 87509 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 87513 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 sorted.

PSY 87514 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 87515 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 87518 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 87519A 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 87521 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 87522 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 87524 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 87525 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 87527 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 87528 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 87529 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 87530 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 87533 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 87534 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 87536 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 87537 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 87538 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 87539 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 87540 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 87541 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 wellbeing. The relationship between spirituality and therapy offers an active role for clients in development of their healing process.

PSY 87542 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 87543A 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 87545 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 87547A 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 87550 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 87560 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 87561 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 in order to help individuals and management resolve arguments and altercations.

PSY 87600 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 87601 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 87700 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 87701 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 87702 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 students with an understanding of the concepts and principals involved in psychological assessment and the use of both standardized and non-standardized instruments. Students 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 87703 Psychological Assessment II

3 Credits

Prerequisite: PSY 87702

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 87704 Practicum I

3 Credits

Prerequisites: PSY 87500, PSY 87503, PSY 87504, PSY 87506, PSY 87508A, PSY 87524, PSY 87540, PSY 87700, PSY 87701, PSY 87702, PSY 87127, PSY 87800A

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 87705 Practicum II

3 Credits

Prerequisite: PSY 87704

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 87706 Practicum III

3 Credits

Prerequisite: PSY 87705

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 87707 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 87710 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 87800 Doctoral Comprehensive Exam

1 Credit

Prerequisites: PSY 87500, PSY 87503, PSY 87504, PSY 87506, PSY 87508A, PSY 87524, PSY 87540, PSY 87700, PSY 87701, PSY 87127

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 88000 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).

PSY 88002 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.

PSY 87991 Doctoral Project I

3 Credits

Prerequisites: Successful completion of graduate level courses and comprehensive examination. Completion of all courses, electives and comprehensive exam as indicted 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 87992 Doctoral Project II

3 Credits

Prerequisite: PSY 87991

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 87993 Doctoral Project III

3 Credits

Prerequisite: PSY 87992

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 87994 Doctoral Project IV

3 Credits

Prerequisite: PSY 89993

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 87995 Doctoral Project V

2 Credits

Prerequisite: PSY 87994

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).

SCHOOL OF BUSINESS AND MANAGEMENT

UNDERGRADUATE COURSE DESCRIPTIONS

ACT 2102 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 2104 Principles of Accounting II

3 Credits

Prerequisite: ACT 2102

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 2150 Managerial Accounting

3 Credits

Prerequisite: ACT 2102

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 in order to make sound managerial decisions.

ACT 2202 Tax Accounting I

3 Credits

This course analyzes the determination of taxable income of individuals for federal income tax purposes. Emphasis is on all of 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 2451 Intermediate Accounting I

3 Credits

Prerequisite: ACT 2104

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 2452 Intermediate Accounting II**3 Credits****Prerequisite: ACT 2451**

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 2453 Cost Accounting**3 Credits****Prerequisite: ACT 2102**

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 2467 Auditing**3 Credits****Prerequisite: ACT 2102**

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 2110 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 2300 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 2301 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 2405 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 2413 Business Statistics

3 Credits

This course provides an introduction to 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 2414 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 2415 Business Negotiation

3 Credits

Prerequisite: BUS 2301 / BUS 2110

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 2400 BBA Capstone

3 Credits

Prerequisite: Successful completion of all BBA coursework

This capstone course is the culminating endeavor of learners who earn the bachelors of business administration degree from California Southern University. As part of this course learners take a nationally normed 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 2404 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 situation in applied sciences. 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.

ECO 2300 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 2403 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 2100 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 2101 Business Plans for New Ventures

3 Credits

Prerequisites: ENT 2100

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 2106 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 2402 Entrepreneurial Financing and Venture Capital Management

3 Credits

Prerequisites: ENT 2100

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 2408 Entrepreneurship and the Internet

3 Credits

Prerequisites: ENT 2100

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 2415 Women and Entrepreneurship

3 Credits

Prerequisites: ENT 2100

This course focuses on the fundamental concepts and constructs needed by today's business women 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.

FIN 2305 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.

FIN 2403 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 2404 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 2405 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 2102 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 2103 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 2107 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 2404 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 2405 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 2406 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 2100 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 2101 International Business Law

3 Credits

Prerequisite: BUS 2301

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 2402 International Economics

3 Credits

Prerequisite: ECO 2300 or ECO 2403

This course studies the production, distribution, and consumption of goods and services on a worldwide basis. An awareness of 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 2403 Global Marketing

3 Credits

Prerequisite: MKT 2400

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 in order to meet global objectives through an understanding of opportunities, similarities and differences. In addition, the reality facing the marketing manager as foreign markets open up and new markets are ready to be entered is discussed.

IB 2404 International Finance

3 Credits

Prerequisite: FIN 2403 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 2100 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 student to start developing their full potential as a leader, plus, become the type of leader others will admire and want to emulate.

LDR 2125 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 2150 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 2460 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 2480 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 2490 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 2121 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 2124 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 2325 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 2404 Contemporary Management

3 Credits

This course looks at the planning, leading, organizing and controlling of individuals within an organization or business in order to effectively and efficiently reach their goals. It provides an overview of theories, concepts and techniques of management in today's business organizations and the role of the manager in today's society.

MKT 2106 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 2107 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 2108 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 2400 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 2409 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 2410 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 2416 Internet Marketing**3 Credits****Prerequisite: MKT 2400**

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 2420 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.

SBM 2401 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.

TECH 2100 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.

TECH 2110 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.

TECH 2120 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.

TECH 2430 Systems Analysis and Design

3 Credits

Prerequisite: TECH 2100

The focus of systems analysis and design is for the student 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 student with the knowledge to initiate, develop, and manage systems projects, plus, design, structure, and implement database systems.

TECH 2440 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 students will become tomorrow's security practitioners and professionals.

TECH 2450 E-Business and Technology

3 Credits

Prerequisite: TECH 2100

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 87515 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 87530 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 87300 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 87305 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 87805 Comprehensive 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 in order to continue in the program.

CAP 89000 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 nationally normed 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 86501 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 87501 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 86505 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 86507 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 86509 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 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 87513 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 87514 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 87516 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 87518 Behavioral Corporate Finance

3 Credits

Prerequisite: FIN 86505

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 86800 Healthcare Administration

3 Credits

This course focuses on providing the student 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 86802 Healthcare Compliance, Law, and Ethics

3 Credits

This course focuses on providing the student 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 86804 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 86806 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, students will discover and quantify health associated diseases, learn to test hypotheses, and identify the causes of health related diseases and illnesses.

HCA 86810 Healthcare Informatics

3 Credits

This course provides the student 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 86812 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 86814 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 examine 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 86503 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 87502 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 87503 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 87504 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 87505 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 87512 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 87513 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 87514 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 87516 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 87517 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 87518 International Financial Management

3 Credits

Prerequisite: FIN 86505

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 85900 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 86200 Professional Women in Today's Business Environment

3 Credits

This course focuses on three paramount objectives to prepare professional business women 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 86250 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 86500 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 86506 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 86507 Strategic Management

3 Credits

Prerequisite: MGT 86500

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 86510 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 86512 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 in order to make sound managerial decisions.

MGT 86519 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 86529 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 86535 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 86536 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 86537 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 87500 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 87515 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 87520 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 87525 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 87540 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 87545 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 87995 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 87996 Doctoral Project II

3 Credits

Prerequisites: Successful completion of MGT 87995

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 87997 Doctoral Project III

3 Credits

Prerequisites: Successful completion of MGT 87996

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 87998 Doctoral Project IV

3 Credits

Prerequisites: Successful completion of MGT 87997

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 87999 Doctoral Project V

2 Credits

Prerequisites: Successful completion of MGT 87998

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 86510 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 86502 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 87505 Consumer Behavior, Theory and Analysis

3 Credits

This course introduces theoretical and substantive issues useful in understanding consumer behavior. The issues are addressed from a number of 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 87515 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 86900 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 86901 Project Management Strategic Design

3 Credits

Prerequisite: PM 86900

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 86902 Project Management Organization

3 Credits

Prerequisite: PM 86901

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 86903 Project Management Integration

3 Credits

Prerequisite: PM 86902

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 86910 PM 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 86000 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 86001 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 86002 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 86003 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 of these approaches are explored in this course, while considering both the positive and negative impacts on corporate and external stakeholders, social and globalization affects, and the creation of sustainable value.

SLDR 86004 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 86005 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 86006 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 in order 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 2101 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 2105 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 2110 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 2118 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 2121 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 2128 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 2130 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 2210 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 2215 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 2221 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 2225 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 2228 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 2410 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 2412 Drugs and Substance Abuse

3 Credits

This course focuses on substance abuse's effect 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 2415 Criminal Law

3 Credits

This course provides the 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 2420 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 2510 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 2511 Juvenile Justice

3 Credits

This course provides an introduction to 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 2518 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 2521 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 2525 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 2531 Law Enforcement and the Community

3 Credits

This course provides an introduction to 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 2535 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 2401 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 86500 Organizational Leadership Communication

3 Credits

This course focuses 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 86510 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 86520 Budgeting Development Analysis Business

3 Credits

This course utilizes concept maps, advance 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 86530 Homeland Security II 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 86540 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 86550 Police Administrative Policy Management

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 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 86560 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 86570 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 86580 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 in order 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 86590 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 (PE's) 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 86600 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 89100 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 2413 Business Statistics

3 Credits

This course provides an introduction to 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 2414 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 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 provides an introduction to 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 2490 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 provide an introduction to 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 US 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 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 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.

UNIV 2000 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 86502 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 86505 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 86513 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 in order 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 86500 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 86503 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 86505 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 86507 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 86508 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 86510 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 86513 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 86514 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 86515 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 86516 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 86517 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 86518 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 86520 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 86523 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 86525 Legal and Ethical Considerations in Education**3 credits**

Law and Ethics in Educational Leadership 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 87503 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 87505 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 86500 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 86512 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 in order to make sound managerial decisions.

PM 86900 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 86508A 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 89500 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 2414 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 2125 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 2490 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

Prerequisite: None

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****Prerequisite: None**

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 2300 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 student's current practice.

NUR 2302**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 2304 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 2306 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 2308 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 2310 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 2312 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 2314 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 2400 Introduction to Nursing Leadership and Management

3 Credits

This course provides an introduction to 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 2402 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 2404 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 2406 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 life-span. 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 2408 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 2410 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 2412 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 2414 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 2306 Foundations of Addictions

3 Credits

This core course is designed to provide an introduction to 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 2307 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 86800 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 86802 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 86804 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 86806 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 86810 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 86812 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 86814 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 86507 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 86535 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 86500 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 86502 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 86504 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 86506 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 86508 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 86510 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 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 86520 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 86525 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 86530 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 85535 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 86536 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 86540 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 86542 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, students 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 86544 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 86546 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 86548 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 86550 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 89002A 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 Capstone 89002B.

ACADEMIC & ADMINISTRATIVE POLICIES AND PROCEDURES

Academic Calendar (2020)

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	1/1/2020	2/26/2020
	February	2/1/2020	3/29/2020
	March	3/1/2020	4/26/2020
	April	4/1/2020	5/27/2020
Summer	May	5/1/2020	6/26/2020
	June	6/1/2020	7/27/2020
	July	7/1/2020	8/26/2020
	August	8/1/2020	9/26/2020
Fall	September	9/1/2020	10/27/2020
	October	10/1/2020	11/26/2020
	November	11/1/2020	12/27/2020
	December	12/1/2020	1/26/2021

School of Law JD Program Calendar			
SEMESTER	16 WEEK COURSES	START DATE	END DATE
Spring	January	1/1/2020	4/22/2020
	February	2/1/2020	5/23/2020
	March	3/1/2020	6/21/2020
	April	4/1/2020	7/22/2020
Summer	May	5/1/2020	8/21/2020
	June	6/1/2020	9/21/2020
	July	7/1/2020	10/21/2020

	August	8/1/2020	11/21/2020
Fall	September	9/1/2020	12/22/2020
	October	10/1/2020	1/21/2021
	November	11/1/2020	2/21/2021
	December	12/1/2020	3/23/2021

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.

In order 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 Office of Student Affairs 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 Chief Student Affairs Officer. If the learner appeals to the Chief Student Affairs Officer, they must submit their appeal in writing to the Chief Student Affairs Officer 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 in order 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.

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 Academic Advisor. 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 count 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 to their Academic Advisor the Change of Academic Program form. Learners are allowed to 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. In order 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 Programs & Pre-Baccalaureate Certificates	LLM Program	Juris Doctor Program	Graduate Programs & Post-Baccalaureate Certificates
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 in order 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. In order 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 in order 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.

Academic Advising

Academic advising at California Southern University is an integral part of the educational experience. Academic Advisors enhance the academic experience through personalized support and facilitate a collaborative environment for learners to achieve their academic and professional goals. Advisors promote a standard of academic integrity and an appreciation of diversity.

California Southern University assigns an Academic Advisor to each learner to provide guidance in planning the learner's educational program, to facilitate course registration, and to help the learner understand and navigate university policies and procedures. Academic Advisors encourage and support learners as they progress through their academic programs.

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 Association

The mission of the California Southern University Alumni Association is to create a path for the global community of its alumni to connect with their alma mater and each other. Our Alumni Association will strive to promote awareness, pride, meaningful engagement, and participation in all campus activities, events, and philanthropic commitments. The Alumni Association will also work to develop alumni programs that foster fellowship among alumni, encourage the growth of the university, and continue the process of life-long learning. For more information, please contact 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 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 or engaging in conduct or communications that a reasonable person would interpret as a serious expression of intent to harm.

- 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 harassment or repeated contact that a reasonable person would understand to be unwanted, including, but not limited to, stalking. (See also Sexual Harassment)
- 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.
- Use of language that a reasonable person would interpret as abusive, insulting, or degrading.

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.

010 - 099	A preparatory course in which no credit is granted toward degree requirements.
1100 – 1999	An undergraduate, lower division course, designated as a freshman level course.
2000 – 2999	An undergraduate, lower division course, designated as a sophomore level course.
3000 – 4000	An undergraduate, upper division course, designated as a junior or senior level course.
5000 – 6000	A graduate level course, designated for Master's level courses.
7000 – 89999	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

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 close or you may have exhausted both available extensions. In this case, please contact your Academic Advisor 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:

A	4.00 grade points
A-	3.66 grade points
B+	3.33 grade points
B	3.00 grade points
B-	2.66 grade points
C+	2.33 grade points
C	2.00 grade points
C-	1.66 grade points
D+	1.33 grade points
D	1.00 grade points
D-	0.66 grade points
F	0.00 grade points
R	0.00 grade points
S	0.00 grade points
U	0.00 grade points
CR	0.00 grade points
NC	0.00 grade points
I	0.00 grade points
W	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.

Housing

As an online distance learning institution, California Southern University does not have dormitory or housing facilities.

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 to the Marketing Department 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 their Academic Advisors 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

Since all instruction at California Southern University is offered in English, it is important that international learners be able to converse and understand spoken and written English. See the admission requirements for English Language Proficiency requirements. International learners are cautioned that surface mail 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 in order 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 the Academic Advisor. The request must be submitted in writing to Academic Advisor 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 their Academic Advisor 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 their Academic Advisor 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 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 in order 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 the academic advisor) take an alternate course.

Note: In order 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	
SCHOOLS OF BEHAVIORAL SCIENCES, BUSINESS AND MANAGEMENT, CRIMINOLOGY AND CRIMINAL JUSTICE, AND EDUCATION	
Undergraduate Programs (AALS, BA, BAS, BBA, BSCJ)	D
Master's Programs (MA, MS, MBA, M.Ed, MSLEEL)	C-
Doctoral Programs (DBA, PsyD)	B-
SCHOOL OF NURSING	
Bachelor of Science in Nursing (BSN)	C
Master of Science in Nursing (MSN)	C
SCHOOL OF LAW	
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.

Procedure for Online Distance Learning

California Southern University’s degree programs are textbook based. For each course, the learner receives notification through California Southern University’s messaging system. A syllabus that includes all assignments and a schedule for completing the course is provided. After the assignments are submitted, the faculty mentor, in most cases, finalizes the evaluation of the work and posts it to the CalSouthern Online Learning Center for review within seven days of its receipt.

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, MSDR, 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:

AALS	15 semester credits
BA in Psychology, BAS, BBA, BSCJ, and BSN	30 semester credits
MBA, MSLEEL, MSL, MSDR, M.Ed and MSN	30 semester credits
LLM	21 semester credits
MS in Psychology	36 semester credits

MA in Psychology	48 semester credits
PsyD	36 semester credits
DBA	30 semester credits
Juris Doctor	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 in order 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 14th 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 student 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 Academic Advisor, who will then be responsible to research, investigate, and report the learner's concern/complaint.

Step 2: Intervention Request. If the Academic Advisor is unable to resolve the concern/complaint, the Advisor will initiate an Intervention Request Form and escalate the matter to the Chief Student Affairs Officer within the same work day. Within 3 working days, the Chief Student Affairs Officer 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 Chief Student Affairs Officer, 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.

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.

Office of Student Affairs

The California Southern University Office of Student Affairs 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 Office of Student Affairs are designed to provide essential services, many of which are vital for learner success. Our departments include the Academic Advising, Disability Services, Evaluations, Alumni Services, Office of the Registrar, and Military Advising. The Office of Student Affairs 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.

Textbooks and Instructional Material

Appropriate textbooks and course syllabi are used for each course. Textbooks are purchased separately, and the cost of textbooks is not included in the cost of tuition. 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.

The average cost of textbooks for the Juris Doctor program is approximately \$900 to \$1,200 per year. For other programs, the estimated average textbook costs per course is \$145. Consult the California Southern University website for information on obtaining textbooks.

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 transcript showing courses that do not have a tuition balance due. Any California Southern University courses with an outstanding tuition balance will not appear on the transcripts, even if successfully completed.

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

In accordance with California Law, grades, transcripts 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 a 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, scholastic certificate or transcripts; (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); and (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.).

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 at California Southern University 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, learners should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which one may seek to transfer after attending California Southern University to determine if the 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 \$35.00 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. 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 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
Tuition Amount Paid by Learner	\$3,400	\$3,400	\$3,400
Tuition Amount Owed by Learner	\$0 (0%)	\$1,360 (40%)	\$2,720 (80%)
Total Due Learner	\$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 1099 undertaken to:

- Maintain or improve skills required in one's employment or other trade or business; or
- Meet specific requirements of an employer or a law imposed as a condition to retention of employment, job status or rate of compensation.

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. The University does not participate in federal and state financial aid programs.

Application Fee (Non-Refundable)	\$75
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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 (NON-REFUNDABLE)	
1L Capstone Seminar Fee (Optional for JD only)	\$450
Administrative 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 st , 3 rd , and 5 th 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
Technology Fee (one-time-fee due at time of enrollment)	\$150
Transcript Fee (Each official or unofficial)	\$25
Notarized Transcript Fee	\$40
Writing Seminar Fee	\$500
Student Tuition Recovery Fund (STRF) – The STRF assessment rate is \$0.00 per \$1,000 of institutional charges rounded to the nearest \$1,000. The STRF is not applicable to JD, LLM, MS DR and MSL learners.	

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 created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered learners who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."
- However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a learner, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- You are not a California resident, or are not enrolled in a residency program, or
- Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.
- You are enrolled in either the JD, LLM, MS DR or MSL programs.

It is important that learners keep a copy of any enrollment agreement, contract or application to document enrollment, tuition receipts or canceled checks to document the total amount of tuition paid, and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which to be considered, must be filed within 60 days following school closure.

This fund is for California residents who are not the recipients of third-party payer tuition and course costs. For further information or instructions, contact:

Bureau for Private Postsecondary Education
 Physical Address:
 2535 Capitol Oaks Drive, Suite 400
 Sacramento, CA 95833

Mailing Address:
 P.O. Box 980818
 West Sacramento, CA 95798-0818
 Phone: 916-431-6959/Toll Free: 888-370-7589
 Fax: 916-263-1897
 Web: www.bppe.ca.gov

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 Pre-Baccalaureate Certificates	Bachelor of Science in Nursing (BSN)	Graduate Degrees Leveling Courses Post-Baccalaureate Certificates	Single Subject Courses (undergraduate & graduate)
Option 1: Payment in Full for the Program	Payment of full program tuition made in advance of all courses to be taken.	Payment of full program tuition made in advance of all courses to be taken.	Payment of full program tuition made in advance of all courses to be taken.	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 learner maintains continuous enrollment**	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 learner maintains continuous enrollment**	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**	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: 50/50 Payment Plan*	AT \$425.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT TERM IS \$1275.00. Initial payment of \$637.50 is made at the time of enrollment. Regular monthly payments of \$637.50, beginning on the first of the month	AT \$395.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT TERM IS \$1185.00. Initial payment of \$592.50 is made at the time of enrollment. Regular monthly payments of \$592.50, beginning on	AT \$545.00 PER SEMESTER CREDIT, THE TUITION FOR A 3-CREDIT TERM IS \$1635.00. Initial payment of \$817.50 is made at the time of enrollment. Regular monthly payments of \$817.50, beginning on	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.

	<p>following the start date of the learner’s first course. Payments are due monthly until all charges incurred are paid in full. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment.**</p>	<p>the first of the month following the start date of the learner’s first course. Payments are due monthly until all charges incurred are paid in full. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment.**</p>	<p>the first of the month following the start date of the learner’s first course. Payments are due monthly until all charges incurred are paid in full. Tuition rate is locked at the time of enrollment provided learner maintains continuous enrollment.**</p>	<p>Tuition rate is locked at the time of enrollment provided the learner maintains continuous enrollment**</p>
<p>Option 4: “EZ” Monthly Payment Plan*</p>	<p>AT \$425.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT TERM IS \$1275.00. The monthly payment will be \$275.00 per month. Your first monthly payment will be due on the first day of the first month following the start date of the learner’s course. Payments are due monthly until the charges for the entire program are paid in full. 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. Two (2) consecutive missed payments: (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the “EZ” Monthly Payment Plan; and (iii) will result in the entire balance being immediately due and payable in accordance with the provisions set</p>	<p>AT \$395.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT TERM IS \$1185.00. The monthly payment will be \$275.00 per month. Your first monthly payment will be due on the first day of the first month following the start date of the learner’s course. Payments are due monthly until the charges for the entire program are paid in full. 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. Two (2) consecutive missed payments: (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the “EZ” Monthly Payment Plan; and (iii) will result in the entire balance being immediately due</p>	<p>AT \$545.00 PER SEMESTER CREDIT, THE TUITION FOR A 3 CREDIT TERM IS \$1635.00. The monthly payment will be \$375.00 per month. Your first monthly payment will be due on the first day of the first month following the start date of the learner’s course. Payments are due monthly until the charges for the entire program are paid in full. 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. Two (2) consecutive missed payments: (i) will subject the learner to dismissal or suspension; (ii) shall automatically terminate the “EZ” Monthly Payment Plan; and (iii) will result in the entire balance being immediately due</p>	<p>Not Applicable</p>

	forth in Section 5, Financial Obligations of Your Enrollment Agreement.	and payable in accordance with the provisions set forth in Section 5, Financial Obligations of Your Enrollment Agreement.	and payable in accordance with the provisions set forth in Section 5, Financial Obligations of Your Enrollment Agreement.	
Option 5: 3rd Party Payer	Payment of term or semester tuition is paid by a 3rd party. Vouchers: MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31) VA Post 9/11 GI Bill® Benefits (Ch. 33)	Payment of term or semester tuition is paid by a 3rd party. Vouchers: MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31) VA Post 9/11 GI Bill® Benefits (Ch. 33)	Payment of term or semester tuition is paid by a 3rd party. Vouchers: MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31) VA Post 9/11 GI Bill® Benefits (Ch. 33)	Payment of term or semester tuition is paid by a 3rd party. Vouchers: MyCAA Financial Assistance Employer Vocational Rehabilitation (Ch. 31) VA Post 9/11 GI Bill® Benefits (Ch. 33)

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 — 3rd Party Payer

- Payment of term or semester tuition is paid by a 3rd party.
- Vouchers:
 - MyCAA Financial Assistance
 - Employer
 - Vocational Rehabilitation (Chapter 31)
 - 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.

NOTE:

- 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

In accordance with California Law, grades, transcripts 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, scholastic certificate or transcripts; (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.).

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	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	\$100	\$6,500	\$25,775
BA	90	\$12,750	\$75	\$150	\$100	\$13,025	\$51,275
BBA	90	\$12,750	\$75	\$150	\$100	\$13,025	\$51,275
BSCJ	90	\$12,750	\$75	\$150	\$100	\$13,025	\$51,275
BAS	90	\$12,750	\$75	\$150	\$100	\$13,025	\$51,275
BSN	90	\$12,750	\$75	\$150	\$100	\$13,025	\$51,275

MASTER 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 DEGREES (Cont.)						
	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	FEE APPLICATION	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 (No Transfer Credits)
MBA	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895
M.Ed	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895
MA	\$26,150	\$75	\$150	\$100	\$26,425	\$32,975
MSL	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895
MSLEEL	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895
MSN	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895
MS	\$19,620	\$75	\$150	\$100	\$19,895	\$23,165
LLM	\$11,445	\$75	\$150	\$100	\$11,720	\$13,355
MSDR	\$16,350	\$75	\$150	\$100	\$16,625	\$19,895

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	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	\$100	\$75	Varies	\$37,750

Juris Doctor Tuition is based on 8 credits per 16-week semester. The *Schedule of Total Charges for the Period of Attendance* is based on 8 credits for the first semester. Actual tuition may vary depending on the number of credits.

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
Doctor of Psychology	PsyD	66	\$545	\$3,270	\$1,635	30
Doctor of Business Administration	DBA	60	\$545	\$3,270	\$1,635	30

DOCTORAL DEGREES (Cont.)							
	PROGRAM TUITION WITH MAXIMUM TRANSFER CREDITS	APPLICATION 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)
PsyD	\$19,620	\$75	\$150	\$100	\$1,650	\$21,395	\$37,745

DBA	\$16,350	\$75	\$150	\$100	\$1,650	\$18,125	\$34,475
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Graduate tuition is based on 6 credits per semester. The *Schedule of Total Charges for Period of Attendance* is based on 3 credits for the first term except for the Master of Science in Law which is based on 6 credits for the semester. Actual tuition may vary depending on the number of credits.

PRE-BACCALAUREATE CERTIFICATES									
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	TECHNOLOGY FEE	GRADUATION AUDIT FEE	EST. SCHEDULE OF CHARGES FOR PROGRAM
Certificate in Addiction Studies	CPAS	27	\$425	\$1,275	\$2,550	\$75	\$100	\$100	\$11,750
Certificate in Leadership	CLDR	15	\$425	\$1,275	\$2,50	\$75	\$100	\$100	\$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	TECHNOLOGY FEE	GRADUATION AUDIT FEE	EST. SCHEDULE OF CHARGES FOR PROGRAM
Certificate in Advanced Addiction Studies	CPAAS	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Healthcare Services	CPHCS	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Industrial and Organizational Psychology	CPIOP	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Pastoral Counseling	CPPC	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085

Certificate in Sport Psychology	CPSP	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Financial Management	CBFM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Human Resource Management	CBHRM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in International Business	CBIB	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Management	CBM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Project Management	CBPM	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085
Certificate in Strategic Leadership	CBSL	18	\$545	\$3,270	\$1,635	\$75	\$150	\$100	\$10,085

Graduate tuition is based on 3 credits in an 8-week term or 6 credits per 16-week semester. The *Schedule of Total Charges for Period of Attendance* is based on 3 credits for the first term.

BOARD OF DIRECTORS

The University is incorporated in the State of California as California Southern University, Inc.

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James B. Rieger, EdD Candidate

Dean, School of Business and Management and School of Education

Ellie D. Shefi, JD, Esq.

Dean, School of Law and School of Criminology and Criminal Justice

Ruth Ngati, DNP, MSN-CNS, RN, PHN

Dean, 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.

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PhD Public Safety, Capella University, MN; JD & MS Criminal Justice & MS Business Administration/Sports & Athletics Administration, Lynn University, FL; BA Criminal Justice, Florida Atlantic University, Boca Raton, FL

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To learn more about the faculty mentors, please visit the California Southern University faculty page at www.calsouthern.edu/academics/faculty.

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!

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Monday – Friday

UNIVERSITY HOLIDAYS

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Christmas

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