



**CALIFORNIA
SOUTHERN**

UNIVERSITY

A member of the American InterContinental University System

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CALIFORNIA
SOUTHERN

UNIVERSITY

A member of the American InterContinental University System

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California Southern University is a member of the American InterContinental University System (“AIU System”) and will be referenced as “CalSouthern” or the “University” throughout this catalog.

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INTRODUCTION

Mission Statement

As a member of the American InterContinental University System, the mission of California Southern University is to empower a diverse student body for academic, personal, and professional success, through a commitment to inclusive, student-centered support and lifelong learning.

University Goals

- Provide degree programs that combine traditional modes of education in an online format to enable learners to meet their academic, professional, and personal goals.
- Provide quality instruction for the development of essential skills in the areas of the behavioral sciences, business, criminal justice, education, and nursing.
- Maintain flexibility in the delivery of programs to meet the needs of the university's learners.
- Foster an awareness of and respect for diversity by maintaining an atmosphere of respect and acceptance for the diverse world in which our learners live and work.
- Maintain an institutional culture characterized by candor, transparency, and best professional practices.
- Demonstrate adherence to ethical standards while providing academic support and intellectual freedom.

Institutional Learning Outcomes

- **COMMON BODY OF KNOWLEDGE**
Graduates should have acquired a common body of knowledge in the discipline.
- **COMMUNICATION**
Graduates should be able to communicate proficiently through professional writing and oral presentation to general and specialized audiences.
- **QUANTITATIVE REASONING**
Graduates should be able to analyze real-world data and information to draw conclusions and solve problems.
- **INFORMATION LITERACY**
Graduates should be able to identify, evaluate, and use valid information sources.
- **CRITICAL THINKING**
Graduates should be able to apply critical thinking skills to solve problems.
- **DIVERSITY**
Graduates should be able to contribute positively to a diverse human society within local and global contexts.
- **ETHICS**
Graduates should be able to demonstrate ethical behavior in personal and professional settings.

University History

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 institutional accreditation from the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). In July 2022, CalSouthern became part of the American InterContinental University System, which is institutionally accredited by the Higher Learning Commission and located in Arizona. The AIU System is owned by American InterContinental University System, Inc., which is wholly owned by Perdoceo Education Corporation.

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 history. 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. CalSouthern provides learners with:

- individualized pacing through courses
- 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

Accreditation and Approvals

State Licensure

California Southern University is a member of the American InterContinental University System, which is licensed by the **Arizona State Board for Private Postsecondary Education**.

Aimed at expanding distance education opportunities for students, the **National Council for State Authorization Reciprocity Agreements (NC-SARA)** is an organization that establishes comparable national standards for the interstate offering of postsecondary distance education courses and programs. California Southern University is a member of the American InterContinental University System, which has been approved to participate in NC-SARA.

Institutional Accreditation

California Southern University is a member of the American InterContinental University System. The System is accredited by the **Higher Learning Commission** (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

Programmatic Accreditation

California Southern University's Bachelor, Master, and Doctor of Business Administration are accredited by the **Accreditation Council for Business Schools and Programs (ACBSP)**. www.acbsp.org

The Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) degree programs are accredited by the **Commission on Collegiate Nursing Education (CCNE)**. <http://www.ccnaccreditation.org>

Program Approvals

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

The 315 hours of Substance Use Disorder (SUD) Specific Education provided by California Southern University's Pre-Baccalaureate Certificate Program in Addiction Studies (CPAS) fulfills the educational requirement for the Certified Alcohol Drug Counselor I (CADC I) or Certified Alcohol Drug Counselor II (CADC II). The Certificate in Advanced Addiction Studies (CPAAS) provides 270 hours of Substance Use Disorder (SUD) specific education. The optional practicum experience may be required for some levels of certification. The MS in Psychology with a Concentration in Advanced Addiction Studies (MS, AAS) provides 360 hours of Substance Use Disorder (SUD) specific education required for the Licensed Advanced Alcohol Drug Counselor (LAADC).

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

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

Persons interested in national certification through NAADAC should contact www.naadac.org. Individuals interested in completing other jurisdictional requirements are encouraged to contact the appropriate regulatory authority directly for more information and to determine requirements.

Program Acceptances

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

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

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

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

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

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

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

Government Approvals

VA benefits are no longer available for learners who are new or return to the University after an absence. Policies related to benefits apply to current learners until their VA eligibility is concluded or until they leave the University.

CalSouthern is eligible to receive education benefits awarded by the United States Department of Veterans Affairs 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. Veterans who are unsure of their benefit eligibility **United States Department of Veterans Affairs (DVA)** or have additional eligibility questions should contact the Veterans Administration at 800-827-1000, or 888-GI Bill-1 (1-888- 442-4551), or go to <http://www.gibill.va.gov/>.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Regular enrolled learners attending CalSouthern 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 02113600 assigned to the AIU System by the U.S. Department of Education.

DEGREE AND CERTIFICATE PROGRAMS

The University is structured into the following schools and programs:

School of Behavioral Sciences

Degree Programs:

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

Leveling Coursework:

- Leveling to PsyD (LVLP)

Undergraduate Certificate Programs:

- Certificate in Addiction Studies (CPAS)

Graduate Certificate Programs:

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

School of Business and Management

Degree Programs:

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

Undergraduate Certificate Programs (General):

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

Undergraduate Certificate Programs (Professional Development):

- Professional Development Certificate in Accounting (PDCA)
- Professional Development Certificate in Business (PDCB)
- Professional Development Certificate in Entrepreneurship (PDCE)
- Professional Development Certificate in Finance (PDCF)
- Professional Development Certificate in Human Resources (PDCHR)
- Professional Development Certificate in Leadership (PDCL)
- Professional Development Certificate in Management (PDCM)
- Professional Development Certificate in Project Management (PDCPM)
- Professional Development Certificate in Technology (PDCT)

Graduate Certificate Programs:

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

School of Criminology and Criminal Justice

Degree Programs:

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

School of Education

Degree Programs:

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

School of Nursing

Degree Programs:

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

ADMISSION REQUIREMENTS AND PROCEDURES

CalSouthern offers associate, bachelor's, master's, and doctoral degrees as well as certificate programs designed to meet the needs of adult learners. Meeting the admission requirements is one indicator that a learner is qualified to enter and able to complete the selected 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. 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.

Application Process

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

- The Enrollment Application for Admission
- 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 (only required for applicants to doctoral 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.

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

CalSouthern does not accept applications from residents of Massachusetts, New York and certain foreign countries.

Regular/Matriculating Admission Requirements

Undergraduate Degrees

Regular/matriculating admission into undergraduate degree programs requires a high school diploma or equivalent from an accredited or approved institution or a GED. Official transcripts documenting an earned associate degree from an accredited or approved institution can be used to satisfy undergraduate admission requirements.

Please refer to the Admission to Nursing Programs section of this catalog for additional Bachelor of Science in Nursing (BSN) program admissions requirements.

Undergraduate Certificates

Applicants must meet University admission requirements, including a minimum undergraduate GPA of 2.00 or higher, or possession of a high school diploma from an accredited or approved institution, or General Education Diploma (GED).

Applicants may wish to transfer to an undergraduate degree program while earning a certificate. However, learners must do so before starting the certificate's final course to ensure the transfer of the previously accumulated credits to the undergraduate program.

Master's Degrees

Regular/Matriculating admission to master's programs requires a bachelor's degree or the equivalent from an accredited or approved post-secondary institution. Official transcripts must be on file and accepted by the University for the bachelor's degree or its equivalent.

Please refer to the Management Competency Assessment section for additional admissions requirements for the Master of Business Administration (MBA) program.

Please refer to the Admission to Nursing Programs section for additional admissions requirements for the Master of Nursing (MSN) program.

Applicants entering the Master of Science in Law Enforcement Executive Leadership (MSLEEL) program without a bachelor's degree or its equivalent from a related field of study may be required to complete leveling coursework.

Doctoral Degrees

Regular/matriculating admission to doctoral programs requires a graduate degree (normally a master's degree) or the equivalent from an accredited or approved post-secondary institution. Official transcripts must be on file and accepted by the University for the graduate degree or its equivalent. Specific program requirements are provided within this section.

Doctor of Psychology

Admission to the PsyD program requires both a bachelor's degree and a master's degree, with the master's degree in psychology or a related field of study. Applicants that have earned a master's degree in an unrelated field may petition to be considered to pursue leveling coursework. Please refer to Leveling to PsyD (LVLP) Coursework section of this catalog for more information.

Doctor of Business Administration

Admission to the DBA degree requires a master's degree in the field of study or related field from an accredited or approved postsecondary institution. Learners entering with a master's degree in an academic area other than business will be required to take the Management Competency Assessment (see [Management Competency Assessment](#) section) to bring them to a level of preparation for graduate business studies.

CalSouthern 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 them convert their ABD into a DBA. Contact a CalSouthern Admissions Representative for assistance.

Graduate Certificates

Applicants possessing a master's degree, or its equivalent, or partially completed master's degree from an accredited or approved post-secondary institution may seek admission. Applicants with at least a master's degree from an accredited institution are preferred; however, applicants lacking a master's degree may seek admission if they maintained a cumulative GPA of 3.0 (on a four-point scale) for all completed graduate coursework. Official transcripts must be on file and accepted by the University for the bachelor's degree or its equivalent.

Some graduate certificates that lead to licensure may require additional materials. Please see the specific certificate program page(s) in this Catalog to determine if any additional application materials are required.

Applicants may wish to transfer to a graduate degree program while earning a certificate. However, learners must do so before starting the certificate's final course to ensure the transfer of the previously accumulated credits to the graduate program.

Management Competency Assessment

Graduate degree programs in the School of Business and Management are built upon the expectation that learners will enter with foundational knowledge in core business disciplines to be successful.

Learners entering without a preceding degree in business will be required to complete a Management Competency Assessment before starting courses. Learners must achieve a 70% or greater on the Management Competency Assessment in order to be admitted to the MBA or DBA program. The Assessment covers the following areas of business: accounting; business law; business policy; business strategy; economics; ethics; finance; information technology; leadership; management; marketing; operations management; organizational behavior; and statistics. The Management Competency Assessment allows entering MBA and DBA learners to assess their knowledge of fundamental core business disciplines. The Management Competency Assessment is provided free of charge.

Admission to Nursing Programs

Additional admission requirements for the BSN and MSN programs are listed below.

Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Admissions Requirements

Learners must meet the general admissions requirements of the University in addition to the requirements for the School of Nursing. Learners must have an **ADN** or an **RN** from a CCNE accredited institution for admission (see exception for the “Early Start” pathway).

Applicants with a Registered Nursing (RN) License:

Traditional applicants must provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a nursing license comparable to a U.S. registered nursing license from the nation, province, or region employed as a nurse.

Applicants with an Associate Degree in Nursing (ADN) or Associate of Science in Nursing (ASN):

Prospective students can apply as an “Early Start” learner:

- If they are a graduate with an Associate of Science in Nursing (ASN), Associate Degree in Nursing (ADN), or a graduate of a diploma program from a CCNE or equivalent accrediting nursing school or program that qualifies them to take the NCLEX-RN exam, but have not yet taken or passed the NCLEX-RN exam, they may apply for admission through the conditional* enrollment procedures set forth below for “Early Start” designation.
- They have a maximum of 90 transferable/eligible semester credit hours, a focus in nursing, and eligibility to take the NCLEX-RN exam.
- Applicants must provide an official transcript indicating a completed associate degree or certificate in nursing and a cumulative GPA of 2.5 or higher (on a 4.00 scale) from an accredited institution. They must provide the University with an official copy of the transcript from their prior school no later than 6 months from their start date to receive transfer credit.
- A letter of explanation submitted by the applicant noting the reason they have not yet sat for and passed the NCLEX-RN exam to date, not received licensure as a Registered Nurse in their state of residency and that they will do so no later than the last required class and but prior enrolling in any clinical class and prior to the beginning of the BSN Capstone Project but within 3 years of graduation from an accredited nursing program whichever is earliest.
- The learner understands they will not be awarded the BSN unless they comply with the above conditions.
- Three-year requirement: The learner also understands that in accordance with the NCSBN (National Council of State Boards of Nursing) and the California BRN (Board of Registered Nursing) the learner must take and pass the NCLEX- RN exam within (3) three years of the official date of graduation from an accredited nursing school.
- The department chair of the School of Nursing will determine if the learner may enroll in the program based on their responses and their prior academic work.

*To remove the conditional status, the learner must provide formal proof from their state BRN showing the NCLEX-RN exam was passed and they now have a current Interim Permit or license to practice as an RN for the BRN in their state of residency.

1. If the proof of RN licensure is not submitted at any time before the start of the BSN Capstone Project in the BSN program, progress toward the BSN will be suspended until such documentation is provided. If proof of RN licensure is not provided, or if the documentation submitted is found to be false, learners are subject to

immediate dismissal from the University. Additionally, if there are any unpaid fees the University may take other appropriate actions, including not providing a transcript of the learner's coursework, either a student copy or an official copy, until the learner's account is brought up to date.

2. If valid proof of RN licensure is provided after dismissal as described above, and all other requirements are met, it is highly recommended the learner petition for re-instatement in the Bachelor of Science in Nursing (RN-BSN) degree program. Learner will contact their admission advisor for more information on the re-enrollment process to ensure that prevailing admission standards are met, and tuition requirements are discussed.
3. Should the learner self-withdraw at any time for any reason during the period after admission to the program they will be subject to all current University Policies and Procedures governing withdrawal.

Master of Science in Nursing (MSN) Admissions Requirements

In addition to meeting general University admissions requirements, Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) program applicants (including international applicants) must also provide documentation of a current, unencumbered license to practice as a registered nurse (RN license) in at least one U.S. state, or provide evidence of a nursing license comparable to a U.S. registered nursing license from the nation, province, or region employed as a nurse.

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

MSN applicants will also have successfully completed the requirements for an appropriately earned Bachelor of Science in Nursing (BSN) degree.

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

Conditional Admission for Undergraduate Programs

CalSouthern offers learners the opportunity to be conditionally admitted and begin courses pending the University's receipt of their proof of high school graduation or equivalency. Learners may still be required to submit additional required admission documentation based on the program of study, as applicable. Acceptable documentation of high school graduation must be received by CalSouthern prior to the 10th day of the second term in the program of study. Learners will move from conditional to regular/matriculating admission status once it is determined that all admissions requirements have been met. Learners that do not satisfy admissions requirements by the 10th day of the second term will be subject to administrative withdrawal from the University and must satisfy all regular admission requirements upon re-entry.

Learners who are conditionally admitted will incur tuition and fee charges and are financially responsible for all costs of attending the University. Learners that wish to re-enroll will be required to re-apply.

Conditional admission is not applicable for admission to nursing programs.

Conditional Admission for Graduate Programs

CalSouthern offers learners the opportunity to be conditionally admitted and begin courses pending the University's receipt of their official transcript verifying completion of an accredited baccalaureate or master's degree, as applicable. Refer to individual program page(s) for additional program admissions requirements that may be applicable. Required documentation must be received by CalSouthern prior to the 10th day of the learner's second term. Learners will move from conditional to regular/matriculating admission status once it is determined that all admissions requirements have been met. Learners that do not satisfy admissions requirements by the 10th day of the second term will be subject to administrative withdrawal from the University and must satisfy all regular admission requirements upon re-entry.

Learners who are conditionally admitted will incur tuition and fee charges and are financially responsible for all costs of attending the University.

Conditional admission is not applicable for admission to nursing programs.

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 the basis of admission in our graduate programs and their master's may be approved for basis of admission into our doctoral programs. Cases in 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 the Office of the Registrar by mail or electronic transmission.

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

Acceptance Denied for Conduct Policy

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

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

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

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

Application Expiration Policy

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

Enrollment Cancellation

Cancellation of enrollment cancels any evaluation of transfer credit, and/or evaluation of other forms of prior learning assessment completed prior to cancellation. Learners who cancel and later return to the University will be required to re-apply, pay a reapplication fee, and retake any assessment(s) that were taken during a previous and cancelled enrollment. Learners whose enrollments are canceled and later return to the University are subject to a reevaluation of transfer credit and/or other prior learning assessment submissions, and this reevaluation will be subject to the policies of the current course catalog.

All requests for cancellation must be initiated by the learner and provided to the admissions department before the 10th day of the first term. The cancellation is effective when the request is made.

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

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

Official Transcripts

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. Only official transcripts will be evaluated. An official transcript is a document that is sent from the issuing educational institution directly to CalSouthern. CalSouthern can accept electronic transcripts and documents transmitted directly from the issuing institution as official.

The application fee must be received prior to evaluation. Upon completion of evaluation, the applicant will be notified of any accepted transferred credits and what remains to earn the selected degree or certificate.

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

International Official Transcripts

CalSouthern welcomes international learners from all over the world. To admit these applicants, we require official documents of their educational achievements in English. Documents will be considered official when received directly from the sending institution to the 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. Cases in which the degree received and/or approving agency is unverifiable, a third-party foreign credential evaluation is required.

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

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

Note: No award of credit is given for experiential learning at CalSouthern.

Maximum Credits Accepted in Transfer by Degree Program

DEGREE PROGRAM	MAX. TRANSFER CREDITS
Associate Degrees	45
Bachelor's Degrees	90
Master's Degrees (all except MA in Psychology)	6
Master of Arts in Psychology	12
Doctoral Degrees	30

Certificate Programs

Applicants/learners may transfer up to 50% of the total number of credits from external institutions in a certificate program.

Minimum Acceptable Grades for Transferrable Credit

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

General Education Credit Transfer

CalSouthern requires that at least 21 credits toward an associate degree, and 36 credits toward a bachelor's* degree must be earned in General Education (GE). This requirement may be satisfied wholly, or in part, by transfer of courses completed at other accredited or approved schools and/or credits completed at CalSouthern. Depending on the degree program, prerequisite course requirements may need to be satisfied, and additional courses may be required if the courses are essential for successful completion of the learner's degree program.

When evaluating GE credit transfer, the University accepts the GE courses in "bulk transfer" thereby acknowledging that the GE requirement is being met through transfer. Even though the sending institution's GE courses may not map directly into CalSouthern GE courses, nevertheless they are accepted as counting toward the respective associate or bachelor degree GE requirements. Additional GE courses beyond the respective associate or bachelor degree GE credits required may be accepted as "Elective Courses" to meet the total credit maximum transfer limit. If the applicant/learner does not have the full amount of GE credits to fulfill the respective associate or bachelor degree GE requirements, the University will schedule applicable GE courses to satisfy the GE credits required.

*The Bachelor of Science in Nursing requires 45 General Education (GE) credits.

Recognition of College Equivalency Examinations

These examinations are developed and administered by recognized testing organizations and are intended to be equivalent to the final examinations in a typical college course. The most widely known exams are: CLEP and PEP. Applicants may be awarded six units of credit for each of the General Examinations with a score of 500 or above except English. A score of 630 on the 1978 scale or 520 on the 1986 scale is required in the English Composition, essay version

examination. A maximum of 36 credits may be granted for CLEP, not to exceed the maximum transfer credits allowed per program. A complete list of CLEP exams and their credit transfer values is available from the Transcript Evaluator. *(Please note that this does not apply to any master's or doctoral degree programs.)*

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, learners may be required to take the updated version of older courses with similar titles to meeting degree requirements.

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

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

WELCOME TO THE SCHOOL OF BEHAVIORAL SCIENCES

Welcome to the School of Behavioral Sciences! It is our goal to equip learners with the knowledge and skills necessary to improve the lives of individuals and to positively impact communities. Our degree and certificate programs offer a holistic approach to the behavioral sciences. Whether through the application of psychological principles to business settings or in preparation for working with individuals, couples, and families to promote mental health and wellness; we help our graduates prepare to pursue roles in the field such as mental health practitioners, educators, trainers, supervisors, consultants, and more through the lens of servant leadership.

Mission Statement

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

UNDERGRADUATE CERTIFICATE PROGRAMS

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

The School of Behavioral Sciences currently offers one undergraduate certificate program in addiction studies. The objectives of the undergraduate certificate programs are to:

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

Undergraduate Certificate Requirements

CERTIFICATE REQUIREMENTS	CREDITS
Required Courses	27
TOTAL CREDITS REQUIRED FOR COMPLETION	27

Program Length

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

CERTIFICATE IN ADDICTION STUDIES (CPAS)

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

The California Consortium of Addiction Programs and Professionals (CCAPP) and the Education Board (CCAPP Institute) have granted approval to CalSouthern's Pre-Baccalaureate Certificate Program in Addiction Studies (CPAS). The Certificate Program in Addiction Studies meets nationally approved standards of education developed for the addiction/substance use disorders counseling profession, and CalSouthern is recognized as an Approved Academic Education Provider for The Association for Addiction Professionals (NAADAC).

The certificate meets the 315 hours of Substance Use Disorder (SUD) specific education required for Certified Alcohol Drug Counselor I/II as required by CCAPP. This certificate also meets nationally approved standards of education developed for the addiction/substance use disorders counseling profession. CalSouthern is recognized as an Approved Academic Education Provider for The Association for Addiction Professionals (NAADAC). Individuals who are interested in becoming certified and those who want to advance or maintain their certification are encouraged to contact www.ccapp.us and/or www.naadac.org for more information. A minimum grade of 'C' in all courses is required.

Certificate in Addiction Studies Required Courses

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

Licensure and Certification

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: CA, MD.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: AZ, CO, IN, MA, UT.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification in the field of addiction treatment in the following states: AK, AL, AR, CT, DC, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MI, MN, MS, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY.*

*Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.

Certified Alcohol and Drug Counselor (CADC) I & II

California Consortium of Addiction Programs and Professionals (CCAPP)

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

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

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

The Association for Addiction Professionals (NAADAC)

The Association for Addiction Professionals (NAADAC) has identified CalSouthern'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 CalSouthern's pre-Baccalaureate Certificate Program in Addiction Studies will be accepted toward national credentialing by the NAADAC Certification Commission for Addiction Professionals (NCC AP).

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

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

GRADUATE CERTIFICATE PROGRAMS

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

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

The objectives of the graduate certificate programs are to:

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

Graduate Certificate Program Requirements

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

Program Length

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

CERTIFICATE IN ADVANCED ADDICTION STUDIES (CPAAS)

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

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

The Certificate in Advanced Addiction Studies provides 270 hours of SUD specific education. The optional practicum experience may be required for some levels of certification. This program is approved by the California Consortium of Addiction Programs and Professionals (CCAPP). It is also approved by the Association for Addiction Professionals (NAADAC). For more information on how to become California and/or nationally certified/licensed, contact CCAPP at www.ccapp.us and/or NAADAC at www.naadac.org

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Advanced Addiction Studies Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6511	Substance Use and Related Disorders	3
PSY 6309	Advanced Ethical and Professional Issues in Addiction Counseling	3
PSY 7534	Dual Diagnosis	3
PSY 7307	Advanced Physiology and Pharmacology of Addiction	3
PSY 7007	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 7316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3
Optional: PSY 7508	Supervised Practicum in Advanced Addiction Studies	6

Licensure and Certification

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: CA, MD, UT. *Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: AZ, CO, IN, MA.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification in the field of addiction treatment in the following states: AK, AL, AR, CT, DC, DE, FL, GA, HI, IA, ID, IL, KS, KY, LA, ME, MI, MN, MS, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY.

CERTIFICATE IN HEALTHCARE SERVICES (CPHCS)

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

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

The Certificate in Healthcare Services provides foundational education for baccalaureate degreed professionals who are interested in gaining a fuller 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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Healthcare Services Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7737	Psychology of Chronic Illness	3
PSY 7527	Psychology of Stress & Stress Related Disorders	3
PSY 7533	Psychology of Death and Dying	3
PSY 7707	The Psychology of the Mind: Mind-Body Connection	3
PSY 6502	Counseling Theories and Strategies	3
PSY 6511	Substance Use and Related Disorders	3

CERTIFICATE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (CPIOP)

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

Specifically, this graduate certificate explores topics of interest to those who want to develop a solid foundation in the field of industrial/organizational psychology. Applications include business, human resources, and consultation settings. 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 program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Industrial/Organizational Psychology Required Courses

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

CERTIFICATE IN PASTORAL COUNSELING (CPPC)

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Pastoral Counseling Required Courses

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

CERTIFICATE IN SPORT PSYCHOLOGY (CPSP)

The Certificate in Sport Psychology is designed to provide supplemental education for baccalaureate degreed professionals interested in sport and other performance-based fields. These courses may also be of interest to others who desire developing expertise in the field of sport psychology.

While pursuing the CPSP, learners are exposed to theoretical models in sport psychology, solution-focused skills, and sport and performance based relevant scientific research. This certificate explores vital ethical, cultural, and professional topics of interest for a solid foundation in the field of sport psychology.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Sport Psychology Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7100	Applied Sport Psychology I	3
PSY 7101	Applied Sport Psychology II (Pre-Requisite: PSY 7100)	3
PSY 6801	Therapeutic Boundaries	3
PSY 7711	Current Issues in Sport Psychology	3
PSY 7715	Psychology of Coaching	3
PSY 7720	Enhancing Performance: Preparation/Motivation	3

BACHELOR OF ARTS (BA) IN PSYCHOLOGY

Program Objectives

The Bachelor of Arts (BA) in Psychology degree program introduces learners to the fields of psychology and the behavioral sciences. This program provides a foundation for the application of psychology principles 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 care and social service settings, and for those who desire to seek further graduate-level education in psychology and related fields following completion of the BA degree.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Foundational Knowledge in Psychology – Describe key psychological concepts, principles, and theories in relation to personal and/or professional issues.
2. Scientific Literacy & Research – Utilize scientific reasoning, processes, and/or methods to examine psychological phenomena.
3. Ethics & Professional Standards – Apply ethical behavior and standards in accordance with the ethical standards of the discipline.
4. Cultural Diversity, Awareness & Humility – Articulate the role of diverse cultures, equity, and social beliefs on evolving perspectives in psychology.
5. Psychological & Professional Literacy – Analyze psychological information from research and media as it applies to personal, professional, or community life.
6. Professional Values & Development – Apply knowledge, skills, and feedback to foster personal growth and/or potential for success in chosen profession.

Bachelor of Arts in Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	30
Psychology Elective Courses	21
General Elective Courses	33
TOTAL CREDITS REQUIRED FOR COMPLETION	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 shortened by accelerating completion of courses and through credits accepted in transfer.

General Education Courses

The bachelor's degree requires satisfaction of 36 General Education (GE) 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. GE course information may be found within the School of Education, Undergraduate General Education Section of this catalog. Course descriptions for GE courses may be found within the School of Education, undergraduate course descriptions of this catalog.

Bachelor of Arts in Psychology Required Courses

REQUIRED LOWER DIVISION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
UNI 1000	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

COURSE NUMBER	COURSE NAME	CREDITS
PSY 4400	Introduction to Social Psychology	3
PSY 4403	Ethical and Professional Issues	3
PSY 4504	Fundamentals of Research Methodology (Pre-Requisite: MATH 1305)	3
PSY 4505	Cognition and the Brain	3
CAP 4403	BA Capstone	3

PSYCHOLOGY ELECTIVE COURSES

COURSE NUMBER	COURSE NAME	CREDITS
PSY 3101	Introduction to Human Sexual Behavior	3
PSY 3102	Introduction to Theories and Techniques of Group Counseling	3

COURSE NUMBER	COURSE NAME	CREDITS
PSY 3103	Introduction to Forensic Psychology	3
PSY 3106	Psychology of Communication	3
PSY 3017	Intercultural Psychology	3
PSY 3306	Foundations of Addiction	3
PSY 3307	The Physiology and Pharmacology of Substance Use	3
PSY 3309	Ethical and Professional Issues in Addiction Counseling	3
PSY 3316	Personal and Professional Growth in the Field of Addiction	3
PSY 3317	Individual, Family and Group Counseling	3
PSY 3318	Culture and Diversity in Addiction Counseling	3
PSY 3404	Crisis Intervention	3
PSY 3405	Introduction to Behavior Modification	3
PSY 3408	Current Issues in Psychology and Health	3
PSY 3409	Marriage and Family	3
PSY 3410	Psychology of Adjustment	3
PSY 3411	Psychology in Business	3
PSY 3412	Psychology of Caregiving and Chronic Illness	3
PSY 3507	Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3

General Elective Courses and General Education Courses

The general elective and general education required courses for the BA in Psychology degree can be taken from 2000-level courses as long as all prerequisites have been met. Learners can enhance their education in psychology by selecting electives from the psychology elective course listing, or they can take a variety of courses from other schools within 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 are drawn to helping people with emotional, behavioral, mental health, or relationship concerns, this degree may be right for you.

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

Although considered an out-of-state institution by the California Board of Behavioral Sciences (BBS), the CalSouthern MA degree program includes coursework that meets the educational requirements for California license eligibility in the following areas:

- Licensed Marriage and Family Therapist (LMFT) and registration as an Associate Marriage and Family Therapist (AMFT) per California Business and Professions Code (BPC) Sections 4980.74, 4980.78, and 4980.81;
- Licensed Professional Clinical Counselor (LPCC) and registration as an Associate Professional Clinical Counselor (APCC) per BPC Sections 4999.61 and 4999.62.

Following completion of the MA degree program, additional training and exams may be required for full MFT and/or LPCC license eligibility. For additional information regarding educational and other requirements for licensure, see the California BBS website at <http://www.bbs.ca.gov/>.

Refer to the Licensure Disclosure section for state board contact information.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Foundational Knowledge in Psychology – Articulate a broad knowledge of systems concepts, theories, and techniques that are foundational to the practice of counseling.
2. Scientific Literacy & Research – Utilize appropriate strategies to evaluate and apply psychological research in counseling and therapy practice.
3. Ethics & Professional Standards – Apply ethical behavior, standards and decision-making in accordance with the ethical and legal standards of the profession.
4. Cultural Diversity, Awareness & Humility – Apply cultural humility and understanding to counseling practice with diverse individuals and groups.
5. Psychological & Professional Literacy – Applies psychological research and theory to effectively manage therapeutic practice to achieve treatment goals for individuals and/or groups.
6. Communication & Interpersonal Skills – Communicate competently in multiple formats (written, oral, and interpersonal) appropriate to various audiences, cultures, and contexts to foster counseling efficacy.
7. Professional Values & Development – Apply knowledge, skills, feedback, and experience toward professional development to enhance potential for success in chosen profession.
8. Assessment – Utilize assessment measures appropriately in clinical settings.
9. Intervention – Apply evidence-based clinical intervention and/or prevention strategies designed to promote the mental health and well-being of individuals, families, children, and group clients.

10. Supervision – Incorporate supervision feedback to guide professional development and clinical competence.
11. Consultation & Interprofessional /Interdisciplinary Skills – Collaborate effectively to engage with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

(MA) in Psychology, Emphasis In Marriage And Family Therapy Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Courses	60
TOTAL CREDITS REQUIRED FOR COMPLETION	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 shortened by accelerating completion of courses and through credits accepted in transfer.

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

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6502	Counseling Theories and Strategies	3
MFT 6504	Ethical and Legal Issues in Therapy	3
PSY 6508	Culture and Diversity in Counseling	3
PSY 6505	Lifespan Development	3
PSY 6506	Psychopathology	3
PSY 6509	Systems of Family Therapy	3
PSY 6511	Substance Use and Related Disorders	3
PSY 6510	Child and Adolescent Therapy	3
PSY 6514	Couples and Sex Therapy	3
PSY 6512	Group Counseling	3
PSY 6747	Career Counseling	3
MFT 6513	Assessment Techniques in Therapy	3
PSY 6519	Crisis and Trauma Counseling	3

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6520	Advanced Counseling Techniques	3
MFT 6700	Psychopharmacology	3
PSY 6743	Systems of Care in Community Mental Health	3
MFT 6900	Research Methods and Statistics	3
MFT 6704	Practicum I (Pre-Requisites: PSY 6502, MFT 6504, PSY 6508, PSY 6505, PSY 6506, PSY 6509, PSY 6511, PSY 6510, PSY 6514, PSY 6512, PSY 6747, MFT 6513, PSY 6519, PSY 6520, personal therapy requirement, and attendance at required preparation webinar)	3
MFT 6705	Practicum II (Pre-Requisite: MFT 6704)	3
MFT 6706	Practicum III (Prerequisite: MFT 6705)	3
Optional: MFT 8000	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 School of Behavioral Sciences Programs Coordinator.

Personal Therapy Requirement

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

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

Although considered an out-of-state institution by the California Board of Behavioral Sciences (BBS), the CalSouthern MA degree program includes coursework that meets the educational requirements for California license eligibility in the following areas:

- Licensed Marriage and Family Therapist (LMFT) and registration as an Associate Marriage and Family Therapist (AMFT) per California Business and Professions Code (BPC) Sections 4980.74, 4980.78, and 4980.81;
- Licensed Professional Clinical Counselor (LPCC) and registration as an Associate Professional Clinical Counselor (APCC) per BPC Sections 4999.61 and 4999.62.

Following completion of the MA degree program, additional training and exams may be required for full MFT and/or LPCC license eligibility. For additional information regarding educational and other requirements for licensure, see the California BBS website at <http://www.bbs.ca.gov/>.

For licensure requirements in other states and jurisdictions, please contact the applicable authority or state board directly. For a copy of the current California MFT and LPCC regulations, please go to www.bbs.ca.gov or write to:

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

Licensure and Certification

Marriage and Family Therapist

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification as a marriage and family therapist in the following states: AL, AK, AR, AZ, CA, CO, DE, GA, HI, IA, ID, IL, IN, KY, MD, MI, MN, NC, NJ, NM, OH, OR, PA, SC, TN, TX, UT, WA.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification as a marriage and family therapist in the following states: FL, MA, NY.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification as a marriage and family therapist in the following states: CT, DC, KS, LA, ME, MO, MS, MT, ND, NE, NH, NV, OK, RI, SD, VA, VT, WI, WV, WY.

*Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.

Licensed Professional Clinical Counselor

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification as a licensed professional clinical counselor in the following states: AK, AL, AR, AZ, CA, CO, CT, DC, DE, GA, HI, IA, ID, IL, IN, MD, MI, MN, NC, NJ, NM, OR, PA, SC, TN, TX, UT, WA.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification as a licensed professional clinical counselor in the following states: FL, KY, MA, MO, NY, OH.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification as a licensed professional clinical counselor in the following states: KS, LA, ME, MS, MT, NE, NV, NH, ND, OK, RI, SD, VT, VA, WV, WI, WY.

*Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.

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 fields such as advanced addiction studies, pastoral counseling, sport psychology, and consultation in business and industry.

The program places an emphasis on scientific research as applied to non-clinical settings. The MS in Psychology degree offers an alternative to the Master of Arts (MA) in Psychology degree. The MS in Psychology 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 MS degree program also provides a firm foundation in the field of psychology upon which to build doctoral-level study (Doctor of Psychology) at CalSouthern.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

With the exception of the Advanced Addiction Studies concentration, this program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Program Learning Outcomes

1. Foundational Knowledge in Psychology – Articulate a broad knowledge of psychology's core foundation content domains (affective, biological, cognitive, developmental, and social aspects of behavior) and research methods.
2. Scientific Literacy & Research – Utilize scientific reasoning, processes, and/or methods to synthesize psychological research in a manner that advances interdisciplinary application of psychological principles.
3. Ethics & Professional Standards – Apply ethical behavior, standards and decision-making in accordance with the ethical standards of the discipline.
4. Cultural Diversity, Awareness & Humility – Apply cultural humility and understanding to interactions with diverse individual and groups.
5. Psychological & Professional Literacy – Applies psychological research and theory to intentionally impact individuals, groups, organizations, and/or communities.
6. Communication & Interpersonal Skills – Communicate competently in multiple formats (written, oral, and interpersonal) appropriate to various audiences, cultures, and contexts.
7. Professional Values & Development – Apply knowledge, skills, and feedback to enhance potential for success in chosen profession.

Master of Science in Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	15
Concentration & Elective Courses	15
Applied Concepts (learners enrolled in the Advanced Addiction Studies Concentration are required to complete Advanced Supervised Practicum & Fieldwork in Addiction Studies instead)	6
Master's Thesis	6
TOTAL CREDITS REQUIRED FOR COMPLETION	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 shortened by accelerating completion of courses and through credits accepted in transfer.

Master of Science in Psychology Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6502	Counseling Theories and Strategies	3
PSY 6801	Therapeutic Boundaries **Learners who are enrolling in the Advanced Addiction Studies Concentration must take PSY 6309 Advanced Ethical and Professional Issues in Addiction Counseling instead.	3
PSY 6506	Psychopathology	3
PSY 6512	Group Counseling	3
PSY 6516	Social Psychology	3

Master of Science in Psychology Concentration & Elective Courses

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

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

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

ADVANCED ADDICTION STUDIES CONCENTRATION

CalSouthern's MS in Psychology with a Concentration in Advanced Addiction Studies (AAS) provides 360 hours of Substance Use Disorder (SUD) specific education, fulfilling required for the Licensed Advanced Alcohol Drug Counselor (LAADC) as required by the California Consortium of Addiction Programs and Professionals (CCAPP). For addiction professionals who are seeking to become nationally certified, this program is also approved by the Association for Addiction Professionals (NAADAC). More information about Substance Use Disorder (SUD) specific education requirements, certification requirements, and career steps is available at www.ccapp.us and www.naadac.org.

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6511	Substance Use and Related Disorders	3
PSY 7534	Dual Diagnosis	3
PSY 7307	Advanced Physiology and Pharmacology of Addiction	3
PSY 7007	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 7316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

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

PASTORAL COUNSELING CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7541	Psychology of Religion	3
PSY 6509	Systems of Family Therapy	3
PSY 7507	Advanced Human Sexuality	3
PSY 7517	Psychology of Aging	3
PSY 7533	Psychology of Death and Dying	3

SPORT PSYCHOLOGY CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7100	Applied Sport Psychology I	3
PSY 7101	Applied Sport Psychology II (Prerequisite: PSY 7100)	3
PSY 7711	Current Issues in Sport Psychology	3
PSY 7715	Psychology of Coaching	3
PSY 7720	Enhancing Performance: Preparation/Motivation	3

Applied Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6802 (PSY 7508 if in Advanced Addiction Studies)	PSY 6802 Applied Concepts [learners enrolled in the Advanced Addiction Studies Concentration must complete PSY 7508 Supervised Practicum in Advanced Addiction Studies instead] (Prerequisite: completion of all core and elective courses.)	6

Master's Thesis

COURSE NUMBER	COURSE NAME	CREDITS
PSY 6899	Master's Thesis (Prerequisite: PSY 6802 Applied Concepts or PSY 7508 Supervised Practicum in Advanced Addiction Studies)	6

Licensure and Certification – Advanced Addiction Studies Concentration only

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: AZ, CA, MD, UT. *Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification in the field of addiction treatment in the following states: CO, IN, MA.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification in the field of addiction treatment in the following states: AK, AL, AR, CT, DC, DE, FL, GA, HI, ID, IA, IL, KS, KY, LA, ME, MI, MN, MS, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY.

DOCTOR OF PSYCHOLOGY (PsyD)

Program Objectives

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

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Foundational Knowledge in Psychology – Articulate a broad, integrative knowledge of the discipline of psychology; including: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research.
2. Scientific Literacy & Research – Formulate and conduct research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base.
3. Ethics & Professional Standards – Apply ethical behavior, standards and decision-making in accordance with the ethical and legal standards of the discipline to research and practice.
4. Cultural Diversity, Awareness & Humility – Integrate cultural humility and ecological contexts to work effectively with diverse individuals and groups in research and practice.
5. Psychological & Professional Literacy – Synthesizes psychological research and theory in order to advance evidence-based practice from a practitioner-scholar model.
6. Communication & Interpersonal Skills – Communicate competently in multiple formats (written, oral, and interpersonal) appropriate to various audiences, cultures, and contexts to advance knowledge in the field.
7. Professional Values & Development – Apply knowledge, skills, and feedback to improve performance, well-being, and professional effectiveness with increasing independence in chosen profession.
8. Assessment – Utilize assessment measures appropriately toward identified goals of the assessment and needs of the service recipient.
9. Intervention – Implement evidence-based interventions from a variety of theoretical orientations or approaches to benefit the well-being of an individual, family, group, organization, community, or other system.
10. Supervision – Apply knowledge of supervision models and practices to guide professional development of psychology trainees.
11. Consultation & Interprofessional /Interdisciplinary Skills – Utilize consultation models and practices to engage with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Leveling to PsyD (LVLP) Coursework

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

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

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

Doctor of Psychology Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	33
Elective Courses	18
Comprehensive Examination	1
Doctoral Project Courses	14
Internship (optional)	0
TOTAL CREDITS REQUIRED FOR COMPLETION	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 shortened by accelerating completion of courses and through credits accepted in transfer.

Disclaimers:

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

Doctor of Psychology Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 8500	Advanced Theories of Personality	3
PSY 8503	History and Systems in Psychology	3
PSY 8504	Ethical and Professional Issues	3
PSY 8506	Advanced Psychopathology	3
PSY 8708	Cultural Diversity	3

COURSE NUMBER	COURSE NAME	CREDITS
PSY 8724	Cognition, Emotion and Motivation	3
PSY 7700	Psychopharmacology	3
PSY 7701	Physiological Psychology	3
PSY 8740	Statistical Methods and Analysis	3
PSY 8127	Research Methods in Psychology	3
PSY 8702	Psychological Assessment I	3

Doctor of Psychology Elective Courses

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7307	Advanced Physiology and Pharmacology of Addiction	3
PSY 6309	Advanced Ethical and Professional Issues in Addiction Counseling	3
PSY 7316	Advanced Personal and Professional Wellness for the Substance Abuse Counselor	3
PSY 7007	Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare	3
PSY 7517	Psychology of Aging	3
PSY 7523	Psychology of Learning	3
PSY 7100	Applied Sport Psychology I	3
PSY 7101	Applied Sport Psychology II (Pre-Requisite: PSY 7100)	3
PSY 7711	Current Issues in Sport Psychology	3
PSY 7715	Psychology of Coaching	3
PSY 7720	Enhancing Performance: Preparation / Motivation	3
PSY 7725	Research in Sport Psychology	3
PSY 7507	Advanced Human Sexuality	3

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7509	Advanced Psychology of Marriage and Family Systems	3
PSY 7513	Psychological Tests and Measurements	3
PSY 7514	Brief Therapy	3
PSY 6516	Social Psychology	3
PSY 7718	Hypnosis: Theory and Practice	3
PSY 6519	Crisis and Trauma Counseling	3
PSY 7517	Psychology of Aging	3
PSY 7521	Industrial/Organizational Psychology	3
PSY 7522	Consulting in Business, Education, and Mental Health	3
PSY 7525	Cognition and Memory	3
PSY 7527	Psychology of Stress and Stress-Related Disorders	3
PSY 7728	The Psychology of Violence and Domestic Abuse Reporting	3
PSY 7529	Myers-Briggs Type Indicator	3
PSY 7530	Dream Analysis	3
PSY 7533	Psychology of Death and Dying	3
PSY 7534	Dual Diagnosis	3
PSY 7536	Cognitive-Behavioral Psychotherapy	3
PSY 7737	Psychology of Chronic Illness	3
PSY 7738	Advanced Psychology of Addiction and Compulsive Behaviors	3
PSY 7739	Attention-Deficit/Hyperactivity, Autistic Spectrum and Neurodevelopmental Disorders	3

COURSE NUMBER	COURSE NAME	CREDITS
PSY 7541	Psychology of Religion	3
PSY 7742	Eating Disorders	3
PSY 6743	Systems of Care in Community Mental Health	3
PSY 7745	Interpersonal Neurobiology and Attachment	3
PSY 6747	Career Counseling	3
PSY 7750	Positive Psychology	3
PSY 7760	Media Psychology: Writing, Publishing and Promoting of a Self-Help Book	3
PSY 7761	Interpersonal Conflict in the Workplace	3
PSY 7762	Supervision and Consultation	3
PSY 7763	Clinical Interviewing	3
PSY 7703	Psychological Assessment II (Pre-Requisite: PSY 8702)	3
PSY 7704	Practicum I (Pre-Requisites: completion of all core courses, comprehensive exam, and personal therapy requirement)	3
PSY 7705	Practicum II (Pre-Requisite: PSY 7704)	3
PSY 7706	Practicum III (Pre-Requisite: PSY 7705)	3
PSY 7707	Psychology of the Mind: Mind-Body Connection	3
PSY 7709	Foundations of Humanistic Therapy	3
PSY 7710	Integrative Therapy: From Orientation to Practice	3

Comprehensive Examination

The comprehensive examination prepares learners for the doctoral project phase of the PsyD program. The comprehensive examination is taken following the successful completion of all core and elective courses. This also includes the optional internship. Learners must successfully pass the comprehensive examination to continue into their doctoral project courses. The minimum passing grade for each section of the examination is 80%.

NOTE: The internship is an optional course. The comprehensive examination is a required course. Learners may enroll in the internship course before or after graduation from the PsyD program.

COURSE NUMBER	COURSE NAME	CREDITS
PSY 8800	Doctoral Comprehensive Examination	1

Doctoral Project

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

COURSE NUMBER	COURSE NAME	CREDITS
PSY 8991	Doctoral Project I (Prerequisites: completion of all core courses, comprehensive exam, and electives)	3
PSY 8992	Doctoral Project II (Prerequisite: PSY 8991)	3
PSY 8993	Doctoral Project III (Prerequisite: PSY 8992)	3
PSY 8994	Doctoral Project IV (Prerequisite: PSY 8993)	3
PSY 8995	Doctoral Project V (Prerequisite: PSY 8994)	2

Internship

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

COURSE NUMBER	COURSE NAME	CREDITS
PSY 8900	Internship (optional)	0

Clinical Psychology Licensure Requirements

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

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

CalSouthern has made a determination that this curriculum **meets** the state educational requirements for licensure or certification *as a psychologist* in the following states: CA, CO, DE, HI, NY, OH, TX, VA, WI, WV.*

CalSouthern has made a determination that this curriculum **does not meet** the state educational requirements for licensure or certification *as a psychologist* in the following states: AK, AL, AR, AZ, CT, DC, FL, GA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OK, OR, PA, RI, SC, SD, TN, UT, VT, WA, WY.

CalSouthern has **not made a determination** that this curriculum meets the State educational requirements for licensure or certification *as a psychologist* in the following state: IA.

*Some states may have additional requirements that are not part of the curriculum, but which can be satisfied at CalSouthern.

Clinical Training Practicum and Internship

Clinical training in practicum can begin once all core courses and personal therapy requirements have been successfully completed. Optional internship may be accomplished following doctoral project. Those who are interested in completing internship along with Doctoral Project courses II – V may submit request to the Dean, School of Behavioral Sciences.

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

Personal Therapy Requirement

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

WELCOME TO THE SCHOOL OF BUSINESS AND MANAGEMENT

Welcome to the School of Business and Management at California Southern University! Course offerings cover all the traditional functional areas in business, such as economics, finance, marketing, and organizational behavior in the context of global, commercial, cultural, and technological change. Blending the best of theory and practice, our faculty mentors consist of highly trained scholars with extensive experience. Within the community of the School of Business and Management, 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 learners receive an engaging, flexible, and enjoyable educational experience, our faculty mentors and staff will communicate with learners one-on-one, so they can get that degree completed without compromising the pressing needs of work, family, and community. At CalSouthern, we promise to help learners earn an accredited business degree anytime, anywhere.

Mission Statement

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

UNDERGRADUATE CERTIFICATE PROGRAMS

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

Undergraduate Certificate Requirements

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

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

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

Program Length

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

CERTIFICATE IN ACCOUNTING AND FINANCE (CBAF)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Accounting and Finance Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
ACT 4102	Principles of Accounting I	3
ACT 4104	Principles of Accounting II	3
ACT 4202	Tax Accounting I	3
FIN 4404	Fundamentals of Finance	3

CERTIFICATE IN BUSINESS ADMINISTRATION AND MANAGEMENT (CBBAM)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Business Administration and Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
ACT 4150	Managerial Accounting	3
BUS 3300	Introduction to Business	3
HRM 4102	Human Resource Management	3
HRM 4107	Supervisory Management	3

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

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Business Administration, Management, and Operations Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
HRM 4102	Human Resource Management	3
HRM 4103	Staffing Organizations	3
HRM 4406	Employee Training and Development	3
MGT 4121	Organizational Behavior	3

CERTIFICATE IN BUSINESS MANAGERIAL ECONOMICS (CBBME)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Business Managerial Economics Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
ECO 3300	Macroeconomics	3
ECO 3403	Microeconomics	3
IB 4402	International Economics	3

CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND PERSONNEL ADMINISTRATION (CBHRMPA)

The Certificate in Human Resources Management and Personnel Administration promotes the exploration of the models of behavior that enable supervisors to understand and manage behaviors within organizations. It will also help learners develop strategies aligning individual and group behaviors with strategic and organizational goals. Learners will gain an understanding of how the structure of an organization affects its finances, analyses, planning, and capital expenditures.

Learners will model effective compensation practices aiming to enhance retention and performance and will develop an understanding that compensation is an essential component of defining and maintaining a competitive advantage. They will also have the opportunity to discuss the social effects of small businesses and their development, using economic and ethical concepts.

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Human Resources Management & Personnel Administration Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
FIN 4404	Fundamentals of Finance	3
HRM 4102	Human Resource Management	3
HRM 4405	Compensation Management	3
BUS 4401	Small Business Management	3

CERTIFICATE IN HUMAN RESOURCES MANAGEMENT AND SERVICES (CBHRMS)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Human Resources Management and Services Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
HRM 4102	Human Resource Management	3
HRM 4405	Compensation Management	3
BUS 4401	Small Business Management	3

CERTIFICATE IN LEADERSHIP (CBL)

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

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

The objectives of the Certificate in Leadership include the following:

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Certificate in Leadership Required Courses

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

CERTIFICATE IN MARKETING MANAGEMENT (CBMM)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Certificate in Marketing Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
IB 4403	Global Marketing	3
MKT 4400	Essentials of Marketing	3
MKT 4420	Marketing Management	3

UNDERGRADUATE PROFESSIONAL DEVELOPMENT CERTIFICATES

Undergraduate Professional Development Certificate Requirements

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

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

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

Program Length

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

PROFESSIONAL DEVELOPMENT CERTIFICATE IN ACCOUNTING (PDCA)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Professional Development Certificate in Accounting Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
ACT 4102	Principles of Accounting I	3
ACT 4104	Principles of Accounting II	3
ACT 4150	Managerial Accounting	3
ACT 4467	Auditing	3
BUS 3300	Introduction to Business	3
MGT 4124	Operations Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN BUSINESS (PDCB)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Professional Development Certificate in Business Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3110	Business Ethics	3
BUS 3300	Introduction to Business	3
BUS 3301	Business Law	3
BUS 3414	Business Communications	3
IB 4100	International Management	3
MGT 4404	Contemporary Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN ENTREPRENEURSHIP (PDCE)

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

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

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

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Professional Development Certificate in Entrepreneurship Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3415	Business Negotiation	3
ENT 4100	Entrepreneurship	3
ENT 4101	Business Plans for New Ventures	3
MKT 4400	Essentials of Marketing	3
MKT 4416	Internet Marketing	3
BUS 4401	Small Business Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN FINANCE (PDCF)

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

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

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

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Professional Development Certificate in Finance Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
ENT 4305	Introduction to Banking	3
ENT 4403	Money, Banking and Finance	3
FIN 4404	Fundamentals of Finance	3
FIN 4405	Principles of Lending	3
IB 4404	International Finance	3
TEC 4450	eBusiness Strategies and Technology	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN HUMAN RESOURCES (PDCHR)

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

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

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

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Professional Development Certificate in Human Resources Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3405	Career Management and Personal Marketing	3
HRM 4102	Human Resource Management	3
HRM 4103	Staffing Organizations	3
HRM 4405	Compensation Management	3
MGT 4121	Organizational Behavior	3
MGT 4404	Contemporary Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN LEADERSHIP (PDCL)

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Professional Development Certificate in Leadership Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3300	Introduction to Business	3
BUS 3405	Career Management and Personal Marketing	3
BUS 3414	Business Communication	3
LDR 4100	Foundations of Leadership	3
LDR 4470	Customer Service Management	3
MGT 4121	Organizational Behavior	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN MANAGEMENT (PDCM)

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

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

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

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Professional Development Certificate in Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
HRM 4107	Supervisory Management	3
MGT 4121	Organizational Behavior	3
MGT 4124	Operations Management	3
MGT 4404	Contemporary Management	3
MGT 4426	Total Quality Management	3
MKT 4107	Retail Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN PROJECT MANAGEMENT (PDCPM)

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

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

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

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Professional Development Certificate in Project Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3300	Introduction to Business	3
BUS 3301	Business Law	3
LDR 1460	Project Management Fundamentals and Leadership	3
MGT 4124	Operations Management	3
MGT 4404	Contemporary Management	3
MGT 4426	Total Quality Management	3

PROFESSIONAL DEVELOPMENT CERTIFICATE IN TECHNOLOGY (PDCT)

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

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

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

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Professional Development Certificate in Technology Required Courses

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

GRADUATE CERTIFICATE PROGRAMS

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

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

The objectives of the Graduate Certificate Programs are to:

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

Graduate Certificate Program Requirements

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

Program Length

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

CERTIFICATE IN FINANCIAL MANAGEMENT (CBFM)

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

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

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

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Certificate in Financial Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
FIN 6505	Corporate Finance	3
FIN 6513	Investment Management	3
FIN 6514	Financial Institutions	3
FIN 6516	Capital Markets	3
FIN 6518	Behavioral Corporate Finance	3
MGT 6512	Managerial Accounting for Decision Making	3

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT (CBHRM)

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

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

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Certificate in Human Resource Management Required Courses

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

CERTIFICATE IN INTERNATIONAL BUSINESS (CBIB)

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

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

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

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Certificate in International Business Required Courses

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

CERTIFICATE IN MANAGEMENT (CBM)

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

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

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

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Certificate in Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
MGT 6506	Organizational Behavior	3
MGT 6507	Strategic Management	3
MGT 4510	Statistical Analysis	3
MGT 6512	Managerial Accounting for Decision Making	3
MGT 6535	Management of Change	3
MGT 6537	Management of Information Systems for Managers	3

CERTIFICATE IN PROJECT MANAGEMENT (CBPM)

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

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

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

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Certificate in Project Management Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
MGT 6529	Project Management	3
PM 6900	Project Management Concepts and Essentials	3
PM 6901	Project Management Strategic Design	3
PM 6902	Project Management Organization	3
PM 6903	Project Management Integration	3
PM 6910	PM Capstone	3

CERTIFICATE IN STRATEGIC LEADERSHIP (CBSL)

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

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

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

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

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Certificate in Strategic Leadership Required Courses

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

ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS)

Program Objectives

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

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Program Learning Outcomes

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

Associate of Arts in Liberal Studies Degree Requirements

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

Program Length

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

General Education Courses

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

Elective Courses

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

BACHELOR OF APPLIED SCIENCE (BAS)

Program Objectives

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

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

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

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Program Learning Outcomes

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

Bachelor of Applied Science Degree Requirements

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

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	24
Concentration & Elective Courses	15
Elective Courses	45
TOTAL CREDITS REQUIRED FOR COMPLETION	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 brought 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. Time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

General Education Courses

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

Bachelor of Applied Science Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
UNI 1000	University Success Online	3
BUS 3300	Introduction to Business	3
BUS 3414	Business Communications	3
ENT 4100	Entrepreneurship	3
LDR 4100	Foundations of Leadership	3

COURSE NUMBER	COURSE NAME	CREDITS
LDR 1460	Project Management Fundamentals and Leadership	3
MKT 4400	Essentials of Marketing	3
CAP 3404	BAS Capstone	3

Bachelor of Applied Science Concentration & Elective Courses

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

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

Completing Your Degree Plan

Your Degree Plan, completed at the time of entry, is intended to be a guide toward the completion of your degree. As you progress through the program and understand the relevance of the coursework to your individual needs, you may alter your plan through consultation with Learner Support Services (meaning you can change courses or objectives, however, you cannot reduce the total credits needed 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 with more flexibility to transfer in credits. 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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Integrate knowledge of the core ACBSP business concepts of accounting, finance, statistics, economics, management, and marketing to assess business circumstances.
2. Propose quantitative business solutions which demonstrate critical and analytical thinking.
3. Collaborate in cross-functional teams utilizing effective business techniques and strategies.
4. Navigate challenges in a global market involving international distribution and operations networks.
5. Share business recommendations and information through a variety of communication delivery formats.
6. Evaluate potential ethical and legal issues in contemporary business situations and propose appropriate resolution.
7. Employ technology to effectively solve business problems and provide solutions.

Bachelor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	45
Concentration & Elective Courses	15
General Elective Courses	24
TOTAL CREDITS REQUIRED FOR COMPLETION	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 learners 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. Time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

General Education Courses

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

Bachelor of Business Administration Required Core Courses

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

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

Bachelor of Business Administration Concentration & Elective Courses

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

Completing five courses (15 credits) in any one concentration earns this concentration on the learner's 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.

General Elective Courses

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

ACCOUNTING CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
ACT 4104	Principles of Accounting II	3
ACT 4150	Managerial Accounting	3
ACT 4202	Tax Accounting I	3
ACT 2204	Tax Accounting II	3
ACT 4451	Intermediate Accounting I	3
ACT 4452	Intermediate Accounting II	3
ACT 4453	Cost Accounting	3
ACT 4467	Auditing	3

ENTREPRENEURSHIP CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
ENT 4100	Entrepreneurship	3
ENT 4101	Business Plans for New Ventures	3
ENT 4106	Family Business Management	3
ENT 4402	Entrepreneurial Financing and Venture Capital Management	3
ENT 4408	Entrepreneurship and the Internet	3
ENT 4515	Women and Entrepreneurship	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HRM 4102	Human Resource Management	3
HRM 4103	Staffing Organizations	3
HRM 4107	Supervisory Management	3
HRM 4404	Labor Relations and Collective Bargaining	3
HRM 4405	Compensation Management	3
HRM 4406	Employee Training and Development	3

INTERNATIONAL BUSINESS CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
IB 4101	International Business Law	3
IB 4402	International Economics	3
IB 4403	Global Marketing	3
IB 4404	International Finance	3
MGT 4121	Organizational Behavior	3

LEADERSHIP CONCENTRATION

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

MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3405	Career Management and Personal Marketing	3
BUS 3415	Business Negotiation	3
ENT 4305	Introduction to Banking	3
ENT 4403	Money, Banking, and Finance	3
FIN 4405	Principals of Lending	3
MGT 4121	Organizational Behavior	3
MGT 4124	Operations Management	3
BUS 4401	Small Business Management	3

MARKETING CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
MKT 4106	Advertising	3
MKT 4107	Retail Management	3
MKT 4108	Sales	3
MKT 4409	Consumer Behavior	3
MKT 4410	Brand Management	3
MKT 4416	Internet Marketing	3
MKT 4420	Marketing Management	3

TECHNOLOGY MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
TEC 4100	Engineering and Technology	3
TEC 4110	Emerging & Strategic Technological Innovations	3
TEC 4120	Alternative Energy Solutions and Systems	3
TEC 4430	Systems Analysis and Design	3
COURSE NUMBER	COURSE NAME	CREDITS
TEC 4440	Information and Technology Security	3
TEC 4450	eBusiness Strategies and Technology	3

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. 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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Enhance organizational efficiency and effectiveness through the application of ACBSP key business domains of accounting, finance, statistics, economics, management, and marketing.
2. Foster team and organizational performance through collaborative leadership practices.
3. Strategically address business needs through the analysis of qualitative and quantitative data.
4. Promote global interdependence through multicultural opportunities across business teams and functional units.
5. Analyze ethical and legal dilemmas in business environments while respecting the responsibilities of the organization and needs of the stakeholders.
6. Negotiate business initiatives through effective, persuasive, and professional written or oral communications.

Master of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Master of Business Administration Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
ECO 6501	Economics for Organizational Management	3

COURSE NUMBER	COURSE NAME	CREDITS
MGT 6500	Business Organization and Management	3
MGT 6512	Managerial Accounting for Decision Making	3
MGT 6519	Ethics in Business	3
MIS 6510	Applied Data Analysis	3
MKT 6502	Marketing Management	3
CAP 8900	MBA Capstone	3

Master of Business Administration Concentration & Elective Courses

Concentration in a specific business area requires 15 semester credits of elective courses in a specific area of concentration. The University offers seven concentrations: Financial Management, Healthcare Administration, Human Resources Management, International Business, Management, Project Management, and Strategic Leadership. Completing five courses (15 credits) in any one concentration earns this concentration on the learner's 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.

HEALTHCARE ADMINISTRATION CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HCA 6800	Healthcare Administration	3
HCA 6802	Healthcare Compliance, Law and Ethics	3
HCA 6804	Healthcare Economics	3
HCA 6806	Managing Epidemiology	3
HCA 6810	Healthcare Informatics	3
HCA 6812	Quality Control in Healthcare	3
HCA 6814	Cultural Diversity in Healthcare	3

FINANCIAL MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
ACT 6515	Financial Statement Analysis	3
ECO 6601	Managerial Economics	3
FIN 6505	Corporate Finance	3

COURSE NUMBER	COURSE NAME	CREDITS
FIN 6507	Lending in the Consumer and Corporate Markets	3
FIN 6509	Management in Banking and Financial Services	3
FIN 6513	Investment Management	3
FIN 6514	Financial Institutions	3
FIN 6516	Capital Markets	3
FIN 6518	Behavioral Corporate Finance	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HRM 6603	Human Resource Management	3
HRM 6502	Compensation Issues in Human Resource Management	3
HRM 6503	Labor Relations	3
HRM 6504	Supervisory Concepts and Practice	3
HRM 6505	Effective Training and E-Learning	3

INTERNATIONAL BUSINESS CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
IB 6512	International Economics	3
IB 6513	International Marketing	3
IB 6514	Cultural Environment of International Business	3
IB 6517	International Business Law	3
IB 6518	International Financial Management	3

MANAGEMENT CONCENTRATION

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

PROJECT MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
MGT 6529	Project Management	3
PM 6900	Project Management Concepts and Essentials	3
PM 6901	Project Management Strategic Design	3
PM 6902	Project Management Organization	3
PM 6903	Project Management Integration	3
PM 6910	Project Management Capstone	3

STRATEGIC LEADERSHIP CONCENTRATION

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

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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Build Your Own Degree

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

Program Learning Outcomes

1. Evaluate the application of core business practices using diverse perspectives and expert knowledge of the discipline.
2. Evaluate quantitative data, logic, or analysis to inform business decisions or initiatives.
3. Formulate substantive arguments based on evaluation of evidence and interpretation of results.
4. Integrate knowledge from multiple perspectives to collaborate, manage, and lead diverse business teams.
5. Communicate original research in oral and written formats to professional peers in the industry.
6. Integrate professional standards for ethics, privacy, and integrity in research or practice.
7. Design effective information systems that maximize achievement of organizational goals or objectives.

Program Structure

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

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

- A Doctoral Dissertation in which the learner is required to demonstrate expertise by analyzing and presenting a business management problem, situation, or analysis. The research should include a theoretical framework, literature review, research design and an appropriate methodology.

DBA Bridge Program

Cal Southern MBA learners who wish to complete a DBA can take two doctorate courses as electives in the MBA program. The two DBA courses would be BUS 7300, Advanced Measurement and Statistics for Business, and MGT 7525, Leadership, Ethics, and Corporate Governance. The SOBM Program Council identified the two first-year courses as the best options for MBA learners. The DBA Bridge option will provide learners with a strong start in the program.

Doctor of Business Administration Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	30
Concentration & Elective Courses	15
Comprehensive Essay Examination	1
Doctoral Project Courses	14
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Disclaimer:

All program requirements for the Doctor of Business Administration degree program must be completed through CalSouthern 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

COURSE NUMBER	COURSE NAME	CREDITS
ACT 7530	Management Finance and Control	3
BUS 7300	Advanced Measurement and Statistics for Business	3
BUS 7305	Ethnography of Corporate Culture	3
MGT 7500	Organizational Development and Design	3
MGT 7525	Leadership, Ethics, and Corporate Governance	3
MKT 7505	Consumer Behavior, Theory, and Analysis	3

REQUIRED SECOND- AND THIRD-YEAR CORE COURSES

COURSE NUMBER	COURSE NAME	CREDITS
IB 7516	Global Business Strategic Management	3
MGT 7515	Information, Organization, and Strategy	3
MGT 7520	Business Research Methods	3
MGT 7540	Quantitative Research Methods	3

Comprehensive Examination

The comprehensive examination is an opportunity enabling learners to transition to practicing scholars. During the examination, emerging emergent scholar-practitioners prepare to enter the doctoral project phase. The examination uses an activity-based approach to developing a prospectus containing a miniature literature review, purpose and problem statements, research questions, and other elements supporting the emergent scholar-practitioner's vision of their doctoral-level research project and dissertation. Successful completion of the examination culminates in a prospectus demonstrating adequate preparation for engaging research and beginning the dissertation process.

COURSE NUMBER	COURSE NAME	CREDITS
BUS 7805	Doctoral Comprehensive Essay Examination	1

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.

COURSE NUMBER	COURSE NAME	CREDITS
MGT 8995	Doctoral Project I	3
MGT 8996	Doctoral Project II	3
MGT 8997	Doctoral Project III	3
MGT 8998	Doctoral Project IV	3
MGT 8999	Doctoral Project V	2

Doctor of Business Administration Concentration & Elective Courses

The DBA program requires 15 semester credits of concentration or elective courses. The School of Business and Management offers six concentrations: Financial Management, Healthcare Administration, Human Resources Management, International Business, Project Management, and Strategic Leadership. Completing five courses (15

credits) in any one concentration earns this concentration on the learner's 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

COURSE NUMBER	COURSE NAME	CREDITS
ACT 6515	Financial Statement Analysis	3
ECO 6601	Managerial Economics	3
FIN 6505	Corporate Finance	3
FIN 6507	Lending in the Consumer and Corporate Markets	3
FIN 6509	Management in Banking and Financial Services	3
FIN 6513	Investment Management	3
FIN 6514	Financial Institutions	3
FIN 6516	Capital Markets	3
FIN 6518	Behavioral Corporate Finance	3

HEALTHCARE ADMINISTRATION CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HCA 6800	Healthcare Administration	3
HCA 6802	Healthcare Compliance, Law and Ethics	3
HCA 6804	Healthcare Economics	3
HCA 6806	Managing Epidemiology	3
HCA 6810	Healthcare Informatics	3
HCA 6812	Quality Control in Healthcare	3
HCA 6814	Cultural Diversity in Healthcare	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HRM 6603	Human Resource Management	3
HRM 6502	Compensation Issues in Human Resource Management	3
HRM 6503	Labor Relations	3
HRM 6504	Supervisory Concepts and Practice	3
HRM 6505	Effective Training on E-Learning	3

PROJECT MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
MGT 6529	Project Management	3
PM 6900	Project Management Concepts and Essentials	3
PM 6901	Project Management Strategic Design	3
PM 6902	Project Management Organization	3
PM 6903	Project Management Integration	3
PM 6910	PM Capstone	3

INTERNATIONAL BUSINESS CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
IB 6512	International Economics	3
IB 6513	International Marketing	3
IB 6514	Cultural Environment of International Business	3
IB 6517	International Business Law	3
IB 6518	International Financial Management	3

STRATEGIC LEADERSHIP CONCENTRATION

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

WELCOME TO THE SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE

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, forensic psychology, among others.

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

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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. Describe fundamental concepts, principles, theories, and terminology in criminal justice's core content domains.
2. Utilize appropriate analytic methods to conduct or analyze criminal justice research.
3. Analyze criminal justice practice, policy, or research with respect to diversity, equity, and inclusion.
4. Analyze current issues in the field using criminal justice and criminology theories.
5. Address criminal justice problems and changing factual situations using ethical perspectives and judgements.

Program Partnership with the Cold Case Investigative Research Institute (CCRI)

Learners at California Southern University can benefit from an enhanced curriculum that couples the classroom experience with experiential learning opportunity. Due to a strategic partnership with the Cold Case Investigative Research Institute (CCRI), learners will be able to collaborate with 27 partner institutions, and 600 subject matter experts examining actual cold cases. Learners will be able to assist families and law enforcement in the search for justice, coupling their industry-relevant education with practical knowledge. Learners are provided with a robust practitioner base in the faculty, as well as access to subject matter experts and networking opportunities for professional development in the field. The CCRI is a non-profit organization housed in Atlanta, Georgia.

Bachelor of Science in Criminal Justice Degree Requirements

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	33
Elective Courses	51
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Bridge Program

Learners enrolled in the Bachelor of Science in Criminal Justice at CalSouthern University will have the option to enter the Bridge Program for the Master of Science in Law Enforcement Executive Leadership (MSLEEL), which will allow them to substitute up to two graduate courses for up to two undergraduate courses.

To qualify, a learner must have:

- a CGPA of 3.0 or higher prior to entering their final quarter
- completed at least 75% of the undergraduate program before the start of the graduate level courses

Learner progress will be monitored to ensure that the learner maintains the aforementioned qualifications to continue on within the Bridge Program. Learners interested in the Bridge Program or the Master of Science in Law Enforcement Executive Leadership (MSLEEL) should contact an advisor to determine undergraduate program eligibility.

General Education Courses

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

Bachelor of Science in Criminal Justice Required Courses

REQUIRED LOWER DIVISION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
UNI 1000	University Success Online	3
LGL 3101	Introduction to Criminal Justice	3
LGL 3110	Criminal Procedure and the Court System	3
LGL 3121	Corrections: A Comprehensive View	3
LGL 3210	Ethics in Criminal Justice	3
LGL 3221	Criminal Investigation Procedures	3

REQUIRED UPPER DIVISION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
LGL 3415	Criminal Law	3
LGL 3420	Applied Criminology	3
LGL 3525	Administrative Office Procedures in Criminal Justice	3
LGL 3531	Law Enforcement and the Community	3
CAP 3401	BSCJ Capstone	3

Bachelor of Science in Criminal Justice Elective Courses

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

LOWER DIVISION ELECTIVE COURSES

COURSE NUMBER	COURSE NAME	CREDITS
LGL 3105	Family Violence	3
LGL 3118	Organized Crime	3
LGL 3128	Cultural Diversity in Criminal Justice	3
LGL 3130	Cyber-Crime and Cyber-Terrorism	3
LGL 3215	White Collar Crime	3
LGL 3225	Social Psychology	3
LGL 3228	Homeland Security	3

UPPER DIVISION ELECTIVE COURSES

COURSE NUMBER	COURSE NAME	CREDITS
LGL 3410	Research Methods in Criminology	3
LGL 3412	Drugs and Substance Abuse	3
LGL 3510	Introduction to Forensic Psychology	3
LGL 3511	Juvenile Justice	3

COURSE NUMBER	COURSE NAME	CREDITS
LGL 3518	Introduction to Terrorism	3
LGL 3421	Victims and the Criminal Justice System	3
LGL 3535	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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

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

1. Evaluate criminal justice policies and procedures to enhance organizational, legislative, or procedural efficiency.
2. Integrate criminological theory to inform on leadership policies and current trends in criminal justice.
3. Analyze criminal justice data and research to make informed leadership decisions.
4. Design law enforcement policy or enforcement measured with consideration given to diversity, equity, and inclusion.
5. Synthesize disciplinary knowledge and experience to address gaps in organizational or legislative agenda in criminal justice.
6. Develop data-driven strategic plans to address key issues in crime prevention, law enforcement, and community safety.

Master of Science in Law Enforcement Executive Leadership Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Courses	36
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Master of Science in Law Enforcement Executive Leadership Required Courses

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

WELCOME TO THE SCHOOL OF EDUCATION

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

In the MEd 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.

Mission Statement

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

UNDERGRADUATE GENERAL EDUCATION

The undergraduate associate and bachelor's programs require completion of a General Education component. CalSouthern's General Education Program reflects the university's commitment to meaningful education as outlined in CalSouthern's mission statement and goals. General Education is the foundation upon which learners build as they further their education. It 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 and behavioral sciences.

General Education Outcomes (GEOs)

The following outcomes were developed to effectively define our general education philosophy. These outcomes are based on the skills, knowledge, and abilities that serve as the foundation for academic, personal, and professional success.

1. INTERDISCIPLINARY APPLICATION

Apply concepts, principles, methods, and prior knowledge from multiple domains (humanities, social, behavioral, and natural sciences) in the development of reasoned conclusions.

2. COMMUNICATION

Convey ideas, arguments, and information clearly and concisely.

3. QUANTITATIVE REASONING

Apply logic to draw conclusions based on mathematical information.

4. INFORMATION LITERACY

Use information from credible sources effectively and ethically.

5. CRITICAL THINKING

Develop reasoned conclusions by integrating information from multiple perspectives.

6. DIVERSITY

Integrate multiple and differing interpersonal and intercultural perspectives to address equity and inclusion in the development of reasoned conclusions.

7. ETHICS

Apply ethical principles and theories to situations.

General Education Courses and Credits Distributed

Associate Programs

GENERAL EDUCATION COURSE CATEGORY	CREDITS
English (Communication)	6
Humanities	6
Mathematics	3
Natural Sciences	3
Social/Behavioral Sciences	3
TOTAL GE CREDITS REQUIRED	21

Bachelor's Programs

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

Note: The Bachelor of Science in Nursing (BSN) program requires 45 credits of General Education.

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.

ENGLISH (COMMUNICATION)

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3414	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 1490	Nonverbal Communications in Leadership	3

HUMANITIES

COURSE NUMBER	COURSE NAME	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

COURSE NUMBER	COURSE NAME	CREDITS
BUS 3413	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 for BA Psychology program)	3

NATURAL SCIENCES

COURSE NUMBER	COURSE NAME	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

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

Diversity Course List

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

ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS)

Program Objectives

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

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Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

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

Associate of Arts in Liberal Studies Degree Requirements

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

Program Length

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

General Education Courses

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

Elective Courses

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

BACHELOR OF APPLIED SCIENCE (BAS)

Program Objectives

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

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

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

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

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

Bachelor of Applied Science Degree Requirements

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

DEGREE REQUIREMENTS	CREDITS
General Education Courses	36
Required Core Courses	24
Concentration & Elective Courses	15
General Elective Courses	45
TOTAL CREDITS REQUIRED FOR COMPLETION	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 brought 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. Time to complete ranges from 2 to 6-1/2 years. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

General Education Courses

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

Bachelor of Applied Science Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
UNI 1000	University Success Online	3
BUS 3300	Introduction to Business	3
BUS 3414	Business Communications	3
ENT 4100	Entrepreneurship	3

COURSE NUMBER	COURSE NAME	CREDITS
LDR 4100	Foundations of Leadership	3
LDR 1460	Project Management Fundamentals and Leadership	3
COURSE NUMBER	COURSE NAME	CREDITS
MKT 4400	Essentials of Marketing	3
CAP 3404	BAS Capstone	3

Bachelor of Applied Science Concentration & Elective Courses

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

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

Completing Your Degree Plan

Your Degree Plan, completed at the time of entry, is intended to be a guide toward the completion of your degree. As you progress through the program and understand the relevance of the coursework to your individual needs, you may alter your plan through consultation with Learner Support Services (meaning you can change courses or objectives, however, you cannot reduce the total credits needed for your degree).

MASTER OF EDUCATION (MEd)

Program Objectives

The Master of Education (MEd) 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 MEd graduates to become skilled, knowledgeable, and ethical thought leaders.

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. Two MEd concentrations are available: Curriculum and Instructional Design, and Organizational Leadership and Management.

This MEd 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 MEd 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.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

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Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

In this program, learners will:

1. Integrate and apply educational research and theory to inform best practices in education.
2. Collaborate effectively with educational stakeholders to foster positive learning and work environments.
3. Analyze educational data, information, or metrics to inform evidence-based decisions in educational settings.
4. Evaluate the impact of emerging technologies on education to effectively integrate digital tools and resources into teaching and learning environments.
5. Employ assessment practices that support student learning or inform educational reforms.
6. Apply educational theory-to-practice strategies that support inclusive, equitable education environments.
7. Apply ethical and legal perspectives, judgments, or behavior aligned with professional standards of the discipline to address educational issues.

Master of Education Degree Requirements

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

Program Length

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

Master of Education Required Courses

COURSE NUMBER	COURSE NAME	CREDITS
EDU 6500	Foundations in Education	3
EDU 6505	Curriculum and Instruction	3
EDU 6510	Assessment and Evaluation	3
EDU 6515	Research in Education	3
EDU 6520	Education, Culture, and Society	3
EDU 6525	Legal and Ethical Considerations in Education	3
CAP 6900	Capstone Project in Education	3

Master of Education Concentration/Elective Courses

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

COUNSELING IN EDUCATION CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
COU 6502	Counseling Theories and Strategies	3
COU 6505	Theories of Human Development for the Counseling Profession	3
COU 6513	Data-Informed Decision Making for School Counselors	3
EDU 6507	Academic and Career Advisement for Counselors	3
EDU 6517	Ethical and Legal Considerations in Counseling	3
PSY 6508	Culture and Diversity in Counseling	3

CURRICULUM AND INSTRUCTIONAL DESIGN CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
EDU 6503	Curriculum and Course Design	3
EDU 6508	Strategies for Effective Teaching and Learning	3
EDU 6514	Developing Quality Instructional Programs	3
EDU 6518	Design of Digital Assets for the Classroom	3
EDU 6523	Meeting the Diverse Needs of Learners	3
HRM 6505	Effective Training on E-Learning	3

ORGANIZATIONAL LEADERSHIP & MANAGEMENT CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
EDU 6513	Contemporary Issues in Educational Leadership	3
EDU 6516	Information Systems for Education	3
HRM 6503	Labor Relations	3
MGT 6500	Business Organization and Management	3
MGT 6512	Managerial Accounting for Decision Making	3
PM 6900	Project Management Concepts and Essentials	3

WELCOME TO THE SCHOOL OF NURSING

It gives me great pleasure to extend a very warm welcome to learners 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 learners are seeking to advance their practice in the nursing field by obtaining a bachelor's or graduate degree, the School of Nursing can assist learners in realizing their dreams and aspirations.

The nursing programs are programmatically accredited by CCNE. Our faculty mentors are recognized scholars and clinicians with dedication to excellence. Learners 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 to be made to the intellectual vitality of the global nursing community as a whole. Please explore our programs and consider the many possibilities to expand both education and practice. We truly look forward to assisting our learners.

Mission Statement

The School of Nursing provides high quality, seamless, undergraduate and graduate education that prepares nursing leaders at all levels of practice to advance the health of all people, nationally and globally, utilizing a curriculum that cultivates creativity, learning, professional accountability, and academic integrity.

Learners are prepared to enhance their professionalism and critical thinking skills in order to foster a culture of trust and provide theoretical and evidenced based nursing care competently in a safe, ethical and equitable manner to socioeconomic and culturally diverse patient populations in various healthcare settings utilizing the latest information and technology.

The School is dedicated to providing a rich and dynamic educational experience to those who choose the freedom and flexibility in learning to achieve their educational goals.

The Philosophy of the School of Nursing

We believe that:

1. Nursing is both the art and science of delivering safe and quality health care to all populations in all care settings.
2. Students/learners and faculty mentors co-create the teaching and learning environment to ensure seamless learning to achieve student/learner outcomes.
3. Evidence-based teaching and learning methodologies must be integrated into the nursing curriculum to achieve required learning outcomes.
4. A well-designed curriculum fosters and cultivates creativity, transformative learning, professional accountability, and academic integrity.

REGISTERED NURSE to BACHELOR OF SCIENCE IN NURSING (RN-BSN)

Program Objectives

The Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program bridges the educational gap between an associate degree and a bachelor's degree in nursing by advancing knowledge and skills in theory, evidence-based practice, informatics, health promotion through the lifespan, leadership, ethics, policy, and community and public health. Graduates of the RN-BSN program are better prepared to serve as manager, coordinator of care, and a member of the profession.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program. Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to communicate in writing resulting in understanding and being understood by patients, family, and the interdisciplinary health team. Engage the student in learning by using teaching strategies appropriate to learner needs, based on current and prior learning, while using the online learning system to support the teaching and learning process.
2. *Oral Communication* – Demonstrate competence in utilizing oral communication skills appropriately given the purpose and the context of the communication for quality patient-centered care. Recognize and integrate health promotion and disease recognition and assessment knowledge for safe patient care throughout the lifespan.
3. *Critical Thinking* – Apply critical thinking and reasoning skills based on theoretical principles to discriminate among inferences drawn from given data in clinical decision making and evaluation during evidence-based nursing practice. Utilize theoretical and evidence-based practice models in the development of professional roles for patient, family, and community care in various settings.
4. *Cultural Diversity* – Recognize the importance of social and cultural diversity and develop a perspective based on the analysis of diverse environmental factors that influence global health care. Explain and develop the leadership role utilizing current economic principles, quality improvement, and management processes.
5. *Information Literacy* – Determine the nature and extent of the information needed and demonstrate the ability to locate, evaluate, and use informatics and other resources to support research, theory, and evidence-based nursing practices when managing care across the healthcare continuum.
6. *Ethical, Legal, and Professional Issues* – Integrate formal academic learning with personal experiences that promote the values of altruism, caring, human dignity, integrity, and social justice in all nursing practice situations. Integrate needs of the learners, faculty mentors, and community in planning and implementing curriculum.
7. *Personal and Professional Development* – Demonstrate the ability to use analytical skills to understand and evaluate systems of practice as a foundation for theoretical and evidence-based healthcare practice.
8. *Quantitative Reasoning* – Demonstrate a system of inquiry that is dependent on empirical evidence to evaluate qualitative and quantitative research as a foundation for theoretical and evidence-based nursing practices.

Registered Nurse to Bachelor of Science in Nursing Admission Requirements

CalSouthern offers two pathways for admission into the Bachelor of Science in Nursing (BSN) degree program: a traditional RN-to-BSN pathway and the “Early Start” pathway. The traditional path requires that the applicant has a high school diploma or a GED and completed their Registered Nurse (RN) licensure requirements in the state where the applicant practices. The “Early Start” pathway requirements include all of the above and allows the learner entrance into the Bachelor of Science in Nursing program after graduation from a CCNE accredited nursing program, but prior to taking and passing the NCLEX-RN exam.

A Registered Nursing License is usually required to award the BSN degree and new graduates are ordinarily unable to continue their education until the NCLEX-RN is completed. At CalSouthern, learners can enroll in the BSN program with the condition that they provide formal proof they have taken and passed the NCLEX-RN exam while enrolled in the program, but prior to enrolling in any clinical class and prior to the beginning of their BSN Capstone Project. Learners must meet all other requirements for the BSN degree including maintaining a GPA of 3.0 in all required courses. The “Early Start” option saves time, expenses, and starts the learner on their nursing career path.

Admission to the RN-BSN Program:

Learners must meet the general admissions requirements of the University in addition to the requirements for the School of Nursing. Learners must have an **ADN** or an **RN** from a CCNE accredited institution for admission (see exception for the “Early Start” pathway).

Applicants with a Registered Nursing (RN) License:

Traditional applicants, please provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a nursing license comparable to a U.S. registered nursing license from the nation, province, or region employed as a nurse.

Applicants with an Associate Degree in Nursing (ADN) or Associate of Science in Nursing (ASN):

Prospective students can apply as an “Early Start” learner:

- If they are a graduate with an Associate of Science in Nursing (ASN), Associate Degree in Nursing (ADN), or a graduate of a diploma program from a CCNE or equivalent accrediting nursing school or program that qualifies them to take the NCLEX-RN exam, but have not yet taken or passed the NCLEX-RN exam, they may apply for admission through the conditional* enrollment procedures set forth below for “Early Start” designation.
- They have a maximum of 90 transferable/eligible semester credit hours, a focus in nursing, and eligibility to take the NCLEX-RN exam.
- Applicants must provide an official transcript indicating a completed associate degree or certificate in nursing and a cumulative GPA of 2.5 or higher (on a 4.00 scale) from an accredited institution. They must provide the University with an official copy of the transcript from their prior school no later than 6 months from their start date to receive transfer credit.
- A letter of explanation submitted by the applicant noting the reason they have not yet sat for and passed the NCLEX-RN exam to date, not received licensure as a Registered Nurse in their state of residency and that they will do so no later than the last required class and but prior enrolling in any clinical class and prior to the beginning of the BSN Capstone Project but within 3 years of graduation from an accredited nursing program whichever is earliest.
- The learner understands they will not be awarded the BSN unless they comply with the above conditions.
- Three-year requirement: The learner also understands that in accordance with the NCSBN (National Council of State Boards of Nursing) and the California BRN (Board of Registered Nursing) the learner must take and pass the NCLEX- RN exam within (3) three years of the official date of graduation from an accredited nursing school.
- The department chair of the School of Nursing will determine if the learner may enroll in the program based on their responses and their prior academic work.

*To remove the conditional status, the learner must provide formal proof from their state BRN showing the NCLEX-RN exam was passed and they now have a current Interim Permit or license to practice as an RN for the BRN in their state of residency.

1. If the proof of RN licensure is not submitted at any time before the start of the BSN Capstone Project in the BSN program, progress toward the BSN will be discontinued until such documentation is provided. If proof of RN licensure is not provided, or if the documentation submitted is found to be false, learners are subject to immediate dismissal from the University. Additionally, if there are any unpaid fees the University may take other appropriate actions, including not providing a transcript of the learner's coursework, either a student copy or an official copy, until the learner's account is brought up to date.
2. If valid proof of RN licensure is provided after dismissal as described above, and all other requirements are met, it is highly recommended the learner petition for re-instatement in the Bachelor of Science in Nursing (RN-BSN) degree program. Learner will contact their admission advisor for more information on the re-enrollment process to ensure that prevailing admission standards are met, and tuition requirements are discussed.
3. Should the learner self-withdraw at any time for any reason during the period after admission to the program they will be subject to all current University Policies and Procedures governing withdrawal.

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

REGISTERED NURSE TO Bachelor of Science in Nursing (RN-BSN) Degree Requirements

DEGREE REQUIREMENTS	TOTAL CREDITS
General Education Courses	45
Required Core Courses	36
Nursing Elective Courses	15
General Elective Courses	24
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Bachelor of Science in Nursing Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
NUR 3300	Professional Nursing Role Transition (Must be completed in first academic term of program)	3
NUR 3302	Theoretical Foundations and Professional Values in Nursing	3

COURSE NUMBER	COURSE NAME	CREDITS
NUR 3304	Collaborative Strategies for Nursing	3
NUR 3306	Informatics for Nursing and Healthcare	3
NUR 3308	Lifespan Health Promotion in Nursing	3
COURSE NUMBER	COURSE NAME	CREDITS
NUR 3310	Pathopharmacology	3
NUR 3400	Introduction to Nursing Leadership and Management	3
NUR 3402	Policy, Law and Ethics in Healthcare	3
NUR 3404	Physical Assessment	3
NUR 3406	Community and Population Health Nursing (practicum)	3
NUR 3408	Nursing Research and Evidence Based Practice	3
CAP 3402	Nursing Capstone (Must be completed in final academic term of program)	3

Registered Nurse to Bachelor of Science (RN-BSN) 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.

COURSE NUMBER	COURSE NAME	CREDITS
NUR 3312	Cultural Care in Nursing Practice	3
NUR 3314	Teaching and Learning in Nursing	3
NUR 3410	Quality Management in Nursing and Healthcare	3
NUR 3412	Gerontology Nursing	3
NUR 3414	Complementary and Alternative Therapies in Healthcare	3

General Elective Courses

The general elective courses for the Bachelor of Science in Nursing degree can be selected from a variety of courses from

the 2000 and above level undergraduate courses including the electives associated with nursing or from the other Schools within the University, as long as all pre-requisites are met.

MASTER OF SCIENCE IN NURSING (MSN)

Program Objectives

The Master of Science in Nursing (MSN) degree program advances the theoretical and evidenced-based knowledge, skills, and abilities of the nurse so he/she is better prepared to improve healthcare outcomes. The graduate is prepared to function as either a Nurse Executive Leader or Nurse Educator. A total of 270 practicum hours are completed using precepted direct-care and precepted indirect-care activities and includes the development, implementation, and evaluation of an evidence-informed, quality improvement capstone project.

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation. As such, CalSouthern has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated this program as not participating in Title IV federal financial aid programs. This means students enrolling in this program may not use Federal Student Aid to help pay for this program.

Instead, it offers a variety of zero interest payment options for students.

Program Learning Outcomes

1. *Written Communication* – Demonstrate the ability to utilize advanced written skills to illustrate the ability to analyze and solve problems resulting in the improved care and better understanding when working with the patients, family and the interdisciplinary health care team.
2. *Oral Communication* – Display competence in providing appropriate oral communication skills to successfully interact with patients, families, and the healthcare team to provide quality patient-centered care.
3. *Critical Thinking* – Apply critical thinking and reasoning skills based on theoretical and evidence-based information for clinical decision making in nursing practice, education, and administration.
4. *Cultural and Social Understanding* – Recognize the importance of social, environmental, and cultural diversity to develop a perspective based on the advanced analysis of diverse factors that influence personal, familial and global health care.
5. *Information Literacy* – Analyze the nature and extent of the information required and methods to acquire and utilize such information to support research and evidence-based nursing practices when managing care across the healthcare continuum.
6. *Personal Development* – Integrate formal academic learning with personal experiences to promote professional growth, theoretical and evidence-based care, and lifelong learning in professional nursing practice.
7. *Quantitative Reasoning* – Demonstrate the ability to use analytical skills to understand and evaluate systems during more advanced practice as a foundation for evidence-based healthcare.
8. *Scientific Reasoning* – Demonstrate a system of inquiry that is dependent on empirical evidence to evaluate qualitative and quantitative research as a foundation for evidence-based nursing practice.
9. *Ethical, Legal, and Professional Issues* – Apply ethical, legal, and personal principles and accountability for actions that promotes advocacy, collaboration, and leadership as a masters prepared nurse.

Master of Science in Nursing Admission Requirements

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

Applicants will also have successfully completed the requirements for an appropriately earned Bachelor of Science in Nursing (BSN) degree.

All prospective international learners/applicants must have their International Nursing Curricula and Registered Nursing Licenses evaluated by an Approved Agency/Organization. This process is conducted to determine if the International

Nursing Curricula and the International RN Licensure processes are equivalent to the US Nursing Curricula and RN Licensure processes, and that all requirements are equivalent to the US individual State Boards of Registered Nursing (SBRN) Licensure Process of NCLEX-RN.

After successful evaluation of all required admission criteria, review by the School of Nursing department chair, and successful completion of the nursing program, CalSouthern will confer the appropriately earned Master of Science in Nursing degree.

The MSN degree equips the graduate with the knowledge, the professional integrity, and the nursing skills required to deliver quality and safe nursing care to a variety of populations in the United States and for International Students, to International Communities.

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

Master of Science in Nursing Degree Requirements

DEGREE REQUIREMENTS	CREDITS
Required Core Courses	21
Concentration & Elective Courses	15
TOTAL CREDITS REQUIRED FOR COMPLETION	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. Time to degree completion can be shortened by accelerating completion of courses and through credits accepted in transfer.

Master of Science in Nursing Required Core Courses

COURSE NUMBER	COURSE NAME	CREDITS
NUR 6500	Theoretical Foundations and Current Trends in Advanced Nursing Practice	3
NUR 6502	Advanced Pathopharmacology	3
NUR 6504	Advanced Health Assessment	3
NUR 6506	Population Health and Health Promotion across Cultures	3
NUR 6508	Ethics, Policy, and Finance in the Healthcare System	3
NUR 6510	Research and Analytic Approaches to Advanced Evidence-Based Practice	3
CAP 6902	MSN Capstone Project I	2
CAP 6903	MSN Capstone Project II (Must be completed in final academic term of program) (Prerequisite: CAP 6902)	1

Master of Science in Nursing Concentration & Elective Courses

NURSE EXECUTIVE LEADER CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
NUR 6520	Advanced Nursing Leadership	3
NUR 6525	Management of Issues in Healthcare	3
NUR 6530	Healthcare Policy	3
NUR 6535	Healthcare Finance and Financial Management	3
NUR 6536	Organizational Behavior in Healthcare	3
MGT 6507	Strategic Management	3
MGT 6535	Management of Change	3
HCA 6810	Healthcare Informatics	3
HCA 6806	Managing Epidemiology	3

HEALTHCARE ADMINISTRATION CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
HCA 6800	Healthcare Administration	3
HCA 6802	Healthcare Compliance, Law, Ethics	3
HCA 6804	Healthcare Economics	3
HCA 6806	Managing Epidemiology	3
HCA 6810	Healthcare Informatics	3
HCA 6812	Quality Control in Healthcare	3
HCA 6814	Cultural Diversity in Healthcare	3

NURSE EDUCATOR CONCENTRATION

COURSE NUMBER	COURSE NAME	CREDITS
NUR 6540	Roles and Responsibilities of the Nursing Educator	3
NUR 6542	Innovative Teaching and Learning Strategies in Nursing	3
NUR 6544	Foundations of Nursing Education	3
NUR 6546	Integrating Technology into Nursing Education	3
NUR 6548	Curriculum Theory, Framework, & Design in Nursing Education	3
NUR 6550	Evaluation Strategies and Methods for Nursing Education	3
HCA 6810	Healthcare Informatics	3

SCHOOL OF BEHAVIORAL SCIENCES

UNDERGRADUATE COURSE DESCRIPTIONS

PSY 3101 Introduction to Human Sexual Behavior

3 Credits

In this foundational course, learners explore human sexuality within the cultural contexts of individuals. A range of sexual orientations and behaviors are considered within social, religious, ethnic, and racial frameworks. The role of factors including anatomy, physiology, health issues, communication, love, and intimacy in human sexuality are examined. Dynamics of power and coercion are also addressed.

PSY 3102 Introduction to Theories and Techniques of Group Counseling

3 Credits

This course covers the dynamics and leadership of group processes. Theoretical orientations for working with groups, stages of group development, and groups across the life span are explored. Consideration is given to diversity and social justice issues in group work as well as the importance of creativity. The ethical and legal aspects of working with groups are addressed.

PSY 3103 Introduction to Forensic Psychology

3 Credits

This course is designed as an introductory-level course in forensic psychology. We will examine the relationship between psychology and the legal system. Emphasis will be given to specific psychological evaluations conducted for the criminal court, contemporary roles of forensic psychology, crime from the perpetrator perspectives, victim and community perspectives.

Multiple psychological domains will be covered including developmental, behavioral, cognitive, biological, and social aspects.

PSY 3106 Psychology of Communication

3 Credits

This course explores the basic elements of interpersonal communication and provides learners with the foundation for effective dyadic communication skills to establish and maintain personal and professional relationships. Culture and its influence on communication are highlighted throughout the course.

PSY 3107 Intercultural Psychology

3 Credits

This introductory course covers the foundations of multicultural counseling and skills development in both multicultural and social justice counseling competencies. Consideration is given to psychological research in culture and diversity as related to variation in processes such as perception, emotion, and cognition. Emphasis is on self-development opportunities to foster awareness, humility, and skills in working with diverse identities and experiences. Social justice issues are explored through a focus on international and refugee populations and immigration issues.

PSY 2300 Introduction to Psychology

3 Credits

This 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.

PSY 2301 Theories and Techniques of Counseling and Psychotherapy

3 Credits

This course provides an overview of contemporary theories and techniques of counseling including constructivist, family, integrative, alternative, and multicultural approaches. Emphasis is on understanding the counseling process, contrasting therapeutic approaches, and conceptualizing psychological disorders within theoretical frameworks. Effective therapeutic practices with respect to research and issues of diversity are considered.

PSY 2302 Basic Abnormal Psychology

3 Credits

This course provides an integrative approach to psychopathology through an exploration of psychological, biological, and sociocultural factors. Emphasis is on theories of abnormal behavior and the clinical assessment, diagnosis, and treatment of the major mental disorders of the Diagnostic and Statistical Manual of Mental Disorders-5th edition (DSM-5). Consideration is given to the influence of cultural, developmental, and other diversity issues on behavior. Legal and ethical issues associated with diagnosis and treatment are addressed.

PSY 2303 Introduction to Human Development

3 Credits

This course introduces the learner to the central concepts of human development. Emphasis will be on psychological and physical development across the life span. Theories and principles of growth and development from conception through adult development and aging will be covered. The course will explain relationships between biological, cognitive, social, and cultural aspects of development.

PSY 3306 Foundations of Addictions

3 Credits

This core course is designed to introduce the fundamentals in the field of addiction treatment. Emphasis is placed on the roles and responsibilities of the addictions counselor, history and theories of addiction, current intervention techniques, an overview of various drug groups, and an exploration of the prevention and treatment continuum.

PSY 3307 The Physiology and Pharmacology of Substance Use

3 Credits

A multidisciplinary approach is used to explore the physiology and psychology of alcohol and drug dependency. Personal and systemic perspectives are included to promote understanding of the impact of drug use and abuse on the lives of individuals, families, and institutions. Treatment issues during stages of recovery such as withdrawal and stabilization are addressed. Mental health issues related to recovery are considered.

PSY 3309 Ethical and Professional Issues in Addiction Counseling

3 Credits

Learners explore the ethical principles, legal issues, and decision-making processes in addressing complex dilemmas in the field of addiction. The course covers the Code of Ethics of the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and Code of Conduct of the California Consortium of Addiction Programs and Professionals (CCAPP). Ethical issues associated with the prevention and treatment of HIV/AIDS are addressed.

PSY 3315 CADC Exam Preparation Course*

3 Credits

This course is designed to provide comprehensive preparation and guidelines on how to successfully pass the Certified Alcohol and Drug Counselor (CADC-I and II) Exam. This course will focus on covering the basic areas of certification that includes: the Foundation of Addiction, the Neurobiology of Addiction; the Treatment of Addiction (Screening, Intake, Orientation, Assessment, Treatment Planning, Case Management, Crisis Intervention, Client Education, Counseling Theories, 12-Step Recovery Model, and Motivational Interviewing and the Stages of Change of Recovery). The course will

also include topics such as HIV/AIDS; Diverse Populations in Treatment; Referrals; Reports and Recordkeeping; Ethics and Law; Professional Development and Consultation. The course will also review the process and procedures used in successfully taking the CADC exam and will include 3 practice exams.

PSY 3316 Personal & Professional Growth in the Field of Addiction

3 Credits

This course introduces a model of personal and professional growth for practitioners to thrive in the field of addiction. The learner is encouraged to foster personal qualities such as motivation, sensitivity, and judgment in working effectively with a diversity of populations. Individual differences in practitioners including personality factors, emotional intelligence, and thinking and cognition are addressed. Consideration is given to the role of collaborative relationships across generations and disciplines in providing appropriate care.

PSY 3317 Individual, Family and Group Counseling

3 Credits

This course focuses on the treatment of addiction within the context of individual, family, and group counseling. The identification of healthy versus dysfunctional patterns of substance use, models of intervention in individual and family settings and techniques in facilitating treatment groups are explored. Culture and diversity issues, as well as legal and ethical factors are addressed.

PSY 3318 Culture and Diversity in Addiction Counseling

3 Credits

This course provides a comprehensive overview of theories and strategies for the prevention, assessment, and intervention of addiction in a multicultural context. Emphasis is given to culture, diversity, stigmatization, and special populations as related to addiction counseling. The learner is encouraged to foster cultural humility to work effectively with diverse populations in the field of addiction counseling.

PSY 4400 Introduction to Social Psychology

3 Credits

Social influences on behavior including discrimination, attitudes, conformity, group processes, attraction, helping others, and aggression are explored. Contemporary research on social neuroscience is integrated throughout the course. Connection to events in the real world are made in law, business, and health and the effects of social media are considered. Multiple perspectives on social influences are examined by considering culture and diversity issues.

PSY 4403 Ethical and Professional Issues

3 Credits

This course covers the issues and ethics encountered in the helping professions. Learning how to engage in ethical decision-making within the broad limits of professional codes of ethics is essential given the complexities inherent in practice. Multicultural perspectives, diversity issues, and key social justice concepts are addressed in the decision-making process. Emphasis is on positive ethics and enhancing services offered to clients.

PSY 3404 Crisis Intervention

3 Credits

This course covers the assessment, prevention, and intervention processes in crisis situations such as suicide, homicide, intimate partner violence, sexual violence, child sexual assault, bereavement/grief, substance abuse, natural disasters, terrorism, and school shootings. A comprehensive crisis task model is explored with regard to crucial information, clinical considerations, and practical experiences. Culture and diversity issues such as mental health issues encountered by military during deployment and treatment of military dependents are addressed. Emphasis is on promoting counselor safety, self-care, and wellness.

PSY 3405 Introduction to Behavior Modification

3 Credits

The principles and procedures of behavior modification are covered in this course. Practical skills are emphasized including observing and recording behavior as well as recognizing instances and consequences of reinforcement, extinction, and punishment in shaping behavior. Focus is on the application of evidence-based change techniques to resolve problem behaviors. Consideration is given to the use of behavior modification with diverse populations and settings including children, individuals with developmental disabilities and college students.

PSY 3408 Current Issues in Psychology and Health

3 Credits

This course compares humanistic and holistic approaches to pathology and wellness. This course is a blend of social, behavioral, cognitive, emotional, and biological approaches to the study of health, illness, and medical care. The focus of study is on the exploration of new therapeutic modalities and the issues emerging from current developments and trends.

PSY 3409 Marriage and Family

3 Credits

A bio-ecological framework is used to explore how families are shaped by multiple influences that interact with one another. Sex and gender, dating and mate selection, love, and marriage, living single, reproduction and parenting, impact of crises, and growing older are addressed within contemporary relationships and family structures. Consideration is given to diversity issues including multiculturalism, globalization, and immigration.

PSY 3410 Psychology of Adjustment

3 Credits

This course covers key concepts in cultivating a growth mindset and embracing change through self-exploration, self-understanding, and self-actualization. Emphasis is on examining life choices made, expanding awareness of choices available, and choosing where to go from here. The successful negotiation of life transitions in the development of self, relationships, career, and recreation is explored. Focus is on promoting resiliency and wellness when adjusting to challenging life events.

PSY 3411 Psychology in Business

3 Credits

This course covers organizational behavior from individual, group, and systems perspectives. The impact of individual diversity in organizations is considered including attitudes, emotions, personality, values, perception in decision-making, and motivation. Group processes such as communication, leadership, conflict and negotiation, power and politics, and foundations of organization structure are explored. Systems issues related to organizational culture, human resource policies and practice, and organizational change and stress management are addressed. Emphasis is on applying research to contemporary real-life workplace situations.

PSY 3412 Psychology of Caregiving and Chronic Illness

3 Credits

This course examines the psychological and sociocultural factors related to providing care to someone suffering from a life-threatening illness, and the difficulties that arise not only for the individual experiencing the condition, but also, for their significant others. The focus will be on the range of issues confronted that extend beyond the physical and psychological impact encompassing the social, financial, and spiritual factors. Professionals engaged in working with patients with a life-threatening illness from the pre-diagnostic phase through hospice decision-making will benefit from this course. Significant attention is given to effective treatment planning and the use of resources to assist the patient and their families will also be explored.

PSY 4504 Fundamentals of Research Methodology

3 Credits

Prerequisite: MATH 1305

This course provides an overview of research design and methods in the behavioral sciences. The focus of this course is to familiarize the learner with research methodology and an understanding of basic principles of empirical science. Ethical issues in hypothesis generation and testing in addition to quantitative and qualitative descriptions of behavior, common research strategies, and basic experimental research designs will be addressed.

PSY 4505 Cognition and the Brain

3 Credits

This course offers a comprehensive overview of cognitive psychology including cognitive development, perceptual processes, memory, imagery, general knowledge, problem solving and creativity, and reasoning and decision making. Theoretical perspectives and nonscientific findings on how humans acquire, represent, and use knowledge are explored. Consideration is given to individual differences in cognitive processes.

PSY 3507 Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare

3 Credits

Prerequisites: PSY 3306 / PSY 3309

This course provides an overview of the case management process from an ecological perspective. Emphasis is on assessment, treatment planning, service coordination, documentation, and planning for relapse prevention, discharge, and aftercare. Skills including listening and responding, bringing up difficult issues, addressing and disarming anger, and assessing consumer strengths and weaknesses are explored. Consideration is given to cultural and diversity issues as well as legal and ethical factors in substance abuse case management.

PSY 3508 Supervised Practicum and Fieldwork in Addiction Studies

6 Credits

Prerequisites: PSY 3306, PSY 3309, PSY 3318, PSY 3307, PSY 3317, PSY 3507, PSY 3316

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by CalSouthern. The application of knowledge and skills is essential to gain competency in the field of addiction counseling. The supervised fieldwork course is comprised of two main components: Course work (90 hours) and individual supervision by a qualified, licensed professional, covering 255 hours of practical experience based on the core functions. Learners complete a minimum of 21 hours in all of the 12 Core functions at the practicum/fieldwork site including agency orientation (3 hours); screening (21 hours); intake (21 hours); orientation (21 hours); assessment (21 hours); treatment planning (21 hours); counseling (21 hours); case management (21 hours); crisis intervention (21 hours); client education (21 hours); referral (21 hours); reports and record keeping (21 hours); and consultation with other professionals (21 hours). Please note: This supervised fieldwork course requires learners to complete 255 hours. Learners are instructed to find a practicum site within their local communities to fulfill this requirement. Examples of Supervised Fieldwork sites include hospitals, rehabilitation clinics, and treatment centers. All practicum sites must be licensed by a state credentialing authority and are subject to approval by the Director of Clinical Training. It is highly recommended that learners locate a practicum site before entering the program. Learners receive a grade of Satisfactory/Unsatisfactory depending on the successful completion of 255 hours under appropriate supervision.

CAP 4403 BA Capstone

3 Credits

Prerequisites: Successful completion of all BA coursework

The Capstone project emphasizes the synthesis of knowledge and research skills expected of the undergraduate Psychology major. The project provides learners with the opportunity to explore a problem or issue of particular personal or professional interest in psychology. It allows learners to demonstrate their ability to synthesize and apply the

knowledge and skills acquired to real-world situations. The final project should affirm the learner's ability to think critically and creatively to solve practical problems, to make reasoned and ethical decisions, to communicate effectively, and to demonstrate mastery and application of learned skills.

GRADUATE COURSE DESCRIPTIONS

COU 6501 The Counseling Profession

3 Credits

This course provides a conceptual foundation for the counseling profession. The course will focus on associations, licensure, certification, accreditation, codes of ethics, and practice settings, and will familiarize learners with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling. Central to this course will be an ongoing self-evaluation of the learners' attitudes, values, interpersonal skills, and motives for choosing counseling as a profession. Threaded throughout the course will be the concept of a counselor as a social change agent and advocate for clients, the community, and the counseling profession.

MFT 6504 Ethical and Legal Issues in Therapy

3 Credits

This course familiarizes the learner with the areas of law and ethics central to the professional counselor and family therapist. Fundamental laws and principles are examined. The learner is given an opportunity to engage in the process of ethical decision making. The complex interplay between legal and ethical codes, cultural diversity issues, and the counselor's values are explored.

MFT 6510 Child Abuse Reporting

1 Credit

This course examines child abuse assessment, as well as current reporting laws and responsibilities. The focus of study will examine the history of child maltreatment and explore services offered for abused and neglected children. Other concepts to be explored include dependence, discipline, child labor, sexual exploitation, and treatment interventions. Aspects of elder abuse will also be studied.

MFT 6513 Assessment Techniques in Therapy

3 Credits

This course provides an overview of psychological tests and assessment procedures utilized in a therapeutic context. Focus is on basic psychometric properties of tests, methods of gathering and interpreting data, and the development and use of assessment tools. Emphasis is placed on how to choose, administer, and interpret individual and group tests within a culturally appropriate framework.

MFT 6528 Psychology of Violence

2 Credits

A psychological and sociocultural approach is used to examine violence and maltreatment in intimate relationships across the lifespan. The impact of physical, sexual and psychological abuse on children, adolescents, adults, and the elderly is explored. Emphasis is on the risk factors and consequences associated with maltreatment as well as intervention and prevention of maltreatment. Consideration is given to issues of culture and diversity including the effects of interpersonal violence on individuals with disabilities and special populations. Legal and ethical mandates in regard to reporting laws are addressed.

MFT 6700 Psychopharmacology

3 Credits

This course covers commonly prescribed psychotropic medications in the field of professional counseling and family therapy. Pharmacological classifications, indications, contraindications, and side effects are addressed in the treatment of adults and children with mental disorders. Focus is on an interdisciplinary approach including referral, coordination of care, and collaboration with medical professionals. Cultural diversity issues and the legal/ethical aspects of pharmacotherapy are considered.

MFT 6704 Practicum I

3 Credits

Prerequisites: PSY 6502, MFT 6504, PSY 6508, PSY 6505, PSY 6506, PSY 6509, PSY 6511, PSY 6510, PSY 6514, PSY6512, PSY 6747, MFT 6513, PSY 6519, PSY 6520

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting which has been approved by CalSouthern. Learners apply counseling theories and techniques as well as practice interpersonal skills while working with individuals, couples, families, and/or groups. Learners are required to complete a minimum of 95 hours of direct client contact with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for this course will either be (S) Satisfactory or (U) Unsatisfactory.

MFT 6705 Practicum II

3 Credits

Prerequisite: MFT 6704

This second practicum course provides further opportunity to gain additional clinical experience with individuals, couples, families, and/or groups in a supervised clinical setting approved by CalSouthern. Learners are required to complete a minimum of 95 hours of direct client contact, with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

MFT 6706 Practicum III

3 Credits

Prerequisite: MFT 6705

The third practicum course provides the opportunity to further develop your clinical identity, to further identify experiences of countertransference, and to continue to hone your skillset of evidence-based practices while placed in a supervised clinical setting approved by CalSouthern. Learners are required to complete a minimum of 95 hours of direct client contact, with a minimum of 19 units of supervision (1 unit of supervision = 1 hour of individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

MFT 6900 Research Methods and Statistics

3 Credits

This course covers the essential concepts related to the research process including qualitative and quantitative designs, program evaluation, sampling issues and data analysis. Emphasis is on training learners to become informed consumers of research and preparing them to conduct research in their respective practices. Learners develop a research proposal consistent with a counseling and family therapy perspective in consideration of multiculturalism, advocacy, leadership, and social justice. Legal and ethical implications of research are explored.

MFT 8000 Internship

6 Credits

Prerequisite: MFT 6704

This course provides further opportunity to gain additional clinical experience with individuals, couples, families, and/or groups in a supervised clinical setting approved by CalSouthern. Learners are required to complete a minimum of 190 hours of direct client contact, with a minimum of 38 units of supervision (1 unit of supervision = 1 hour of

individual/triadic supervision or 2 hours of group supervision) in the proper Board-mandated ratio. Satisfactory completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course will either be (S) Satisfactory or (U) Unsatisfactory.

PSY 7307 Advanced Physiology and Pharmacology of Addiction

3 Credits

The biological, psychological, and sociological damage drug use can cause is explored through personal and systemic perspectives. Emphasis is on the assessment and treatment of substance use as related to the physiology and pharmacology of addiction. Substance abuse and mental health treatment issues specific to stages of recovery such as withdrawal and stabilization are addressed. Consideration is given to culture, diversity, developmental stage, and special population issues in the assessment and treatment of addiction.

PSY 6309 Advanced Ethical and Professional Issues in Addiction Counseling

3 Credits

The course focuses on the clinical application of the ethical principles, legal issues, and decision-making processes in addressing complex dilemmas in the field of addiction. The course covers the Code of Ethics of the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and Code of Conduct of the California Consortium of Addiction Programs and Professionals (CCAPP). Ethical issues associated with the prevention and treatment of HIV/AIDS are addressed.

PSY 6532 Family Systems Theory

3 Credits

This course explores the history and development of family therapy. The focus of study provides an overview of the evolving viewpoints, perspectives, values, intervention techniques, and goals of family therapy, and includes both clinical and research developments. The course content is intended to create a personal awareness and learning experience that encourages the development of sensitivity, flexibility, insight, and compassion.

PSY 7316 Advanced Personal and Professional Wellness for the Substance Abuse Counselor

3 Credits

A model of personal and professional growth is presented to promote resilience and longevity for counselors in the field of addiction. An integration of personal and professional factors is encouraged through the development of perception, judgment, motivation, prioritization, and decision-making skills. Qualities including integrity, compassion, accountability, and sensitivity to diversity issues are emphasized as essential to competence in the field. Consideration is given to interdisciplinary and inter-generational collaboration in providing holistic and appropriate care.

PSY 7007 Advanced Case Management: Assessment, Treatment Planning, Relapse Prevention, and Aftercare

3 Credits

This course is a comprehensive approach to case management from an ecological perspective. Emphasis is on case assessment, treatment planning, service coordination, documentation, and planning for relapse prevention, discharge, and aftercare. Skills including listening and responding, bringing up difficult issues, addressing and disarming anger, and assessing consumer strengths and weaknesses are explored. Consideration is given to cultural and diversity issues as well as legal and ethical factors in substance abuse case management.

PSY 7508 Supervised Practicum in Advanced Addiction Studies

6 Credits

Prerequisites: PSY 6309, PSY 6511, PSY 7307, PSY 7534, PSY 7007, PSY 7316

This course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by CalSouthern. The application of knowledge and skills is essential to gain competency in the field of addiction counseling. The supervised field work course is comprised of two main components: course work (90 hours)

and individual instruction and supervision by a qualified, licensed professional, covering 303 hours of core functions. Learners complete a minimum of 25 hours in all of the 12 Core functions at the practicum/fieldwork site including agency orientation (3 hours); screening (25 hours); intake (25 hours); orientation (25 hours); assessment (25 hours); treatment planning (25 hours); counseling (25 hours); case management (25 hours); crisis intervention (25 hours); client education (25 hours); referral (25 hours); reports and record keeping (25 hours); and consultation with other professionals (25 hours). Please note: this supervised field work course requires learners to complete 303 hours. Learners are instructed to find a practicum site within their local communities to fulfill this requirement. Examples of Supervised Field work sites include hospitals, rehabilitation clinics, and treatment centers. All practicum sites must be licensed by a state credentialing authority and are subject to approval by the Director of Clinical training. It is highly recommended that learners locate a practicum site before entering the program. Satisfactory completion of all activities and submission of all documents is required to successfully complete the course. The final grade for the course will either be Satisfactory (S) or Unsatisfactory (U).

PSY 6502 Counseling Theories and Strategies

3 Credits

This course focuses on the historical and current evidence-based theories and models of counseling. Emphasis is on the application of these techniques to a variety of clinical situations to improve, restore, or maintain healthy individual, couple and family relationships. It provides an opportunity to analyze case studies through a theoretical lens. Special consideration is given to the development of personal qualities intimately related to the counseling situation including integrity, sensitivity, flexibility, insight, compassion, and personal presence.

PSY 6505 Lifespan Development

3 Credits

The purpose of this course is to analyze the nature of human growth and development across the life span. The major theories of development, essential concepts, and issues related to each developmental stage, and implications for wellness and resiliency are addressed. Normal and abnormal development are explored in the context of socio-economic factors, race, ethnicity, culture, gender, and a variety of challenges and traumas.

PSY 6506 Psychopathology

3 Credits

This course provides an integrated approach to the diagnosis, assessment, and treatment of mental disorders. The emphasis is on building clinical skills in problem formulation and crisis intervention consistent with the DSM-5. This course also covers psychopathology from a neuroscientific, biological, and sociocultural perspective. Evidence-based interventions will be explored from psychodynamic, cognitive, behavioral, humanistic, and other current modalities.

PSY 6508 Culture and Diversity in Counseling

3 Credits

This course explores diversity and social justice advocacy issues with marginalized and special populations. The focus of study is to foster awareness, compassion and understanding for effective counseling practice. Populations considered include African Americans, Latinos, Asian/Pacific Islanders, Native Americans, and LGBTQI individuals. This course guides learners to explore their own values, beliefs and cultural identities and connect how these personal aspects influence the therapeutic alliance.

PSY 6509 Systems of Family Therapy

3 Credits

This course covers the history and development of family systems therapy. It focuses on the evolving viewpoints, perspectives, values, evidence-based interventions, and resiliency models of family counseling. The learner is encouraged to foster personal qualities such as self-awareness, sensitivity, flexibility, insight, and compassion in working effectively with families.

PSY 6510 Child and Adolescent Therapy

3 Credits

This course examines the psychopathological disorders associated with children and adolescents. It explores the research on etiology, complex diagnostic presentations in childhood and adolescence, and the development of comprehensive evidence-based treatments. Consideration is given to the importance of collaboration in formulating treatment plans. The impact of diversity issues including socioeconomic and multicultural factors in working with children and adolescents are addressed.

PSY 7720 Enhancing Performance: Preparation/Motivation

3 Credits

This course explores the improvement of performance through mental strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation.

PSY 7725 Research in Sport Psychology

3 Credits

This course provides a broad perspective of the research process as it relates to physical activity. The curriculum investigates descriptive, quantitative (experimental and quasi experimental), and qualitative research methods as they pertain to individual and team sports and physical activity to evaluate data and reach valid conclusions. It explores the definition and development of a research problem, culminating in a research proposal.

PSY 8127 Research Methods in Psychology

3 Credits

This course is designed to prepare learners to critically review and evaluate current research literature and equip learners with the necessary skills to perform research. This course focuses on the basic inquiry and statistical methods used to collect and interpret data. An understanding of basic research methods and design are included for research purposes as well as publication in the field of practice. A variety of approaches will be explored to design good research to include qualitative, quantitative, and mixed-method approaches. The emphasis is the critical engagement of learners with various approaches to research design and the application of current research in support of an area of research of their choosing.

PSY 8500 Advanced Theories of Personality

3 Credits

This course is designed as an advanced examination of the major psychological theories of personality, both historic and current, the application of each theory, and the major figures associated with each. The focus of study is to explore the advanced application of therapeutic modalities, including psychodynamic, biological, behavioral, phenomenological, trait, cognitive, and social-cognitive theories.

PSY 8503 History and Systems of Psychology

3 Credits

This comprehensive course provides in-depth coverage of intellectual trends with an emphasis on the major systems of thought and key developments in basic and applied psychology. Examples of psychological thought encountered in ancient Greek and Roman periods as well as in Chinese, Indian, Babylonian, Persian, Egyptian Arab, Spanish and Hebraic cultures are explored. Consideration is given to the contribution of women, people of color, and scholars from outside the United States on the emergence of psychology. Current trends toward globalization and multiculturalism are addressed through a recognition of intersectionality in the psychology of prejudice and privilege.

PSY 8504 Ethical and Professional Issues

3 Credits

This course familiarizes learners with the essential concepts, theories, and applications relevant to ethical issues in psychology. Professional ethical issues are examined in accordance with the most recent code of ethics of the American Psychological Association. Learners heighten their awareness of ethical issues as they may arise in the practice of psychology and learn methods of developing coherent, defensible, reasoned strategies for dealing with such situations. All areas of psychology practice are considered including psychotherapy, assessment, research, teaching, and consultation. The detection, intervention and prevention of child abuse and suicide are addressed.

PSY 8506 Advanced Psychopathology

3 Credits

This comprehensive course addresses abnormal psychology from evolutionary, biological, neurological, psychological, social, socio-cultural, and political perspectives. Focus is on the symptoms, criteria for diagnosis, and possible causes and treatments for various DSM-5 mental disorders. The learner will use critical thinking skills while gaining knowledge of interdisciplinary research from fields ranging from culture to genetics associated with the development of psychopathology.

PSY 7507 Advanced Human Sexuality

3 Credits

This advanced course focuses on human sexual behavior as an interaction of physiological, psychological, and sociocultural processes. Within this biopsychosocial perspective, the impact of politics on sexuality is considered. Learners explore the development of sexual identity, sexual behavior, and sexual disorders that cross cultural boundaries and sexual orientation lines.

PSY 8708 Cultural Diversity

3 Credits

This course explores a multicultural basis of behavior with an emphasis on social cognition, social interaction processes, and organizational dynamics. The focus of study aims to heighten learners' perception and understanding of effective therapeutic practice, including familiarity with the implications associated with the wide range of racial and ethnic backgrounds, gender issues, age, sexual orientation, and disabilities. This course guides learners to focus on one's culture of origin to increase awareness of one's own heritage and to increase appreciation of the impact of cultural diversity upon individuals.

PSY 7509 Advanced Psychology of Marriage and Family Systems

3 Credits

This course covers current theories and interventions in the field of family therapy. It focuses on the goals, assessment, techniques, and role of the therapist associated with a variety of systemic models. An overview of the evolving history, philosophy, and perspectives of family systems work is considered. Emphasis is given to culture and diversity issues in working with couples and families. The course examines evidence-based research in the field.

PSY 7513 Psychological Tests and Measurements

3 Credits

This course explores the nature and use of psychological tests and methodologies to assess intelligence, personality, and mental and behavioral disorders. Learners will review widely used tests and will develop an understanding of how tests are constructed, administered, and scored.

PSY 7514 Brief Therapy

3 Credits

This course provides an overview of the core concepts and essential skills of short-term therapies including motivational interviewing, cognitive, exposure, dialectical behavior, solution-focused, interpersonal, and dynamic. Emphasis is on the core ideas underlying each modality, the evidence for effectiveness, and the specific techniques and interventions used. Consideration is given to the integration of culture in providing brief therapy.

PSY 6516 Social Psychology

3 Credits

This course provides an overview of social psychology. Areas covered include the foundations of social psychology, social beliefs and judgments, group influence, aggression, and social psychology applications. Specifically, the focus of this course is the exploration of how others affect our perception, thoughts, emotions, and behaviors. This course examines current research, as well as historical, social, and psychological concepts. Learners will gain an understanding of how social psychological constructs impact the world.

PSY 7718 Hypnosis: Theory and Practice

3 Credits

This course provides an overview of evidence-based theory and practice of hypnosis. Ethical guidelines, limitations and contraindications will be explored. The learner will examine and formulate techniques and strategies of hypnosis including induction, trance phenomena, post-hypnotic suggestion, regression, progression, and goal-oriented hypnotic interventions.

PSY 6519 Crisis and Trauma Counseling

3 Credits

The focus of this course is on the assessment, intervention and treatment of individuals, families, and communities that have experienced crisis, disaster and/or trauma. Major theoretical models of situational crises are demonstrated across a variety of service delivery systems. Crisis intervention theory and models are applied to a variety of problems including suicide, sexual assault, violent behavior, domestic violence/intimate partner violence, substance abuse, grief and loss, and mass tragedies. The emphasis of this course is on recovery and resilience.

PSY 7521 Industrial/Organizational Psychology

3 Credits

This course focuses on how successful managers and employees apply psychological concepts to resolve organizational and interpersonal issues. In addition, it will explore personality and group dynamics that affect attitudes and behaviors.

PSY 7522 Consulting in Business, Education and Mental Health

3 Credits

This course is an overview of consultation theory and practice for mental health professionals who perform duties in the roles of consultants and collaborators. Mental health, expert, collaborative, behavioral, and organizational models will be discussed and applied to a variety of settings. Course content includes the history, definition, fundamentals of consultation, models of consultation, consultation stages, effective consultant skills and characteristics, consultee variables, consultation with parents and teachers, and legal and ethical issues regarding consultation.

PSY 8724 Cognition, Emotion and Motivation

3 Credits

This course focuses on the motivation, needs, cognitions, and emotions that underlie thought and behavior. It explores theories representative of biological, behavioral, cognitive, psychological, and sociocultural perspectives. The course also examines the historical backgrounds of motivation and emotion research, as well as other current applied motivational approaches.

PSY 7525 Cognition and Memory

3 Credits

This course covers the study of cognition from classic research and learning theories to current topics in the fascinating field of human memory and cognition. Attention, working memory, knowledge representation, comprehension, language processing, problem solving, and emotion are explored from the lens of historical research and modern information processing theories. Research in neuroscience reflecting the use of new technologies to study memory and cognition is integrated throughout this course.

PSY 7527 Psychology of Stress and Stress Related Disorders

3 Credits

This course addresses the physical, psychological, and sociocultural implications of stress. Evidence-based prevention and intervention strategies including intrapersonal, interpersonal, perception, religion, spirituality, and relaxation techniques are explored. Strong consideration is given to mind-body research in the area of stress and stress related disorders.

PSY 7728 The Psychology of Violence and Domestic Abuse Reporting

3 Credits

Domestic Violence/Interpersonal Violence is examined from an interdisciplinary and prevention perspective with regards to sociological, psychological, and social justice issues. The cycle of violence, dominance, and control in relationships marked by interpersonal violence is examined. Emphasis is on the intervention and treatment strategies used to respond to family violence with consideration of culture and diversity issues. Research on interpersonal violence, legal policies, and victim rights are addressed.

PSY 7529 Myers-Briggs Type Indicator

3 Credits

This course addresses the administration, scoring, interpretation, and application of the MBTI in therapeutic, business, and/or educational situations. The learner explores the skills for developing a formal MBTI Report presentation utilizing this global personality assessment tool.

PSY 7530 Dream Analysis

3 Credits

This course demonstrates a practical approach to working with dreams, both in groups and with individuals. Post-traumatic stress disorder (PTSD) nightmares are also addressed. The focus of study is the exploration of both the purpose and function of dreams in everyday life, highlighting psychological connections between waking and dreaming life. A variety of different psychological approaches to dreams are examined.

PSY 7533 Psychology of Death and Dying

3 Credits

This course provides a context to explore issues related to death, dying and bereavement. Consideration is given to cultural, religious, and other diversity issues in the way people mourn and cope with death and dying over the lifespan. Psychological, social, philosophical, moral, legal, and ethical factors associated with suicide, euthanasia and biomedical issues, and dying with dignity are addressed.

PSY 7534 Dual Diagnosis

3 Credits

A holistic and integrative approach to working with individuals with co-occurring disorders is presented in this advanced course. Emphasis is on the assessment, intervention, and treatment of substance-related with co-occurring psychiatric disorders. Recovery, support, and relapse prevention are also covered with consideration given to cultural diversity issues and special populations including adolescents and older adults.

PSY 7536 Cognitive-Behavioral Psychotherapy

3 Credits

This course analyzes the evidence-based practice of cognitive therapy and cognitive behavioral therapy (CBT) utilizing the traditional cognitive and behavioral models as well as the mindfulness-based cognitive modalities (MiCBT). The focus is on assessment, treatment formulation, and intervention of the clinical and personality disorders in the Diagnostic and Statistical Manual of Mental Disorders, from the CBT and MiCBT perspectives.

PSY 7737 Psychology of Chronic Illness

3 Credits

This course examines medical, psychological, and sociocultural factors related to various types of physical, neurological, sensory, psychiatric, and pain-related disabilities. The focus is on the etiology of chronic illness, evidence-based treatment interventions, and the psychological impact on both the patient and their significant others. Psychosocial assessment, treatment planning, and the use of various resources to assist the patient and their families are also explored.

PSY 7738 Advanced Psychology of Addiction and Compulsive Behaviors

3 Credits

This course focuses on the assessment, diagnosis, and treatment of the Diagnostic and Statistical Manual of Mental Disorders' substance-related disorders (drugs, alcohol), addictive behavioral disorders (gambling, sex, and internet), eating disorders, and co-occurring clinical and personality disorders. The biological, psychological, and social aspects of addiction, as well as cultural and legal-ethical issues, are highlighted. Previous coursework in graduate-level addiction studies and abnormal psychology is strongly recommended.

PSY 7739 Attention-Deficit/Hyperactivity, Autistic Spectrum and Neurodevelopmental Disorders

3 Credits

Learners explore an innovative perspective on developmental disorders focused on the biological, familial, and social dimensions of difference. The diagnosis, assessment, and treatment of youth with Intellectual and Developmental Disabilities, Attention and Executive Function Disorders, Autism Spectrum Disorders of Academic Learning are examined within their unique life contexts. Emphasis is on difference without stigma, awareness of diversity, and support for collaborative and integrative services.

PSY 8740 Statistical Methods and Analysis

3 Credits

This course provides instruction on the calculation, use, and interpretation of descriptive and inferential statistics. The focus of study emphasizes the application and interpretation of statistical tests in conducting research at the graduate level. Inferential statistics and their application to research design are introduced. Both parametric and non-parametric approaches to the analysis of data are discussed.

PSY 7541 Psychology of Religion

3 Credits

This course provides an exploration of religion and spirituality as vital forces in individual and societal life. A developmental lens is used to consider the biological, cognitive, social, and psychological impact of religion across the lifespan. The integration of spirituality in therapeutic assessment and treatment is emphasized with connections to coping, adjustment, and well-being. The relationship between spirituality and therapy offers an active role for clients in development of their healing process.

PSY 7742 Eating Disorders

3 Credits

This course examines the history, concepts, diagnosis, and treatment of eating disorders and multi-diagnostic presentations, using the Diagnostic and Statistical Manual of Mental Disorders' criteria. The focus of study is on the social, cultural, familial, gender-related, developmental, and legal-ethical context of eating disorders. Assessment and intervention from evidence-based psychotherapy and family models will also be explored.

PSY 6743 Systems of Care in Community Mental Health

3 Credits

This course provides a comprehensive overview of community mental health and service delivery systems from a recovery and resiliency perspective. Focus is on the needs of individuals, families, children and older adults with emphasis on special populations including those with severe mental illness, addiction and co-occurring disorders, military veterans, the homeless and poor, victims of abuse and trauma, and the disabled. Issues of culture and diversity, legal and ethical contingencies, community collaboration and coordination of care, as well as consumer advocacy are considered.

PSY 7745 Interpersonal Neurobiology and Attachment

3 Credits

This course investigates the emergence of a new sub-discipline within psychology and psychotherapy: interpersonal neurobiology. Pioneers in this rapidly growing field, such as Daniel Siegel, Allan Schore, and Stephen Porges, all maintain that our brains are wired to the interpersonal domain. This course introduces key concepts from the field of interpersonal neurobiology, examining basic aspects of the mind and interpersonal relationships. It will also explore, with research support, the practical applications of interpersonal neurobiology using such core concepts as integration and attachment theory.

PSY 6747 Career Counseling

3 Credits

This course provides learners with an understanding of career development and career counseling. Theories of career development, sources of occupational information, and methods of career counseling are explored. Consideration is given to ethical and legal issues, culture, diversity, special populations, and contemporary trends. Learners are given the opportunity to develop an individual curriculum vitae (CV), cover letter, and career counseling position statement in preparation for practicum placement interviews.

PSY 7750 Positive Psychology

3 Credits

This course covers the science and application of positive psychology to encourage flourishing in day-to-day life. Theories and research on promoting positive individuals, relationships, organizations, and communities are explored. Emphasis is on facilitating meaningful experiences through the development of positive emotions, strengths, courage, wisdom, flow, resilience, compassion, self-efficacy, justice, mindfulness, and creativity. Consideration is given to understanding positive experiences, character strengths, relationships, institutions, and practices within a cultural and historical context. Learners have the opportunity to engage in experiential exercises to increase well-being.

PSY 7760 Media Psychology: Writing, Publishing and Promoting a Self-Help Book

3 Credits

This course guides learners in the creation of a self-help book proposal, suitable for submission to a book publisher. Learners who take this course will become informed about the process of writing, publishing, and promoting a book.

PSY 7761 Interpersonal Conflict in the Workplace

3 Credits

Conflict is a natural occurrence in personal and professional relationships. The ability to analyze conflict on a personal level translates to people learning skills needed to work with individuals in diverse work settings. The focus of this class is on understanding how people perceive conflict, recognizing why having different goals and interests create conflict, analyzing the structure of conflict, assessing conflict styles and identifying the components of conflict to help a person navigate personal and professional relationships. Additionally, specific attention will be given to professional conflicts and how to negotiate and utilize third-party interventions to help individuals and management resolve arguments and altercations.

PSY 7762 Supervision and Consultation

3 Credits

The course provides a critical overview of the conceptual and empirical literature on clinical supervision and consultation. Models, approaches, techniques, relationship and process issues, and ethical and legal considerations are addressed. An opportunity to develop self-awareness as well as conceptual knowledge and skills related to personal styles of supervision and consultation is presented.

PSY 7763 Clinical Interviewing

3 Credits

Learners will explore theory, research, and the practice of conducting psychological interviews. Skill development for intake interviewing, the mental status exam, suicide and violence assessment, and crisis management will be addressed with sensitivity to culture, diversity, and special populations. Focus will be on the applications of interviewing skills to adult, child, adolescent, and couple/family work.

PSY 7700 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 7701 Physiological Psychology

3 Credits

This course explains how the human organism behaves from a physiological perspective, including neural functions, the effects of drugs, sensory motor systems, biological rhythms, attention, and motivation.

PSY 8702 Psychological Assessment I

3 Credits

Psychologists use a variety of tests and other assessment tools to measure and observe a client's behavior to arrive at a diagnosis and guide treatment. This course provides learners with an understanding of the concepts and principals involved in psychological assessment and the use of both standardized and non-standardized instruments. Learners will learn the concepts involved in psychological assessment, educational testing, and evaluation. The course will also examine the effects of clinical assessment on clients through case studies, experiential learning, and interactive discussions.

PSY 7703 Psychological Assessment II

3 Credits

Prerequisite: PSY 8702

This course introduces the use of projective measures of assessment, and their integration with other psychological tests. Learners will learn how to administer, score, and interpret the Beck Depression Inventory, 2nd Edition (BDI-II), the Thematic Apperception Test (TAT), and the House-Tree-Person test. Learners will interpret a WAIS-IV protocol. Learners will also interview and test a volunteer client. Throughout this class, learners will build a test report, adding to it and revising it in response to feedback from the faculty mentor.

PSY 7704 Practicum I

3 Credits

Prerequisites: PSY 8500, PSY 8503, PSY 8504, PSY 8506, PSY 8708, PSY 8724, PSY 8740, PSY 7700, PSY 7701, PSY 8702, PSY 8127, PSY 8800

This first practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by CalSouthern. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 7705 Practicum II

3 Credits

Prerequisite: PSY 7704

This second practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by CalSouthern. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 7706 Practicum III

3 Credits

Prerequisite: PSY 7705

This third practicum course provides the opportunity to gain experience with diverse populations in a supervised clinical setting approved by CalSouthern. Learners apply counseling theories and techniques as well as practice interpersonal skills in the assessment and treatment of individuals, couples, families, and/or groups. Learners are required to complete a minimum of 80 hours of direct counseling with a minimum of 8 units of supervision (1 unit of supervision = 1 hour of individual supervision or 2 hours of group supervision). The completion of all activities and submission of all documents are required to successfully complete this course. The grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 7707 Psychology of the Mind: Mind-Body Connection

3 Credits

This course provides the learner with an exploration of the interrelatedness of mind and body to healing and health. Mind-body theories promote resiliency practices through lifestyle behaviors for disease prevention and treatment. The mind-body interaction has important implications for the way we view health and wellness, and the way we prevent illness and treat disease. The course examines scientific advances in the fields of neuroscience, psychoneuroimmunology, social genomics, epigenetics, and consciousness, and their impact on mind-body healing.

Learners will be encouraged to develop a personal model of mental health care and to understand complementary methods for self and client, offering an active role for clients in the development of their healing process.

PSY 7709 - Foundations of Humanistic Psychology

3 Credits

This course provides an examination of the origins, history, theories, and methods of humanistic psychology. Influenced by humanism, existentialism, and phenomenology, humanistic psychology is fundamentally interested in human capacities and potentials. The course examines the impact of humanistic psychology on the field of psychology and popular culture, and explores its contributions to psychotherapy. Learners will review humanistic approaches in clinical settings, humanistic research, and how humanistic psychology has influenced and been influenced by various postmodern approaches. Learners will be able to determine various approaches in humanistic psychotherapy and will gain a solid understanding of the philosophical underpinnings of humanistic psychology.

PSY 7710 Integrative Therapy: From Orientation to Practice

3 Credits

Through this course, learners are encouraged to explore theoretical orientations that best align with personal values and worldview. The process of choosing an integrative theory that fits one's interactional style of practice is emphasized. Strength-based and resilience-based strategies are considered in conjunction with the application of psychodynamic, behavioral, humanistic, pragmatic, constructivist, and family theories. A reflective approach is used in addressing the interplay between evidence-based practice and practice-based evidence.

PSY 8800 Doctoral Comprehensive Examination

1 Credit

Prerequisites: All Core and Elective courses

The comprehensive examination provides an opportunity to assess comprehensive academic competence in research and writing within 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 and for readiness of the doctoral project phase. Learners are given three opportunities to pass the examination.

PSY 8991 Doctoral Project I

3 Credits

Prerequisites: Successful completion of all courses, electives and comprehensive examination as indicated in the Degree Plan and Grade Point Average of 3.0 or higher.

This course prepares the doctoral candidate for the development of a final project. It is the first of five courses to accomplish the final project. A review of research design, modes of inquiry, techniques of analysis, the social and ethical context of research, and the uses of research is undertaken. The focus of study is on the delineation of a problem in the field of psychology and a plan for conducting research that will lead to its resolution. Emphasis is on developing the background of the problem, statement of the problem, purpose, and significance of the study in respect to the proposed problem. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 8992 Doctoral Project II

3 Credits

Prerequisite: PSY 8991

The course prepares the doctoral candidate for the development of a final project. It is the second of five courses to accomplish the final project. Emphasis is placed on conducting a literature review of the subject in preparation for either theoretical, qualitative, quantitative, or mixed methods analysis. Attention is given to understanding the differences

between approaches to literature reviews and analyzing the literature to address the research questions. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 8993 Doctoral Project III

3 Credits

Prerequisite: PSY 8992

This course prepares the doctoral candidate for the development of a final project. It is the third of five courses to accomplish the final project. Emphasis is placed on critically evaluating and detailing the specific methodology (theoretical, qualitative, quantitative, or mixed methods) used in the study. The focus on developing a comprehensive research design includes submission and approval of the Institutional Review Board (IRB) application. The doctoral candidate is expected to fully articulate and address the ethical dimensions and considerations for the select research method. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 8994 Doctoral Project IV

3 Credits

Prerequisite: PSY 8993

This course prepares the doctoral candidate for the development of a final project. It is the fourth of five courses to accomplish the final project. Focus is on the analysis and presentation of results, as well as the discussion of findings. Implications for practice and recommendations for the research are included in the discussion of findings. The connection of how evidence from research supports the findings that emerge from the analysis is delineated. Emphasis is given to integrity through a clear and unbiased reporting of results and relevant discussion of findings. The doctoral project is intended to make a significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 8995 Doctoral Project V

2 Credits

Prerequisite: PSY 8994

This course prepares the doctoral candidate for the development of a final project. It is the last of five courses to accomplish the final project. The focus of study is for the doctoral candidate to work closely with the Chair in refining Chapters 1-5.

Feedback from all three committee members is incorporated into the final Doctoral Project draft prior to submission for University approval. In some cases, assistance from an editor for any grammatical, APA, or formatting requirements is recommended. Upon receiving approval of the written manuscript from the Dean, the candidate prepares to orally defend his or her Doctoral Project. Preparation includes the development of a poster board and PowerPoint for the defense. The Doctoral Project is intended to make significant contribution to the field of Psychology and provides an opportunity for doctoral candidates to integrate and apply theoretical and practical knowledge gained in the degree course work. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 8900 Internship

0 Credits

This course is designed for those learners who have completed all academic requirements for the PsyD program and who wish to participate in a pre-doctoral internship for one year (1500 hours). The Internship provides continued structured clinical training experience under the supervision of a Licensed Clinical Psychologist beyond the Practicum. The completion of all activities and submission of all documents is required to successfully complete this course. The final grade for the course is either Satisfactory (S) or Unsatisfactory (U).

PSY 6802 Applied Concepts

6 Credits

This course is designed for those learners who have completed all academic requirements for the MS Degree Program, with the exception of the Master's Thesis. In this course the learner will be required to apply concepts of psychopathological constructs, counseling theories, multicultural aspects, and cultural, legal, and ethical issues in mental health.

SCHOOL OF BUSINESS AND MANAGEMENT

UNDERGRADUATE COURSE DESCRIPTIONS

ACT 4102 Principles of Accounting I

3 Credits

This course examines the fundamental concepts and procedures used in the preparation of the basic financial statements of business entities. It covers generally accepted accounting principles, accounting terminology, and the usefulness of financial statements. Emphasis is placed on accounting for sole proprietorship. Topics covered include: the accounting cycle, financial statements, control of cash inventories, plants assets, current liabilities, and payroll accounting.

ACT 4104 Principles of Accounting II

3 Credits

Prerequisite: ACT 4102

This course is a continuation of ACT 4102. It examines reports and information needed by the management of a business to make good decisions. Emphasis is on accounting for corporations and partnerships.

ACT 4150 Managerial Accounting

3 Credits

Prerequisite: ACT 4102

This course emphasizes the uses of accounting data internally by managers in directing the affairs of business and nonbusiness organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations to make sound managerial decisions.

ACT 4202 Tax Accounting I

3 Credits

This course analyzes the determination of taxable income of individuals for federal income tax purposes. Emphasis is on all the aspects of accounting that are necessary to complete the returns in accordance with federal income tax law.

ACT 2204 Tax Accounting II

3 Credits

A continuation of Tax Accounting I, this course examines present federal income tax law and develops an understanding of the accounting principles and procedures involved in preparing tax returns for partnerships, estates, trusts, and corporations.

ACT 4451 Intermediate Accounting I

3 Credits

Prerequisite: ACT 4104

This is the first of two in-depth financial accounting courses. The course includes a review of basic financial statements, income statement, statement of cash flows and the balance sheet, specifically asset accounts. Theories, the conceptual framework, development of generally accepted accounting principles, and applications are stressed.

ACT 4452 Intermediate Accounting II

3 Credits

Prerequisite: ACT 4451

This is the second of two in-depth financial accounting courses. This course continues accounting principles and theory with emphasis on accounting for fixed assets, intangibles, corporate capital structure, long-term liabilities, and investments. Theories, concepts, and applications are stressed.

ACT 4453 Cost Accounting**3 Credits****Prerequisite: ACT 4102**

This course serves as an introduction to the fundamentals of cost accounting, with emphasis on costing systems in the service, merchandising, and manufacturing sectors. The use of budgets and standards are studied as keys to planning and control, including flexible budgets and variance analysis. The use of cost information for various decision and control purposes is also studied.

ACT 4467 Auditing**3 Credits****Prerequisite: ACT 4102**

This course is an introduction to generally accepted auditing standards, concepts of internal control, analysis and tracing of financial transactions, and opinions expressed on the fair presentation of financial statements by certified public accountants.

BUS 3110 Business Ethics**3 Credits**

This course examines ethical issues in the context of business theory and practice. In the process of exploring these issues and the questions they raise learners examine ideas and perspectives in the field of business ethics and extend these to administrative practice and decision making. Learners will become familiar with the range of questions that form the basic foundation of ethics as applied to corporate responsibility, workforce discrimination, distributive justice, environmental impact, risk and safety.

BUS 3300 Introduction to Business**3 Credits**

This course explores the world of business and economics, the ethical and social responsibility issues that affect business firms and our society, and the increasing importance of international business. Topics include trends in business today, entrepreneurship, management and organization, producing quality goods and services, human resources, marketing, acquiring, organizing, and using information, accounting, finance and investment, financial management, and personal finances and investments.

BUS 3301 Business Law**3 Credits**

This course presents basic legal principles to familiarize learners with the everyday procedures in business. Topics include contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk-bearing devices, and real property.

BUS 3405 Career Management and Personal Marketing**3 Credits**

This course explores the basic concepts of career planning, self-assessment, career exploration, and career decision-making, as well as resume and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. Interview techniques are also presented.

BUS 3413 Business Statistics

3 Credits

This course introduces the construction and use of statistical models for business management; it applies descriptive and inferential statistics to business and economic problems. Topical coverage includes summarizing data, measures of central tendency, dispersion, probability, probability distribution, normal distribution, sampling, hypothesis testing, correlation, regression, and chi-square analysis.

BUS 3414 Business Communications

3 Credits

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both a personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

BUS 3415 Business Negotiation

3 Credits

Prerequisite: BUS 3301 / BUS 3110

This course is intended to guide learners through the major concepts and theories of negotiation, the psychology of bargaining, and the dynamics of interpersonal and inter-group conflict and resolution. It teaches how to recognize negotiation situations, understand how negotiation works, know how to plan, implement, and complete successful negotiations, and more importantly, be able to maximize results.

CAP 3400 BBA Capstone

3 Credits

Prerequisite: Successful completion of all BBA coursework

This capstone course is the culminating endeavor of learners who earn the Bachelor of Business Administration degree from CalSouthern. As part of this course learners take a national comprehensive exam to assess their knowledge in the subject matter covered by the program. The course also provides learners with the opportunity to explore a problem or issue of particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired to real-world situations. The course's final project should affirm learners' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, to communicate effectively and to demonstrate mastery and application of learned skills.

CAP 3404 BAS Capstone

3 Credits

This BAS capstone project is the culminating endeavor of learners who earn a Bachelor of Applied Science degree from CalSouthern. The project provides Learners with the opportunity to explore a problem or issue of particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired in their studies to real-world situations in applied sciences. The final project should affirm learners' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, to communicate effectively and to demonstrate mastery and application of learned skills.

ECO 3300 Macroeconomics

3 Credits

This course focuses on macroeconomics which is the social science that studies the way societies in the aggregate focus on economic growth, unemployment, and inflation. Topics of this course include gross domestic product, national income, inflation, unemployment, fiscal policy, the federal reserve system, monetary policy, exchange rate issues and the effects that each of these have on the nation's economy.

ECO 3403 Microeconomics

3 Credits

This course focuses on microeconomics which is the social science that reviews the way individual economic agents allocate resources to wants. Topics of this course include principles of resource allocation, supply and demand, consumer behavior, costs of production, monopoly, oligopoly, and issues of economic equity.

ENT 4100 Entrepreneurship

3 Credits

This course focuses on the skills and competencies required to effectively develop, organize, and manage a new business from an entrepreneurial perspective. Over the past decade, the fundamental dynamics of entrepreneurship have changed.

Therefore, the learner is introduced to these new advances in technology, innovations in business strategies, international cultures, and societal changes required of today's entrepreneurs. The learner also explores the entrepreneurial management model from conception to maturity.

ENT 4101 Business Plans for New Ventures

3 Credits

Prerequisites: ENT 4100

This course focuses on how to turn a great idea into a profitable business by developing a powerful and persuasive business plan. The student learns how to develop the skills and tools needed to communicate the value of their idea to investors and attract key talent. The business plan can also be used as a guide throughout the entire process of starting and operating a business. The student learns the specific skills for determining what to include in the plan, securing capital needed, assessing opportunities and risks, and avoiding common pitfalls that cost money, time, and effort. Learners also explore techniques for developing sales, marketing, operations, and distribution strategies.

ENT 4106 Family Business Management

3 Credits

In this course, the learner explores why family businesses make up many of the organizations in today's economy. Family businesses are different from small businesses, because of their interactions between family members, plus, multiple roles each member plays in the family business. This course examines the characteristics differentiating family business from other forms of small business, plus, how to cope with various issues and capitalization problems. The learner also examines relevant managerial skills, family, and business life cycles, impacts on family values, and wealth management distribution.

ENT 4402 Entrepreneurial Financing and Venture Capital Management

3 Credits

Prerequisites: ENT 4100

The focus of this course is to introduce the entrepreneurial learner to financial thinking, tools, and techniques. The learner will learn various theories, knowledge, and financial tools an entrepreneur needs to start, build, promote, and manage a successful business venture. The course also discusses methods to obtain financial capital for launching and developing a business venture. The learner will determine how to interact with financial institutions and regulatory agencies to promote the venture to its full potential, plus, provide return and liquidity for the venture's investors.

ENT 4408 Entrepreneurship and the Internet

3 Credits

Prerequisites: ENT 4100

The role of this course is to introduce the entrepreneurial learner to both current and future Internet applications for operating and promoting their business ventures. The learner will explore new ideas that both shape the global

information marketplace and promote business venture growth. The course also investigates how the digitally based manager utilizes web-based tools to expand their venture by focusing on areas, such as emerging markets and strategies, business models, buying cycles and email utilization, websites, and marketing operations.

ENT 4515 Women and Entrepreneurship

3 Credits

Prerequisites: ENT 4100

This course focuses on the fundamental concepts and constructs needed by today's businesswomen to develop, manage, and operate their own entrepreneurial ventures. Special attention is placed on business plan development, ownership structure, financials, location and layout, marketing, operations, human resource strategies, and risk management, all of which are necessary skills to ensure the success and longevity of any business endeavor. In addition, learners will explore and evaluate the future direction of entrepreneurship and small business management that all women entrepreneurs must consider.

ENT 4305 Introduction to Banking

3 Credits

This course provides learners with an introduction to the core content, knowledge, and skills in the field of banking/credit unioning/finance. It provides an academic foundation in the areas of financial service transactions, customer/member service, regulations, and procedures critical to the financial services industry, and identity theft. The assessment structure is practice driven with an application of skills aimed at gaining a basic understanding of the financial services arena.

ENT 4403 Money, Banking and Finance

3 Credits

This course examines crucial elements of the financial environment and well-developed financial systems. It focuses on both decisions made in business but also on those made by private investors. It discusses important topics such as financial planning and analysis, asset management, and the acquisition of financial capital.

FIN 4404 Fundamentals of Finance

3 Credits

This course focuses on theories, concepts, and principles of the financial structure of an organization. The emphasis is on the structure and operation of financial management; problems of internal financial analysis, planning and control, capital structure and investment decisions, valuation, dividend policy, mergers, and acquisitions.

FIN 4405 Principles of Lending

3 Credits

This course explores the fundamental lending principles currently practiced in the United States. The course serves as a basic overview of lending principles, including information on the lending cycle, forms of lending, and the legal and regulatory environment, and social responsibility.

HRM 4102 Human Resources Management

3 Credits

This course discusses the strategic importance of human resource management (HRM) while introducing the human resource management functions and the evolving utilization of technology. Further, the strategic role of human resources in planning and operating organizations is presented.

HRM 4103 Staffing Organizations

3 Credits

This course takes an in-depth look at the rapidly evolving series of strategic, technological, practical, and legal issues that are confronting today's organizations and their staffing systems. We will cover strategies in human relations (HR) and staffing, as well as in the organization. In addition, policies, and programs with regards to support and core staffing will also be discussed.

HRM 4107 Supervisory Management

3 Credits

This course is designed to provide the learner with a working knowledge of the supervisory skills necessary for dealing with problems within the organization. Elements such as communications, motivation, discipline, negotiations, and conflict management will be covered. This course will also explore current events, contemporary issues, and ethical dilemmas that surround the role of being a supervisor.

HRM 4404 Labor Relations and Collective Bargaining

3 Credits

This course presents to the learner an overview of the unionized workforce. Topics include the history of labor union movements, the collective bargaining process, and labor law.

HRM 4405 Compensation Management

3 Credits

This course introduces the learner to compensation practice. It will strive to provide an understanding of compensation practices and the environment in which business professionals plan, implement, and evaluate compensation systems. Compensation management's role in promoting companies' competitive advantage is invaluable.

HRM 4406 Employee Training and Development

3 Credits

This course applies to theories of adult learning and instructional development to the design, delivery, and evaluation of training for organizations. Topics include needs assessment, instructional design and strategy, live and mediated instruction; implementation management, evaluation and follow up methods; and evaluation of training strategies.

IB 4100 International Management

3 Credits

This course emphasizes the challenging role of the individual(s) responsible for advancing international strategy/policy within the organization. Topical issues will include global leadership trends, role of the global manager, communicating across cultures, building an international workforce, and evaluating and rewarding employees abroad.

IB 4101 International Business Law

3 Credits

Prerequisite: BUS 3301

This course discusses the body of rules and norms that regulate activities operating outside the legal boundaries of the United States. The focus will be on the principles and practices of international law, the potential impact of international developments will be explained and exposure to international business transactions will be given.

IB 4402 International Economics

3 Credits

Prerequisite: ECO 3300 or ECO 3403

This course studies the production, distribution, and consumption of goods and services on a worldwide basis. An awareness of the role of international issues and importance of international economic events will be developed. Topics also include policy issues related to reducing trade barriers and the effects of threatened retaliatory actions; increased integration efforts of the trade associations; and the tensions accompanying growth, structural change, and globalization at the World Bank and World Trade Organization meetings.

IB 4403 Global Marketing

3 Credits

Prerequisite: MKT 4400

This course will study marketing strategy addressing global customers, markets, and competition to formulate a business strategy. It will observe marketing on a worldwide scale to meet global objectives through an understanding of opportunities, similarities, and differences. In addition, the reality facing the marketing manager as foreign markets open and new markets are ready to be entered is discussed.

IB 4404 International Finance

3 Credits

Prerequisite: ENT 4403 or FIN 2404

This course studies the branch of finance that covers the dynamics of exchange rates, foreign investments, and how these affect international trade. It is the international study of individuals, businesses, and organizations and how they raise, allocate, and use monetary resources over time, taking into account the risks entailed in their projects. It provides today's financial managers with an understanding of the fundamental concepts and the tools necessary to be effective global managers.

LDR 4100 Foundations of Leadership

3 Credits

Leadership is a combination of human behavior, business skills, social functions, and group interaction. This course provides the necessary tools, concepts, and skills that are important to the role of leadership development. The student learns based on both a theoretical foundation, as well as, from learning exercises, which help personalize the subject matter. The focus of this initial course is for the learner to start developing their full potential as a leader, plus, become the type of leader others will admire and want to emulate.

LDR 4125 Leadership Communications

3 Credits

The ability to communicate effectively is probably the single most important trait a leader, supervisor, or manager can possess. This course is organized around the characteristics and concepts for developing the communication capabilities needed to be a transformational leader. The learner investigates the core communication capabilities in strategy, speaking, media, and writing skills. Plus, the learner learns how to communicate effectively with diverse audiences, understand cultural differences, conduct productive meetings, manage global teams, create and communicate visions, lead change initiatives, and foster external relationships.

LDR 4150 Leadership Theory and Practices

3 Credits

This course is organized around the characteristics and concepts governing leadership theories and practices. Leadership is a process. This process is a dynamic interaction that engages leaders, followers, and situations. The interactive nature of these three domains have become increasingly important in recent years and can help the learner to better understand the changing nature of leader-follower relationships and the increasingly greater complexity of situations leaders and followers face. The learner will focus on how good leadership makes a difference, plus, how it can be enhanced through the greater awareness of how these factors influence the leadership process.

LDR 1460 Project Management Fundamentals and Leadership

3 Credits

Projects touch our lives every day from personal and home activities, our jobs, to community functions and involvement. This course focuses on the two basic areas of project management. First, the learner is introduced to the fundamentals and principles of a project. This includes topics such as project initiation, planning, development, monitoring, controlling, and closure. Second, the learner explores the various teamwork, group dynamics, and leadership skills required to manage a project. This involves understanding team and group behavior, leadership skills, human relations, and being able to work with people.

LDR 4480 Leadership Group Dynamics

3 Credits

This course explores the group dynamics of good leadership. It requires the effective leader to be cognizant of how their group interacts and functions both individually and collectively. A good leader recognizes that many team problems are not the results of individual faults, but instead, unfilled necessary functions within their team framework. Being able to recognize and maintain these necessary functions is not hereditary, but a learned skill developed through formal training and education.

LDR 1490 Nonverbal Communications in Leadership

3 Credits

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

LDR 4470 Customer Service Management

3 Credits

This course focuses on setting customer expectations, evaluating target markets, and mapping the customer journey to maximize profits from a leadership perspective. The learner develops a leadership strategy for managing the customer life-cycle including: aligning target markets with organizational goals, developing expectations for each customer category (abandon, expand, maintain), identifying data sources for customer development, and mapping the customer journey to increase profitability. Not all customers are profitable and developing leadership strategies to assess each one's alignment with the organization is essential.

MGT 4121 Organizational Behavior

3 Credits

This course provides insight into the manner in which to explain how people act and react in organizations that employ, educate, serve, inform, heal, protect, and entertain. This is an interdisciplinary course that draws upon a wide net of professions. The course is dedicated to understanding and managing people at work that is both research and application-oriented dealing at the individual, group, and organizational level.

MGT 4124 Operations Management

3 Credits

This course will examine the activities that create value of goods or services through the transfer of inputs into outputs. It is the creation of goods and services otherwise known as production. It presents a state-of-the-art view of the activities of the operations function including a blend of topics from accounting, industrial engineering, management, management science, and statistics.

MGT 4325 Business Information Systems

3 Credits

This course is intended to help learners learn how common business goals like reducing costs, improving productivity, improving customer satisfaction and loyalty, creating competitive advantages, and streamlining supply chains are achieved by successful implementation of information systems. It focuses on information, business, technology, and the integrated set of activities used to run most organizations.

MGT 4404 Contemporary Management

3 Credits

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

MGT 4426 Total Quality Management

3 Credits

This course provides the student with a fundamental, yet, practical application of the theories and principles of total quality management from a real world perspective. In order for graduating students to compete in global markets, they must understand the basics of quality control systems. This course insures the student has an understanding of quality methods, partnering & strategic alliance skills, strategic & risk management, quality culture & leadership, customer satisfaction & retention, ISO 9000 quality systems, and Juran methods. Emphasis is also placed on the student becoming proficient at implementing these skills and tools in a total quality management environment.

MKT 4106 Advertising

3 Credits

This introductory course surveys the field of advertising and studies how it fits into society. It introduces learners to the principles and practices of contemporary advertising. We will use fundamental advertising decision processes that include strategy, goals, budgeting, messages, media, and effectiveness to explore the elements of successful advertisement, advertising promotion and tasks accomplished by media professionals.

MKT 4107 Retail Management

3 Credits

This course examines the hierarchy and management methods of product distribution from producer to consumer through the retail establishment. Retail management involves critical factors of product development, product management, and product delivery which can spell success or failure for any business. It illustrates how retail product distribution is performed from producer to consumer.

MKT 4108 Sales

3 Credits

This course provides information specific to planning, implementing, and controlling the firm's personal selling function. It involves the discussion of sales territories; management of recruitment, selection, training, and motivation of sales personnel; and the evaluation of sales performance while focusing on the customer's perceived product value and customer need satisfaction.

MKT 4400 Essentials of Marketing

3 Credits

This course is intended to expose learners to the process of building profitable customer relationships through an integrative customer-value/customer-equity framework of marketing. They will learn the intricacies of marketing, as well as how the concept of marketing is interrelated to a company's entire vision, mission, and strategic plan.

MKT 4409 Consumer Behavior

3 Credits

This course provides an in-depth look at consumers as individuals, decision makers, and members of our society and will examine the reason consumers behave the way they do. It will look at the thought process that precedes these actions as it introduces the applied science of consumer behavior.

MKT 4410 Brand Management

3 Credits

This course is intended to illustrate the importance of branding and brand management to the success of a product or company. Learners will learn how to design a marketing plan that fully utilizes the company's resources to gain and maintain a market share. Today's business world demands knowledge of strategic brand management, which in turn, leads to success in marketing.

MKT 4416 Internet Marketing

3 Credits

Prerequisite: MKT 4400

This course examines the foundation, operation, and implications of Internet marketing and studies the culture and demographics of the Internet and explores online business strategies. It focuses on a comprehension of Internet marketing principles and concepts, the hardware and software tools necessary for Internet commerce, and emphasizes the development of advanced Internet marketing skills. Included in the course is a review of how the Internet should and can impact marketing strategy.

MKT 4420 Marketing Management

3 Credits

Prerequisite: MKT 2400

This course is intended to present a strategic and integrative perspective about marketing that goes beyond the basic explanation of terms and concepts. It discusses how the use of the Internet and information technology has influenced marketing and managers of marketing in today's competitive business world. This course appraises new marketing opportunities from product or service development to sales strategies and product mix.

BUS 4401 Small Business Management

3 Credits

This course introduces small business management and the multitudes of management skills required for successful operation. It discusses the many decisions that must be made from what type of business to launch, to what your measure of success might be, to how to keep control of inventory. It illustrates the economic and social impact of small businesses and the process and factors related to entrepreneurship.

TEC 4100 Engineering and Technology

3 Credits

The focus of systems analysis and design is for the learner to gain the skills, tools, and techniques that are fundamental to successfully develop various types of information systems. These information systems include both computer and non-computer designed formats. This course also provides the learner with the knowledge to initiate, develop, and manage systems project, plus design, structure, and implement database systems.

TEC 4110 Emerging & Strategic Technological Innovations

3 Credits

Today, and more so as we move into the future, organizations and businesses face growing problems resulting in the necessary "waves of change" generated through emerging technological innovations. This course provides the learner

with the skills to meet these “waves of change” by strategically targeting the best possible emerging technology innovations, thereby providing the best alternatives. The learner focuses on how this new generation of change will force industries to strategically identify new and better technologies to compete and survive in the future global environment. Also, the engineering technology learner will explore how to become an effective strategic manager, thereby allowing them to identify the necessary emerging technological innovations for problem resolution.

TEC 4120 Alternative Energy Solutions and Systems

3 Credits

This course provides the learner with alternative energy solutions and systems for both present and future consideration. As we continue to deplete our fossil fuel reserves at an alarming rate, alternative energy solutions and systems will become paramount. This course discusses possible energy strategies the learner may consider as alternative or supplemental solutions to fossil fueled systems. Today’s learners studying alternative energy protocols will be the engineering technicians and technologists implementing these solutions and systems in the future.

TEC 4430 Systems Analysis and Design

3 Credits

Prerequisite: TEC 4100

The focus of systems analysis and design is for the learner to gain the skills, tools, and techniques that are fundamental to successfully develop various types of information systems. These information systems include both computer and non-computer designed formats. This course also provides the learner with the knowledge to initiate, develop, and manage systems projects, plus, design, structure, and implement database systems.

TEC 4440 Information and Technology Security

3 Credits

Prerequisite: TEC 2100

This course focuses on how to secure information and technology today and in the future. Learners will explore how to prevent recurring criminal threats and events, such as virus and worm attacks. They also learn how to handle criminal attackers that exploit the weaknesses of information technologies by providing heightened security for those systems. By obtaining a correct mix of skills and knowledge to anticipate unwanted criminal attacks on information and technology, today’s learners will become tomorrow’s security practitioners and professionals.

TEC 4450 eBusiness Strategies and Technology

3 Credits

Prerequisite: TEC 4100

This course familiarizes the learner with the concepts of e-Business strategies and how technology impacts this new and emerging business discipline. The learner explores how the journey in e-Business can never be completed, due to the new and relentless evolutionary role and impact of emerging technologies. Also, the learner will learn how to employ key management decision making tools required by organizations that decide to move into e-Business, plus, investigate how to implement technological processes for making these decisions a successful business undertaking.

GRADUATE COURSE DESCRIPTIONS

ACT 6515 Financial Statement Analysis

3 Credits

This course illustrates how accounting information can be used effectively and strategically. It provides a foundational understanding of generally accepted accounting principles with a traditional accounting model. Topics include using accounting information for analysis and decision-making by comparing ratios, short and long-term debt-paying ability, demand analysis and forecasting, capital budgeting, and profitability.

ACT 7530 Management Finance and Control

3 Credits

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Learners will study complex accounting rules to learn how financial information is created and applied to evaluate a firm's financial standing. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making. Learners will also develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

BUS 7300 Advanced Measurement and Statistics for Business

3 Credits

This course delves into the statistical and measurement techniques that are used to analyze, interpret, and present business data. Examples include descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression. The emphasis of this course is on selecting the optimal statistical/measurement technique and on properly interpreting the results.

BUS 7305 Ethnography of Corporate Culture

3 Credits

This course examines how ethnographic methods may be used to analyze information-based work practices and to design business systems to be sensitive to those who use them. Corporate culture is highly distributed, infrastructural, and rapidly changing, with a dramatic impact on organizational action. Corporate cultures should be studied by means of sophisticated ethnographic methods. Grounded this way, the course aims to help learners develop the judgment necessary to design, test, and evaluate business systems of the future.

BUS 7805 Doctoral Comprehensive Essay Examination

1 Credit

This course provides an opportunity to assess learners' academic competencies. Preparing for and taking the examination encourages the integration of all facets of a doctoral education. At the end of your coursework and prior to beginning your doctoral project, you must successfully complete a comprehensive essay exam. Successful completion of this exam demonstrates that the Doctor of Business Administration candidate has the knowledge and skills inherent to the degree of Doctor of Business Administration. Learners are given three opportunities to pass the examination satisfactorily to continue in the program.

CAP 8900 MBA Capstone

3 Credits

Prerequisite: Successful completion of all MBA coursework

This graduate capstone course is designed to be the culminating educational experience for the Master of Business Administration degree. It is an integrated learning opportunity that allows the learner to demonstrate a level of academic and practical knowledge relative to the skills and discipline required of an effective and efficient business

professional. As part of this course, learners take a national comprehensive exam to assess their knowledge in the subject matter covered by the program. The course also offers learners the opportunity to work on an individualized culminating project based on the learner's specific concentration and interests, to demonstrate achievement of the program learning outcomes.

ECO 6501 Economics for Organizational Management

3 Credits

This course provides a systematic, logical analysis of business decision and decision making using economic information combining elements of both micro- and macroeconomics by using real-world examples while highlighting relevant economic issues that are then explained with the appropriate economic theory. It addresses the larger economic forces that shape daily operations and long-term decisions, as well as discussing economic theory.

ECO 6601 Managerial Economics

3 Credits

This course examines basic static decision models which are used to analyze decision-making processes in economics. Topics included in this course are basic assumptions and decision analysis, linear programming and duality, risk aversion and risk bearing, Bayesian inference, and Markov decision processes.

FIN 6505 Corporate Finance

3 Credits

This course covers the theory and practical applications of finance that builds successful companies by developing win-win relationships with suppliers, excelling in customer relationship management, and providing high-quality services and products at a relatively low cost. It demonstrates the necessary skills to supply enough capital to accomplish these things and to support financial resources through capital generation, asset planning, and asset management.

FIN 6507 Lending in the Consumer and Corporate Markets

3 Credits

This course examines the consumer and corporate lending processes. Lending trends and techniques are discussed as well as the lender/customer/member relationship. This course also addresses the operational and regulatory components pertinent to consumer and corporate lending. The assessment structure will include an emphasis on case studies and problem-solving that simulates the work environment and will involve research on issues encountered daily in consumer and corporate lending.

FIN 6509 Management in Banking and Financial Services

3 Credits

This course explores the basic concepts of banking and financial services. It aims to provide learners with an understanding in the areas of investments, loans, capital, liabilities, liquidity, and duration. The focus is on practices within the United States as they function within a global market economy.

FIN 6513 Investment Management

3 Credits

This course covers the theoretical and technical concepts involved in investing in marketable securities. A framework for making intelligent investment decisions and achieving successful investment results is developed through a global outlook. It covers major issues of concern to all investors including risk-return trade off, modern portfolio theory with efficient diversification, asset allocation, futures, options, and other derivative security markets.

FIN 6514 Financial Institutions

3 Credits

This course takes an innovative approach in focusing on managing return and risk in financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN 6516 Capital Markets

3 Credits

This course studies the collection of markets, institutions, laws, regulations, and techniques through which bonds, stocks, and other securities are traded, interest rates are determined, and financial services are produced and delivered worldwide. It explains the mechanisms by which financial assets are created, valued, and traded, and the critical importance of public and private information in determining the value of a financial assets to link the financial and non-financial markets in the global economy.

FIN 6518 Behavioral Corporate Finance

3 Credits

Prerequisite: FIN 6505

The Behavioral Corporate Finance course explains how psychology impacts the decisions and judgments of corporate managers regarding valuation, capital budgeting, real options, capital structure, payouts, corporate governance, and mergers and acquisitions. The main psychological phenomena are heuristics and biases, framing effects, and affect. Behavioral Corporate Finance identifies the key psychological obstacles to value maximizing behavior, along with steps that managers can take to mitigate the effects of these obstacles. The main goal of the course is to help learners learn how to put the traditional tools of corporate finance to their best use and mitigate the effects of psychological obstacles that reduce value.

HCA 6800 Healthcare Administration

3 Credits

This course focuses on providing the learner with a systematic understanding of 21st century healthcare leadership and administrative skills. Learners review new healthcare leadership skills relative to complex systems, the inter-relationships among key stakeholders in the industry, cultural diversity, creative and intuitive problem-solving techniques, and corporate governance. Administrative topics concerning healing spaces and environments, culturally driven designs, "going green," and innovative facility layouts are also covered.

HCA 6802 Healthcare Compliance, Law, and Ethics

3 Credits

This course focuses on providing the learner with the skills relative to healthcare compliance, the law, and ethics. Learners will learn how to develop, promote, and adhere to compliance, regulations, and policies. They will also learn how to assist healthcare information professionals to guide their departments and organizations to ethically and legally obtain optimal reimbursement, plus, develop systems for all aspects in protecting their patients, facilities, professional staff, and employees.

HCA 6804 Healthcare Economics

3 Credits

This course explores the healthcare profession from an economic and decision-making perspective as this industry continues to grow in size; both in dollars and relative to overall economic activity in the United States. Learners will explore areas of cost-effectiveness analysis, game theory, supply and demand factors impacting medical care, and staffing issues. In addition, the impacts of medical malpractice, regulations, technologies, HMOs, Medicaid, insurance providers, and types of intervention are also discussed relative to improving the learner's skills in the medical profession.

HCA 6806 Managing Epidemiology

3 Credits

This course focuses on providing the learner with a challenging and focused understanding of epidemiology. The learner is introduced to both descriptive and analytic epidemiology. Relative to descriptive epidemiology, the learner will explore the characteristics and concepts that impact public health issues, states, and events. Concerning analytic epidemiology, learners will discover and quantify health associated diseases, learn to test hypotheses, and identify the causes of health-related diseases and illnesses.

HCA 6810 Healthcare Informatics

3 Credits

This course provides the learner with the fundamentals of healthcare delivery systems, health information management, and health information systems based on the core competencies as defined by the American Health Information Management Association, or AHIMA, relative to what learners need to know to be knowledgeable in healthcare informatics. The learner explores delivery fundamentals, accreditation, regulations, electronic records, coding, and reimbursement. They also learn the importance of healthcare transactions, billing, health statistics, research, and decision-making processes.

HCA 6812 Quality Control in Healthcare

3 Credits

This course explores the healthcare industry's need to reduce costs and improve quality. Healthcare delivery systems face a similar crisis, as did the U.S. automobile industry many years ago; as healthcare consumers become more knowledgeable about healthcare costs and quality measurements associated with their products and services. Learners will examine performance improvement methods, process control, medical informatics, six-sigma, and statistical analysis for improving healthcare services.

HCA 6814 Cultural Diversity in Healthcare

3 Credits

This purpose of this course is to increase the learner's awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The learner is exposed to effective cultural diversity skills and tools, plus, they will exam healthcare issues and perceptions from a broad social viewpoint. Learners will investigate cultural health and illness traditions from multiple perspectives, to include American Indian, Alaska Natives, Asian, Black, Hispanic, and White populations.

HRM 6603 Human Resource Management

3 Credits

This course focuses on the understanding and management of human behavior in organizations for optimal organizational effectiveness and individual outcomes. Managing the dynamics of individual, group, and system relationships to achieve organizational goals is recognized.

HRM 6502 Compensation Issues in Human Resources Management

3 Credits

This course explores four strategic choices in managing compensation. These strategic choices include concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision-making.

HRM 6503 Labor Relations

3 Credits

This course examines the history and development of labor relations, the structure of union organizations and the process of negotiations and contract administration. The course establishes the present state of the labor movement and outlines the decision process regarding whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration.

HRM 6504 Supervisory Concepts and Practice

3 Credits

This course develops supervisory skills that can be used to improve job performance at the manager's level. It focuses on contemporary issues such as: the changing workplace, management by wandering around, employee decision making and the need for trust, and contrasting views of empowerment and decentralization. It explains the blending of practice, theory, and skills necessary for effective supervision in modern organizational settings.

HRM 6505 Effective Training and E-Learning

3 Credits

This course examines training activities in the context of organizational strategy. It illustrates the important relationship between organizational practitioners and trainers and outlines a training process model that balances the requirements of practitioners and trainers while achieving training objectives. It includes numerous examples of actual training solutions and explores the ways in which e-Learning can enhance training programs by placing employees in virtual work environments that allow them to experiment and practice without fear of failure.

IB 6512 International Economics

3 Credits

This course explains the economic foundations of international trade and investment. Topics include governmental intervention in international business, international monetary system, balance of payments analysis, the foreign exchange markets and currencies.

IB 6513 International Marketing

3 Credits

This course examines the specific issues involved in entering overseas markets and in conducting international marketing operations, as opposed to entering domestic marketing organizations. Attention is focused on problems such as identifying and evaluating opportunities in overseas markets, developing, and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in world markets.

IB 6514 Cultural Environments of International Business

3 Credits

This course studies the complexities of operating in foreign environments and managing multi-national organizational relationships. The responses to different cultural logics and objectives are compared and contrasted with domestic firms. The Multi-National Enterprise (MNE) must provide for management control, functionality, and geographic diversity over its product.

IB 6516 Global Business Strategic Management

3 Credits

This course presents a global perspective of dynamic management issues in diverse international host environments. Cross-cultural management and competitive strategies are evaluated in the context of global changes—the evolving European Union (EU), the North American Free Trade Agreement (NAFTA), and rapidly growing Asian economies—that require new management applications. Real-life business cases are used to present course material and provide learners with decisions that managers of multinational corporations.

IB 6517 International Business Law

3 Credits

This course covers the principles underlying the legal environment of global business identifying the current legal rules and regulations affecting businesses. The approach is patterned after the basic market-entry strategies of most firms as they expand into international markets: trade in goods and services, the protection and licensing of intellectual property rights, and foreign direct investments. It presents insights into new developments and trends that will greatly affect future transactions on a global scale.

IB 6518 International Financial Management

3 Credits

Prerequisite: FIN 6505

This course provides a comparative study of the institutional characteristics and internal efficiency of developed and undeveloped capital markets. The role of multilateral institutions, multinational corporations, states, and the structure of trade in the international short- and long-term capital flow. It provides the information resources to make intelligent investment decisions.

MGT 6900 Business Management

3 credits

This course is designed to provide learners without a background in business a basic understanding of the professional competencies necessary to be successful in the Master of Business Administration degree program.

MGT 6200 Professional Women in Today's Business Environment

3 Credits

This course focuses on three paramount objectives to prepare professional businesswomen to be successful in today's workplace. First, the course will conduct a thorough review of issues and concerns important to women in the workforce. Second, the course will focus on theories about gender differences and workforce discrimination, and, additionally, the legal framework to ensure equity at work. Third, the course will explore and compare issues facing women in the workforce both in the United States and internationally.

MGT 6250 Entrepreneurship: A Women's Perspective

3 Credits

This course focuses on the fundamental skills and small business knowledge that today's women entrepreneurs must possess to develop, manage, and operate a successful business in our highly competitive world. Special attention is placed on business modeling, financials, location and layout, marketing and e-commerce, franchising, and venture teams. In addition, global aspects, and next-generation issues that all women entrepreneurs must explore for success are considered and examined.

MGT 6500 Business Organization and Management

3 Credits

This course is a study of organizational culture and its influence on organizational behavior, employee attitudes, productivity, and business operations. It covers the historical evolution of management, organizational design, motivation, change management, culture, strategic planning, and critical implementation/control elements vital to successful management and strategy. Social responsibility, ethics, and globalization are also emphasized.

MGT 6506 Organizational Behavior

3 Credits

This course comprises various elements found in organizational behavior. Learners will gain a comprehensive understanding of the foundations for employee motivation and evaluate the elements related to designing organizational structures. Learners will examine the importance of organizational culture and analyze team and individual processes used in a business setting.

MGT 6507 Strategic Management

3 Credits

Prerequisite: MGT 6500

This course reviews the latest strategies in the theory and practice of strategic management. It discusses how to think about strategic management in an integrated way. Core concepts, analytical tools, and cases that showcase the important kinds of strategic challenges managers face will be analyzed.

MGT 4510 Statistical Analysis

3 Credits

This course provides an understanding of the fundamental descriptions of business data and how numerical information enables good analysis. The use of SPSS is introduced and the tutorials with examples and business applications help to identify the best ways to review descriptive business information, using the easy tools introduced and demonstrated in SPSS tutorials. Business applications cover such areas as forecasting, comparative data analysis, descriptive statistics, charts and graphs, tables, and a wide variety of bivariate techniques. Quality assessments, best decision evaluations, and other numerical tools are also explored. Along with good business applications, a wide variety of web-based support tools are used to facilitate clear understanding.

MGT 6512 Managerial Accounting for Decision Making

3 Credits

This course is a study of the use of accounting information in organizational planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business organizations. It focuses on managerial requirements for financial information and timely reports on the firm's operations to make sound managerial decisions.

MGT 6519 Ethics in Business

3 Credits

This course focuses on corporate behavior and decision making from the context of ethical and global issues, the influence of political environmental, legal, regulatory, and technological issues and the impact of diversity on organizations. Through readings and case studies, an understanding of a wide variety of workplace issues, such as discrimination, product safety, international operations, right to privacy, advertising and product safety is developed.

MGT 6529 Project Management

3 Credits

The course is organized around the project management life cycle to mirror the way a real-world project would be executed. It provides learners with essential project management concepts and ties them into the Project Management Body of Knowledge developed by the Project Management Institute. Techniques such as PERT, Gantt, and CPM for tracking the integrated nature of performance, cost and time in every project are included.

MGT 6535 Management of Change

3 Credits

This course provides a current 21st Century snapshot of the world of leadership development and organizational change. It discusses social systems that begin to reduce resistance to change and development through more employee and customer-centered programs. Organizations studied are widely recognized as among the best in organizational change and leadership development today.

MGT 6536 Cross Cultural Management

3 Credits

This course develops cross-cultural competency for meaningful human relationships for success as professionals, managers, or technicians. It explores the interaction of how ethnicity affects today's organizational structure while fashioning a post-industrial knowledge culture amidst worldwide chaos. Also emphasizes the importance of culture and its impact on human behavior and performance as it develops diversity consciousness.

MGT 6537 Management of Information Systems for Managers

3 Credits

This course describes the role of IT in management, including current professional practices and methodologies. It includes presentation of systems theory, decision theory, organizational models, types of IT, planning and IT development. The course examines the organizational philosophies that seek to bridge the gap between management of information systems and the information needs of management in making sound decisions.

MGT 7500 Organizational Development and Design

3 Credits

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

MGT 7515 Information, Organization, and Strategy

3 Credits

This course focuses on the theory and practice of leveraging and sharing information to develop more effective organizations. It presents the practice of information management within the framework of organizational information systems used in decision-making processes. Some of the topics covered include decision-making and problem-solving situations in information management, information needs and requirements, group decision-making processes, and the organization, representation, and communication of information and the associated effect on decision making.

MGT 7520 Business Research Methods

3 Credits

This course focuses on the need for business research. More specifically, it emphasizes the process of planning, acquiring, analyzing, and disseminating relevant data, information, and insights to decision makers in ways that mobilize an organization to take appropriate actions that maximize business performance.

MGT 7525 Leadership, Ethics, and Corporate Governance

3 Credits

This course covers principles and theories of leadership. Included are an in-depth presentation of the challenges of leadership, a discussion of leadership theories, and analysis of the application of various leadership theories to challenging real-world situations, with an emphasis on corporate ethics. It explains how leaders must transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It also discusses strategies for improving corporate governance.

MGT 7540 Quantitative Research Methods

3 Credits

This course focuses on advanced educational research methods. Topics covered include hypothesis testing using factorial analysis of variance, analysis of co-variance, and the general linear model.

MGT 6545 Managing, Organizing and Negotiating for Value

3 Credits

This course is about value creation. It focuses on techniques for improving the flexibility and originality of a manager's thinking and will explore approaches used by organizations to create and sustain high levels of innovation in negotiation. This course reinforces theory and research regarding effective negotiation strategies and provides a powerful framework to create value through the negotiation process.

MGT 8995 Doctoral Project I

3 Credits

Prerequisites: Successful completion of all doctoral coursework and the comprehensive examination

This course is the first course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course of study is placed on the delineation of a problem in business and a plan for conducting substantive research leading to its resolution. The course will include an emphasis on the statement of the problem, the purpose, and the scope of the study. The grade for the course is either Satisfactory or Unsatisfactory.

MGT 8996 Doctoral Project II

3 Credits

Prerequisites: MGT 8995

This course is the second course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the development of the project's literature review. The grade for the course is either Satisfactory or Unsatisfactory.

MGT 8997 Doctoral Project III

3 Credits

Prerequisites: MGT 8996

This course is the third course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the completion of the project's methodology section and the approval of the Institutional Review Board (IRB) application. The grade for the course is either Satisfactory or Unsatisfactory.

MGT 8998 Doctoral Project IV

3 Credits

Prerequisites: MGT 8997

This course is the fourth course in the doctoral project phase of the program. During the doctoral project phase, the learner develops a field-based project applying current research to solve an appropriate business problem. The main focus of this course is the collection and analysis of the data for the project. The grade for the course is either Satisfactory or Unsatisfactory.

MGT 8999 Doctoral Project V

2 Credits

Prerequisites: MGT 8998

This is the final doctoral project course in which the doctoral project manuscript is completed or readied for final rewrite. It consists of an introduction, statement of the problem, methods of analysis, findings, conclusions, and suggestions for future research. At the completion of the doctoral project, the learner presents their research in a written document and does an oral defense of the project to their Project Chair and Committee. While the focus of this course is on the formal oral presentation, it also provides the learner with time to do a final rewrite. The grade for the course is either Satisfactory or Unsatisfactory.

MIS 6510 Applied Data Analysis

3 Credits

This course will be a review of managerial and statistical data techniques used for logistics analysis, hypothesis testing, regression and correlation analysis, forecasting, data mining, and statistical analysis. Emphasis will be on analysis of business and economic data to support managerial decision-making, time series, and forecasting. The format of this course will be topic specific discussion forums and case study analysis.

MKT 6502 Marketing Management

3 Credits

This course is an in-depth examination of marketing environments and marketing activities and their impact on organizational operations in competitive business settings. The course covers both domestic and international structure of the fundamental marketing functions of product, distribution, pricing, promotion, customer relations, advertising, and production. It discusses competition, consumer behavior, new product development and market strategies.

MKT 7505 Consumer Behavior, Theory, and Analysis

3 Credits

This course introduces theoretical and substantive issues useful in understanding consumer behavior. The issues are addressed from several different viewpoints. Priority is placed on the economic, psychological, and socio-cultural factors that affect consumer behavior and the consumer decision-making process. The focus is on understanding current theoretical and methodological approaches to the various aspects of consumer behavior.

MKT 6515 Coordinating and Managing Supply Chains

3 Credits

This course explores the issues and developments in operations management with an emphasis on a manager's perspective on supply chains. The focus is on managing material and information flow across organizational boundaries, with an emphasis on the challenges of managing across both functional and firm boundaries. This course takes an integrative approach to product/information design, development, and delivery. It reviews the fundamentals, logistics, operational execution, and incentive alignment of supply-chain management.

PM 6900 Project Management Concepts and Essentials

3 Credits

This course is organized around the various concepts and essentials discussed in the Project Management Body of Knowledge (PMBOK), developed by the Project Management Institute (PMI). In addition, it helps to prepare the learner to take the PMP and CAPM certification exams through the PMI. Special attention is given to the triple constraints of project planning or scope, project budgeting, and project scheduling. Also, the importance of allocating resources is discussed, as are the proper methods for monitoring, controlling, and evaluating project tasks and deliverables.

PM 6901 Project Management Strategic Design

3 Credits

Prerequisite: PM 6900

This course explores the principal means by which operational and strategic changes are managed in contemporary organizations for both profit and not-for-profit enterprises. The course objectives illustrate the importance of project management as to its proper role and position in strategic management.

PM 6902 Project Management Organization

3 Credits

Prerequisite: PM 6901

This course is designed around the various organizational and managerial responsibilities and skills required for effective project management. The learner is introduced to the concepts composing organizational structures and the paramount importance of obtaining skilled staff and team members from the parent organization. The learner also explores the topics of managing conflict and interfacing with organizational executives and stakeholders to obtain their project objectives. Other areas discussed include managing the network, organizational scheduling, determining project variables, and identifying and implementing special organizational skills to accomplish project tasks and objectives.

PM 6903 Project Management Integration

3 Credits

Prerequisite: PM 6902

This course is based on the project management concept of integration. The learner is exposed to the integration concepts that include the characteristics of unification, consolidation, articulation, and integrative actions that are crucial to project completion, successfully meeting the customer and other stakeholder requirements and managing expectations. The learner also reviews the different methodologies for applying the various project management knowledge areas, skills, and processes in different orders and degrees of rigor to achieve desired project performance. Also discussed are the integrative protocols that every project manager and their project team must address for every process and the level of implementation required for each of these processes to accomplish the project objectives.

PM 6910 Project Management Capstone

3 Credits

Prerequisite: Successful completion of all PM courses.

The Project Management Capstone course provides the learner with an opportunity to demonstrate they have achieved an acceptable level of academic and practical knowledge relative to the skills and discipline required for effective and efficient project management. The Capstone Project topic selection protocol is individualized based on the specific interests, professional requirements, and organizational latitude provided the learner.

SLDR 6600 Essential Concepts for Strategic Management and Leadership

3 Credits

This course provides the learner with the essential 21st Century strategic management and leadership skills to gain a competitive advantage through an analytic approach to leadership and the development of strong management principles. In addition, the learner explores the basic competitive advantage skills involved with charting a strategic vision, evaluating their external and internal environments, allocating necessary resources, developing corporate leadership strategies, projecting social responsibility, and understanding how to implement and maintain strategic execution.

SLDR 6601 Role of Leadership in Strategic Management Communications

3 Credits

This course demonstrates to the learner how various business components are interrelated from a communications perspective. It stresses the importance of communication as an effective approach that is applicable to all strategic leadership situations, regardless of the discipline, careers, or organizational levels. Emphasis is placed on strategy management formulation in making clear distinctions between the strategic and tactical elements of communication. Additionally, learners will explore leadership theory and application on how it meets the needs and requirements of their key audience from a strategic management perspective.

SLDR 6602 Effective Human Relations Skills for Leaders

3 Credits

This course provides the learner with the latest workforce developments, global trends, and technologies that influence human relations for effective strategic leadership. Topics of emerging importance, such as expanding coverage of generational differences and changing issues women and men face in today's workplace environment are explored. In addition, a strategic approach to goal setting, root causes of negative attitudes, importance of "personal branding" and social media in the job market, emotional intelligence, counseling skills, and positive psychology are all investigated.

SLDR 6603 Leadership for Promoting Strategic Corporate Social Responsibility

3 Credits

This course provides information on how strategic leaders promote corporate social responsibility (CSR), which moves beyond the past concepts and skills of corporate culture. Two distinct approaches to CSR that today's progressive leaders must possess are values-based and systems-based knowledge and skills. The role and implementation of both approaches are explored in this course, while considering both the positive and negative impacts on corporate and external stakeholders, social and globalization effects, and the creation of sustainable value.

SLDR 6604 Conflict Management Strategies and Resolution

3 Credits

This course provides the learner with the skills and knowledge that managers, leaders, and executives need to successfully predict and resolve conflicts in their organizations and the external environment. Information on alternative dispute resolutions, mediation, arbitration, and conflict assessments are reviewed to demonstrate how proper implementation can lead to increased productivity and reduced costs associated with unresolved conflicts. In addition, resolutions to internal business disputes, such as high employee turnover rates, resolving employee disputes before they lead to litigation, formal grievances, and the design and application of conflict management systems are explored.

SLDR 6605 Leadership Strategies for Developing High Performance Teams

3 Credits

This course provides the learner with a broad-based view on leadership in how to best develop high performance teams from the organization's perspective to deliver maximum benefits. This course further explores: 1) how high-performance teams work in today's real world, 2) how individual leaders function as both individuals and as part of an organization's leadership team, 3) how those teams function and develop, and 4) how through all of this the organization develops high performance teams and develops leaders for the future.

SLDR 6606 Customer Service Leadership

3 Credits

This course addresses how to develop real-world customer service leadership knowledge and skills through the investigation and evaluation of various issues associated with the 21st century customer service industry. The learner focuses on the different macro-aspects of customer service leadership that includes: the customer service profession, leadership skills for success, and building and maintaining customer relationships. In addition, the customer service concepts of valuable ideas, leadership guidance strategies for excellence, and customer perspectives and perceptions are

evaluated based on information obtained from real-world customer service providers. The course objectives assist learners in grasping real-world leadership situations to challenge their thinking on the problems, issues, and situations associated with today's customer service profession.

SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE

UNDERGRADUATE COURSE DESCRIPTIONS

LGL 3101 Introduction to Criminal Justice

3 Credits

This course examines the structure and procedures of the criminal justice system. By becoming familiar with pertinent legal cases, research studies and policy initiatives, the learner will gain an appreciation for the development of criminal law and the criminal justice system in the United States and recent changes and trends to the criminal justice system.

LGL 3105 Family Violence

3 Credits

It is paramount for learners to thoroughly understand the role of family violence in our society today and in the future. This course focuses on an interdisciplinary approach to this growing societal problem. Learners will explore intimate partner abuse, child abuse, treatment, intervention, and legal issues of family violence. Learners will also examine family violence from a medical and social perspective that addresses sexual harassment, stalking, and victims' rights typically not addressed in most courses.

LGL 3110 Criminal Procedure and the Court System

3 Credits

This course provides a comprehensive analysis of the operation of the criminal court system. The focus is on the rules of operation and the informal methods of accomplishing institutional goals, the formal and informal working relationships between various parties in the system, and the political context in which criminal justice is dispensed. The rules and rationales behind criminal procedural law is a major topic throughout the course.

LGL 3118 Organized Crime

3 Credits

As learners will discover in this course, the transformation of organized crime has spread far beyond our national borders, thus, becoming globalized in nature and possessing a well-developed economic interdependence. This course prepares learners by exploring various tools and skills to recognize and combat organized crime through effective technologies, communications networking, international cooperative efforts, and informational analysis.

LGL 3121 Corrections: A Comprehensive View

3 Credits

This course introduces the prison process and the evolution of institutionalized punishment. The operation of a contemporary prison system will be examined, together with the relation to the prisoners and the programs operated for their benefit.

LGL 3128 Cultural Diversity in Criminal Justice

3 Credits

This course explores the issues of race and ethnicity as they relate to crime and our criminal justice system in American political life. Learners initially investigate the broader social context of race and ethnicity in our American society. Then learners progress into the different components of our criminal justice system to learn how cultural diversity impacts the role of police, our court system, correctional facilities, influences the death penalty, and affects juveniles and minority youth in the criminal justice system.

LGL 3130 Cyber-Crime and Cyber-Terrorism

3 Credits

This course provides an overview of how digital crime and digital terrorism are framed within the network of our society. Society has become dependent on the virtual world so that it has become both a target and a gateway for both criminals and terrorists. The course will provide learners a look into what law enforcement is doing to curtail crime on the Internet and how governmental and criminal justice officials are trying to prevent the use of our own electronic infrastructure as a weapon against the American people.

LGL 3210 Ethics in Criminal Justice

3 Credits

This course focuses on ethical issues surrounding the criminal justice system. Learners explore both the philosophical material necessary to analyze ethical dilemmas, as well as the various research methodologies and current events relevant to ethics in the field of criminal justice. Learners focus on real-world examples of misconduct, ethical implications of various policy issues, white-collar crime, and modern-day terrorism.

LGL 3215 White Collar Crime

3 Credits

The term “white-collar crime” has been used to refer to a wide variety of illegal behaviors. This course will address the question of “what is white-collar crime?” and theoretical views of its causes. Many forms of white-collar crime will be explored, estimates of the extent and costs of these crimes will be discussed, along with victim and offender profiles. Legal issues, including questions of corporate and government liability, will also be reviewed. Readings will provide learners with the opportunity to consider problems associated with the enforcement of laws and administrative regulations related to white-collar crime, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders.

LGL 3221 Criminal Investigation Procedures

3 Credits

This course examines the fundamentals of investigation: crime scene search and recording of information, collection and presentation of physical evidence, sources of information, scientific aids, case preparation, and interviews and interrogation procedures.

LGL 3225 Social Psychology

3 Credits

This course focuses on the role of social psychology in explaining how emotion, motivation, and cognition can operate together to influence an individual’s thoughts, feelings, and behaviors. Learners also investigate advancements in social psychology through recent developments in neuroscience research, as well as our cultural interactions in various societal events such as politics, business, and law.

LGL 3228 Homeland Security

3 Credits

This course surveys the policies, practices, concepts, and challenges confronting criminal justice and intelligence practitioners. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and response, the National Strategy for Homeland Security, the National Infrastructure Plan, and the role of local law enforcement in homeland security activities.

LGL 3410 Research Methods in Criminology

3 Credits

This course focuses on basic research skills, while carrying learners through the various sequences of the research process. Learners will explore problem formulation, research ethics, experimental model design, data sampling and survey techniques, and logical strategic conclusions as applied to the field of criminal justice. The course also discusses the new and contemporary research topics of crime severity scales, salient factor scores, and prediction scales.

LGL 3412 Drugs and Substance Abuse

3 Credits

This course focuses on the effect of substance abuse on society and human behavior. Learners will develop a better understanding of the individual problems and social conflicts that can arise when others misuse and abuse psychoactive substances, plus, the impact on their own personal lives. Learners will explore and investigate substance abuse from the perspectives of behavioral, pharmacological, historical, social, legal, and clinical approaches.

LGL 3415 Criminal Law

3 Credits

This course provides learners with a comprehensive introduction to criminal law, which is at the heart of our criminal justice system in the United States. The course delivers a timely overview of the state of American criminal law in the global and volatile climate of our 21st Century.

LGL 3420 Applied Criminology

3 Credits

This course focuses on how scholars and criminologists analyze crime. The course allows learners to move to a deeper understanding of the importance of theory in shaping crime control policies. Learners will explore traditional and contemporary theories within a larger sociological, psychological, and historical context through the empirical status of today's major theories. Learners will also research crime control policies and their connection to criminological theory.

LGL 3510 Introduction to Forensic Psychology

3 Credits

This course focuses on the production and application of psychological knowledge and research findings for the civil and criminal justice systems. The learner will explore criminal profiling, crime scene investigations, and serial murders. Based on this applications approach, the course also investigates police psychology, legal psychology, psychology of crimes and delinquency, "victimology" and victim services, psychological assessments, mental disorders, and correctional psychology.

LGL 3511 Juvenile Justice

3 Credits

This course introduces the juvenile court system and examines how it fits in with the larger criminal justice system. It covers the major components of the juvenile justice system, including law enforcement, youth, the courts, and corrections. Complex issues facing the juvenile system are explored.

LGL 3518 Introduction to Terrorism

3 Credits

This course provides analysis of historical, current, and future acts of foreign and domestic terrorism. The course centers on defining terrorism (foreign and domestic, left and right wing, religious, and political, state and non-state), tracing the history and beginnings of modern international and domestic terrorism, critically examining the various U.S. responses to terrorist attacks, as well as evaluating and assessing how countries and peoples around the world attempt to cope with, prevent and/or respond to attacks by terrorist organizations, groups, or acts of terrorism perpetrated by nation-states and various groups.

LGL 3421 Victims and the Criminal Justice System

3 Credits

This course examines the evolving role of the victim in the criminal justice system and community at large. Throughout history, the criminal justice system has involved the criminal defendant, and the prosecuting state acting on behalf of the public; this national paradigm is changing, raising a myriad of fascinating issues that will be analyzed in this course.

LGL 3525 Administrative Office Procedures in Criminal Justice

3 Credits

This course focuses on the administrative skills required to manage and operate in today's highly technological age. Learners will understand how to apply the traditional and basic administrative tools of written and verbal communications, ethical considerations, records management, travel preparation, and financial responsibilities. However, learners are also introduced to 21st Century technology for effective presentations and visual aids, meetings and events, dynamic leadership skills, and telecommunications networking.

LGL 3531 Law Enforcement and the Community

3 Credits

This course introduces and analysis of theories, techniques, and programs involving community policing and public response. Special attention will be paid to problems of crime prevention, community-oriented problem-solving policing, police-public interaction, and public safety.

LGL 3535 Terrorism Response: Infrastructure and Risk Analysis

3 Credits

This course explores how modern societies with their interdependent social, technical, and political systems are subject to a variety of threats, vulnerabilities, and consequences. Threats range from natural hazards to accidents to terrorist attacks; vulnerabilities can be organizational, structural, or geographical; consequences include human casualties as well as economic losses. The focus of the course introduces learners to the critical infrastructure protection as outlined by the President's Commission on Critical Infrastructure Protection that includes vital assets such as agriculture and food supplies, water, information technology, energy, communications, healthcare and public health, transportation systems, banking and finance, and emergency services. Learners will explore critical infrastructure protection from a variety of perspectives including federal- and state level policy, institutional framework, and risk analysis.

CAP 3401 BSCJ Capstone

3 Credits

Prerequisite: Successful completion of all BSCJ coursework

This capstone project is the culminating endeavor of learners who earn a Bachelor of Science in Criminal Justice degree from CalSouthern. The project provides learners with the opportunity to explore a problem or issue of particular personal or professional interest in their field. It allows learners to demonstrate their ability to synthesize and apply the knowledge and skills acquired to real-world situations. The final project should affirm learners' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decision, to communicate effectively and to demonstrate mastery and application of learned skills.

GRADUATE COURSE DESCRIPTIONS

LE 6500 Organizational Leadership Communication

3 Credits

This course focuses on the principles of organizational communication both vertically and horizontally within law enforcement agencies. Understanding how a procedure should be carried out is important to the success of organizations. This concept and other managerial topics will be utilized to link prior knowledge with operational tasking success.

LE 6510 Law Enforcement Code of Ethics

3 Credits

This course identifies, contrasts, and defines ethical conduct and misconduct in criminal justice organizations through various case studies like the LAPD Rampart scandal. Learners will compare and contrast the essence of misconduct and the Christopher Commission Report. Case studies in this course will interpret qualitative and quantitative analysis review of the scandal.

LE 6520 Budgeting Development Analysis

3 Credits

This course utilizes concept maps, advanced practical exercises, and justification methods in developing organizational budgets. Various financial accounting principles are reviewed to ensure the effectiveness of an organization's budgetary process. This includes focusing on the critical aspects of developing line-item budgets. The process will review asset forfeiture, major item purchasing, and budget justification.

LE 6530 Homeland Security: Strategic Application

3 Credits

This course examines the policies, practices, concepts, and challenges confronting criminal justice and intelligence practitioners in Homeland Security. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and response, the National Strategy for Homeland Security, the National Infrastructure Plan, and the role of local law enforcement.

LE 6540 Police Management of Technology

3 Credits

This course examines use of technology within the criminal justice system. Social media and cybercrime are growing concerns in the criminal law and criminal procedure areas. Law enforcement executives should have a working knowledge of these new criminal trends and how they apply to operational procedures within the profession.

LE 6550 Police Administrative Policy Operations

3 Credits

This course provides administrative strategies in reviewing and resolving internal management areas of concern, such as review and modification of the organization's Policy Procedure Manuals. Policy and procedural analysis within criminal justice organizations is essential and it is through feasibility and research studies that this process is accomplished. This course provides hands on application in executive level reports including grant project narratives. Administrative and critical analysis regarding executive level policy development is the key to an effective police organization. The application of law enforcement policies will enhance competence in executive level decisions.

LE 6560 Strategic Organizational Planning

3 Credits

This course applies principles of planning for short, medium, and long-range administrative operations. Every organization should have a roadmap to growth and development. Restructuring, reorganizing, and revitalization are key development tenants of successful organizational change. Learners receive relevant, practical, and meaningful strategic planning theories to enhance success. Analytical tools will illustrate through case studies the importance of strategic planning for all executive leaders.

LE 6570 Executive Corrections Management

3 Credits

This course explores the prison process and the evolution of institutionalized punishment. The management of a contemporary prison system is examined in relationship to the new evidenced based approach to intervention and rehabilitation programs. The theories applied on the incarceration of inmates and the critical issues of overcrowding are evaluated. The importance of the California's Public Safety Realignment program is emphasized as a key public safety concern as it applies to incarceration.

LE 6580 Contemporary Criminal Justice Trends

3 Credits

This course examines the contemporary principles, issues, and trends in the criminal justice system. Learners will study relationships, internal operations, policy differences among criminal justice agencies. The trends and issues presented from the criminal justice system require analysis and proposed solutions to these debates. This course will provide quantitative and qualitative critical thinking to provide salient remedies. The future trends in law enforcement will evolve from these current issues and principles which traverse the three components of the criminal justice system: police, courts, and corrections at all levels of government from federal to municipal organizations.

LE 6590 Administration of Police Executive Systems

3 Credits

This course will study and review Constitutional requirements, court, and legislative decisions as they impact managing criminal justice personnel, employee rights, discipline, training, and performance evaluations. Practical Exercises (PEs) will be utilized to emphasize important executive management principles and theories. Law enforcement agencies operate in divisions, sections, and bureaus. This course will provide executive operational knowledge in managing these various levels within criminal justice organizations.

LE 6600 Cultural Competency in Criminal Justice

3 Credits

This course analyzes major concepts regarding race and ethnic diversity, gender balance, and whether the glass ceiling has been broken or merely replaced. Quantitative and qualitative research reveals the data on topics like racial or bias based policing, disparity in the criminal court system and the overpopulation of minorities in the correctional system. This course will critically evaluate whether or not socialization and the evolution of true equal rights is available to all Americans.

CAP 6100 MSLEEL Capstone

3 Credits

Prerequisite: Successful completion of all MSLEEL coursework

The Master of Science in Law Enforcement Executive Leadership capstone course is designed to be a culminating educational experience. It is an integrated learning that allows learners to demonstrate they have achieved a level of academic and practical knowledge relative to the skills and discipline required of an effective and efficient professional. The project is individualized based on the learner's specific concentration and interest and provides an opportunity to demonstrate achievement of the program learning outcomes.

SCHOOL OF EDUCATION

UNDERGRADUATE COURSE DESCRIPTIONS

BUS 3413 Business Statistics

3 Credits

This course introduces the construction and use of statistical models for business management; it applies descriptive and inferential statistics to business and economic problems. Topical coverage includes summarizing data, measures of central tendency, dispersion, probability, probability distribution, normal distribution, sampling, hypothesis testing, correlation, regression, and chi-square analysis.

BUS 3414 Business Communications

3 Credits

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

ENG 1004 Undergraduate Academic Writing and Research Skills

No Credit

This is an introductory course in undergraduate college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

ENG 1006 Graduate Academic Writing and Research Skills

No Credit

This is a review course in graduate level college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

ENG 1101 English Composition I

3 Credits

This is an introductory course in college writing, emphasizing writing as a process. It focuses on generating and organizing ideas, conducting library research, developing paragraphs, and improving sentence structure; it reviews conventions of punctuation, grammar, spelling, and usage, as needed.

ENG 1102 English Composition II

3 Credits

Prerequisite: ENG 1101

This course focuses on applied writing using references, citations, and a bibliography. It includes writing a research paper. It enables the learner to develop skills of narrowing the subject, note-taking, reading for research, developing a research strategy and library research techniques.

ENG 1200 American Literature

3 Credits

This course covers selected works in American literature from the 1880's to the present. Emphasis is placed on the historical, cultural, and literary analysis of selected prose, poetry, and drama. The aim of this course is to give the learner an overview of American writers, literature, and literary trends. Upon completion, learners should be able to interpret, analyze, and respond to literary works within their historical and cultural context.

ENG 1400 Introduction to Public Speaking

3 Credits

This course introduces public speaking that offers great writing and examples, strong coverage of course topics, and practical guidelines for creating effective presentations. It introduces the emerging world of virtual meetings, vlogs, digital platforms, and e-learning with new coverage throughout that helps learners develop and deliver presentations online. This course takes advantage of the media by integrating speech video and assessment, modeling techniques, and helping learners apply their knowledge to their own speeches. Access is automatic and includes more than 200 video clips.

ENG 1406 Professional and Technical Writing

3 Credits

Prerequisite: ENG 1102

The course will prepare learners for their professional lives in scientific, technical, or public service fields by helping them organize their knowledge while exploring ways of applying it, thus developing their professional expertise. A variety of media and formats will be studied, including websites, emails, proposals, memos, and instructions.

HU 1104 The Art of Wondering

3 Credits

This is a course that teaches philosophy in a way that is as interesting as it is enlightening. By applying philosophic thinking tools to a host of original ideas gleaned from the world's foremost thinkers, it will expose learners to a wide range of perspectives and attitudes. The course nurtures analytical skills while critically engaging learners in the question of some of life's true meanings.

HU 1120 Introduction to Humanities I

3 Credits

This course is an inquiry into the study of the humanities that focuses on the concept of cultural roots. It emphasizes the learner's personal growth and takes place on three levels – historical, aesthetic, and philosophical. The course has an interdisciplinary approach to the comparative humanities, including a study of literature, philosophy, music, the visual arts, and history. The learner will develop an understanding and appreciation of cultural heritage from the beginning of time to the Renaissance.

HU 1130 Critical Thinking

3 Credits

This course examines a wide variety of deliberative processes that will enable the learner to evaluate claims and arguments in everyday life. It integrates inductive and deductive logic as it examines non-argumentative persuasion, pseudo-reasoning, and a variety of topics relevant to the task of making sound decisions and problem solving.

HU 1205 Introduction to Theater

3 Credits

This course is designed to give learners a broad-based survey of theater arts and explore the professional aspects of the theater. The focus of this course is to compare, contrast and examine the aspects of live theater including dramatic structure, theater production, history, and performance.

HU 1410 World Religions

3 Credits

This course is an introduction to the historical, geographic, mythical, ritual, psychosocial, anthropological, and doctrinal differences among the major world religions. The focus is on perspectives and practices revolving around the educational value of studying religions and encountering diversity.

HU 1421 Introduction to Humanities II

3 Credits

This course continues the learner's inquiry into the study of humanities with a focus on the concept of cultural roots. This course emphasizes the learner's personal growth and takes place on three levels – historical, aesthetic, and philosophical. The learner will understand and appreciate cultural heritage from the beginnings of modernity in the Renaissance, the seventeenth century Baroque Age, the eighteenth-century European Enlightenment, Romanticism, and the nineteenth century Industrial Revolution to the Modernist and Postmodernist movements in the twentieth and twenty-first centuries.

LDR 1490 Nonverbal Communications in Leadership

3 Credits

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

MATH 1105 Mathematics for Business

3 Credits

This course provides the learner with the opportunity to develop skills in business math transactions. The focus of this course will be on percent, discounts, markups and markdowns on retail prices, payroll, simple interest and maturity value, discount notes, and the metric system.

MATH 1110 College Mathematics

3 Credits

This course is designed to be a math course covering topics that are essential for learners in any discipline. Topics to be covered are arithmetic, measurement, data analysis, introductory algebra, and signed numbers.

MATH 1115 Pre-Calculus

3 Credits

Pre-Calculus provides the concepts and skills that should be mastered before enrollment in a college-level calculus course. Learners will study and explore the following types of mathematical functions: linear, polynomial, exponential, logarithmic, and trigonometric. In addition, learners develop problem solving and critical thinking skills.

MATH 1200 Algebra

3 Credits

This course focuses on the practical application of numeric, algebraic, and graphic techniques of algebra using equations and inequalities, graphs, polynomials, exponential and logarithmic functions, and sequences, series, and probability analysis.

MATH 1215 Calculus

3 Credits

Prerequisite: MATH 1115

Calculus has been referred to as classical math going back to Archimedes (around 225 BC) but was developed into what it is now in the late 1600's by Newton and Leibnitz. This course emphasizes skills, theory, and applications. Course topics include functions and graphs, limits and continuity, differentiation and integration of algebraic, logarithmic, and exponential functions, the mean value theorem, and antiderivatives. Graphing calculators are recommended.

MATH 1305 Statistics for the Behavioral Sciences

3 Credits

This course introduces the learner to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlation designs, analysis of variance, and data collection procedures. These topics are divided into two parts: descriptive statistics and inferential statistics.

NS 1103 Introduction to Geology

3 Credits

This course studies the physical processes and serves to introduce the geological forces at work in the environment. It covers such topics as weathering, soil, rocks, ground water, glaciers, earthquakes, mountain building and geologic time.

NS 1105 General Biology

3 Credits

This course explores the principles of cellular life, inheritance, and evolution in the context of biodiversity. Further, it investigates how plants and animals function. Ecology is also introduced as a discipline of the biological sciences, introducing such concepts as the ecosystem and biosphere as relevant to the course.

NS 1106 Health and Nutrition

3 Credits

This course gives an overview of the personal responsibility of health for a lifetime of physical, psychological, emotional, and social well-being. An important theme is prevention. It discusses the necessary skills you need, the habits you form, the choices you make, and the ways you live day by day to shape your health and your future.

NS 1107 Environmental Science

3 Credits

This course provides an overview of earth environments (physical, geological, hydrologic, atmospheric, and biological) and their interactions, modifications (use and misuse) of the physical environment, and current environmental issues. Learners will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

NS 1203 Physical Geography

3 Credits

This course examines spatial elements of the physical environment – its air, water, climate, landforms, rocks, soils, plants, ecosystems, and biomes – and how we interact with these elements. Learners are introduced to the nature and

characteristics of these elements, their distribution over the earth, and their interrelationships. It is the study of the natural world around you.

NS 1205 Introduction to Oceanography

3 Credits

Oceans cover seventy percent of the Earth's surface, regulating our climate and maintaining our atmosphere. This course is designed to introduce Oceanography by highlighting several components of the marine environment. Topics include extent of the oceans, waves, currents, and tides, plant and animal life of the sea, the nature and topography of the oceans, and the relationship between oceans and weather and climate. There will be a strong emphasis on understanding the basic ocean processes.

NS 1400 Anthropology

3 Credits

This course uses global and holistic perspectives to examine the economic, social, political, cultural, and ideological integration of society. It is the study of people of all periods beginning with the immediate ancestors of humans through their development until the present.

PSY 2300 Introduction to Psychology

3 Credits

This course introduces the major concepts, problems, and methods that psychologists use to investigate and understand the human mind. The focus of the course content is on six major topics of contemporary psychology: physiological psychology, learning, cognitive psychology, developmental psychology, abnormal/clinical psychology, and social psychology. Sociocultural and neuropsychological aspects will be explored.

SS 1102 United States Government

3 Credits

The course will present the fundamentals of the U.S. government, covering the structure and function of our political systems. An emphasis is placed on the national government, with comparisons and contrasts made to state and local government. Learners will study the foundations of democracy, the role and use of power and authority as held by different groups over time, the three branches of government, political participation, and behavior, and more.

SS 1103 United States History to 1877

3 Credits

This course examines United States history from European settlement through the Civil War. The focus of this course will be on the political and economic history of the United States. Topics to be covered will include development of American slavery, consequences of the American Revolution, industrial growth, and the Civil War.

SS 1104 United States History 1877 to Present

3 Credits

This course examines United States history from the end of the Civil War to the present. The focus will be on the central ideas and conflicts that shaped American society since the Civil War. Topics to be covered will include reconstruction; industrialization; two world wars; the Great Depression; the women's movement, civil rights; the Cold War and the political environment to the present.

SS 1107 African American History to 1877

3 Credits

This course looks at African American history from the age of discovery through the reconstruction period. This course emphasizes the events, people, and ideas that have made an historical contribution. The primary focus of this course is for learners to gain a deeper understanding of the meanings of freedom, liberty, equality, and citizenship by

understanding the experiences of African Americans and by analyzing the historical concerns. African Americans are not a separate people with a separate history but are American – this course will also look at how African Americans have shaped the U.S. political, social, and economic landscape through reconstruction.

SS 1108 African American History 1877 to Present

3 Credits

This course presents to learners the historical concerns, interests, and problems confronting African Americans from reconstruction to the present. The African American historical experience and their contributions to the United States history since 1877 are examined. This course is an interpretation of past human interactions and their consequences; it makes clear that the study of history demands imagination and critical thinking. The course provides a solid framework for understanding African American history within the context of American history.

SS 1200 Sociology

3 Credits

This course is an introduction to the systematic study of human society. It examines the nature and scope of sociology, its terminology, and concepts; includes sociological perspectives, social processes, social institutions, development of society, and characteristics of social life. Learners are introduced to the basic processes of human interaction that result in social change.

SS 1203 Cultural Geography

3 Credits

This course is an introduction to contemporary cultural geography. It is the study of the relationships among people, culture, and the environment: where and why human activities are located where they are. The focus of this course will be on the role of space, place, community, and region in relation to identity and cultural and social issues.

SS 1205 Women’s History in America

3 Credits

This course is designed to be an analysis of the role women have played throughout United States history. This course will examine broad themes including domesticity, suffrage, health, employment, race, war, and feminism, and how these broad themes have affected women’s lives in the United States. This course will move chronologically through American history focusing on the expectations and changing roles of women, and how differently history looks when viewed from a women’s perspective.

SS 1217 Cultural Anthropology

3 Credits

This course introduces the learner to the study of diverse human cultures leading to an understanding of the concept of culture and its importance to understanding human behavior. Topics include language, kinship, gender, economics, politics, ecology, and religion. The emphasis is on understanding each culture from its own point of view rather than from our own.

SS 1220 Women, Culture and Society: Study of Gender

3 Credits

This course is an introduction to the study of women and gender; it is an analysis of culture and society from a feminist perspective. The course focuses on a multi-disciplinary understanding of women’s lives and will address gender, race, class, sexuality, ability, and nationality.

UNI 1000 University Success Online

3 Credits

The purpose of this course is to familiarize the learner with the concepts required for taking courses in an online environment where all the facets of the course are completed online. This course reviews computer hardware and software components. Learners will explore the Learning Management System as well as successful study habits. Learners will practice uploading and downloading skills to complete assignments. Learners will learn how to employ decision-making and digital organization skills to implement technological processes for a successful academic undertaking.

GRADUATE COURSE DESCRIPTIONS

COU 6502 Counseling Theories and Strategies

3 credits

This course examines the historical, contemporary, legal, and ethical issues facing the professional school counselor today. Various functions of the professional school counselor and the skills necessary to meet the needs of student populations in the academic, career, and personal/social domains within the context of a comprehensive, developmental school counseling (CDSC) program will be explored. Learners are introduced to the basic principles of working with diverse populations, school administrators, faculty, parents, and other stakeholders in elementary, middle, and high school settings. The school counselor's roles and functions of counselor, consultant, coordinator, leader, and advocate for Pre-K to 12 students will be examined.

Students will be introduced to the ASCA National Model: A Framework for School Counseling Programs.

COU 6505 Theories of Human Development for the Counseling Profession

3 credits

This course examines issues linked to the lifespan development of diverse individuals. Theory-based approaches to solving lifespan issues will be examined. This course presents a theoretical perspective of human development across the lifespan. Discussion of typical and atypical development from conception through final life stages focusing on cognitive, physical, social, and emotional development is included. Special emphases are placed on theory and research that informs our understanding of human development among diverse populations. During this course, learners will focus on the professional capacity required to work effectively and to provide leadership in work with children and adolescents within academic, social, and counseling settings. The course will include exercises in applying lifespan theory to diverse contexts, and will include examination of the contextual, environmental, biological, cultural, and individual factors that influence lifespan development.

COU 6513 Data-Informed Decision Making for School Counselors

3 credits

This course examines the types, methods, and collection processes for the aggregation and implementation of data outcomes within the field of professional school counseling. Organizational and institutional theories are examined through the lens of the school counseling profession. Alignment of Common Core Standards, and best practices for the school counseling profession are recommended, and examples are provided to guide future performance standards. Examples of effective school guidance plans are presented along with ASCA and standards-based education models to enhance the repertoire of counseling skill sets in addition to providing a working framework from which to develop researched-based counseling programs. The use of data to drive interventions in addition to evaluating effective programming is reviewed. Student action plans are introduced, and both direct and indirect measures are recommended to assess counseling programs and interventions. Finally, the process of reporting results as a school counselor is highlighted.

EDU 6500 Foundations in Education

3 credits

This course covers foundational components of education, training, curriculum and instructional design, and learning. Learners will gain a broad understanding of the social, philosophical, and historical themes that inform a current education discourse. Learners will examine key concepts, critical issues, and policies used in multiple educational settings that impact the field of education.

EDU 6503 Curriculum and Course Design

3 credits

This course examines course design models with a focus on how curriculum is informed by societal forces. Learners will become familiar with developing courses for their chosen audience and learn to communicate their course design decisions with stakeholders. Learners will design course assignments as well as develop their teaching philosophy.

EDU 6505 Curriculum and Instruction

3 credits

The course examines instructional models and their features with a focus on how curriculum promotes effective teaching and learning. Learners will gain valuable insights for building instructional strategies that nurture, develop, and broaden student learning while sustaining a culture of excellence and increased achievement.

EDU 6507 Academic and Career Advisement for Counselors

3 credits

This course focuses on career development and counseling that can be used to support and guide learners throughout the learning continuum. In this class, learners will explore the foundations of career development, strategies to work with clients, and career development practices. In addition, an exploration will be conducted to provide Learners with the tools to organize a program of career development.

EDU 6508 Strategies for Effective Teaching and Learning

3 credits

The purpose of this course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in effective teaching and learning. Learners will learn to integrate theory and practice. Learners will study accountability and high stakes testing, historical precedents, and local and federal accountability rules. Learners will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

EDU 6510 Assessment and Evaluation

3 credits

This course is designed to examine procedures for assessing and enhancing academic evaluation procedures. It explores a variety of techniques and tools used in evaluation. The focus will be on designing and evaluating assessments that are aligned with educational objectives. An overview of assessment trends is provided utilizing real-world scenarios.

EDU 6513 Contemporary Issues in Educational Leadership

3 credits

This course examines course design models with a focus on how curriculum is informed by societal forces. Learners will become familiar with developing courses for their chosen audience and learn to communicate their course design decisions with stakeholders. Learners will design course assignments as well as develop their teaching philosophy.

EDU 6514 Developing Quality Instructional Programs

3 credits

This course examines the design and implementation of effective instructional programs. Learners will examine and evaluate current programs and be able to evaluate and synthesize the building blocks of an effective program. Learners will explore and critically evaluate all aspects of a program from the initially conceived instructional goal, to the alignment of instructional strategies/practices, and the effective integration of assessment measures that reflect changes in learners' effective, academic, social, or physical outcomes. Additionally, learners in this course will analyze the appropriate use of technology as a tool to further desired learning outcomes. The need for culturally relevant

pedagogy and examined as they directly impact instructional programs and learning outcomes. Finally, future development in learning will be reviewed to become more aware of contemporary issues facing the field of education.

EDU 6515 Research in Education

3 credits

This course provides learners with the background and hands-on tools/techniques to conduct social science research in education. Learners will develop a research proposal for an original research project and provide a rationale for the selection of research designs and methods. Learners will also become familiar with ethical considerations along with current critical issues in educational research.

EDU 6516 Information Systems for Education

3 credits

This course prepares participants to become agents of change in the field of technology and change. Learners will consider how to develop grants, manage a technology budget, and provide leadership within an organization. The course will include issues to be addressed, explore roadblocks to maneuver past, and provide troubleshooting advice. Learners will use and evaluate a variety of software and hardware tools to determine which are essential to have on hand. For example, software for multimedia authoring, concept mapping, and office productivity will be explored. Likewise, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.

EDU 6517 Ethical and Legal Considerations in Counseling

3 credits

This course is intended as an introduction to the profession, the unique identity, roles, functions, and contributions of the school counselor in relation to ethical and legal concerns. Issues are explored in the context of a comprehensive counseling programs to facilitate accountability, advocacy, crisis intervention, and management. In addition, an exploration of ethical standards is provided to ensure effective practice.

EDU 6518 Design of Digital Assets for the Classroom

3 credits

This course focuses on the current state of digital assets from a multidisciplinary perspective. It will provide the basic processes of digital repositories including collection materials, scanning, managing files for preservation, quality control, and the use of digital asset management systems.

EDU 6520 Education, Culture, and Society

3 credits

This course explores issues in education, culture, and society from the perspective of critical pedagogy. It also encourages learners to critically reflect on their own theories and practices as visionary scholar-practitioners.

EDU 6523 Meeting the Diverse Needs of Learners

3 credits

In this course, learners will identify strategies to promote success for diverse student populations. The United States continues to experience increasing cultural diversity and today's educators must become proficient in reaching diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. The purpose of this course is to address the nature of cultural diversity, its sources, and its importance to educators. Learners will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

EDU 6525 Legal and Ethical Considerations in Education

3 credits

Legal and Ethical Considerations in Education presents a real-world, problem-based approach that shows leadership candidates how to apply the legal knowledge, ethical dispositions, and other skills necessary to become successful school leaders. Changes in law and society impact decision-making, with opportunities to analyze, evaluate, and synthesize legal knowledge and frameworks to begin thinking like school leaders.

HRM 6503 Labor Relations

3 credits

This course examines the history and development of labor relations, the structure of union organizations and the process of negotiations and contract administration. The course establishes the present state of the labor movement and outlines the decision process regarding whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration.

HRM 6505 Effective Training on E-Learning

3 credits

This course examines training activities in the context of organizational strategy. It illustrates the important relationship between organizational practitioners and trainers and outlines a training process model that balances the requirements of practitioners and trainers while achieving training objectives. It includes numerous examples of actual training solutions and explores the ways in which e-Learning can enhance training programs by placing employees in virtual work environments that allow them to experiment and practice without fear of failure.

MGT 6500 Business Organization and Management

3 credits

This course is a study of organizational culture and its influence on organizational behavior, employee attitudes, productivity, and business operations. It covers the historical evolution of management, organizational design, motivation, change management, culture, strategic planning, and critical implementation/control elements vital to successful management and strategy. Social responsibility, ethics, and globalization are also emphasized.

MGT 6512 Managerial Accounting for Decision Making

3 credits

This course is a study of the use of accounting information in organizational planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business organizations. It focuses on managerial requirements for financial information and timely reports on the firm's operations to make sound managerial decisions.

PM 6900 Project Management Concepts and Essentials

3 credits

This course is organized around the various concepts and essentials discussed in the Project Management Body of Knowledge (PMBOK), developed by the Project Management Institute (PMI). In addition, it helps to prepare the learner to take the PMP and CAPM certification exams through the PMI. Special attention is given to the triple constraints of project planning or scope, project budgeting, and project scheduling. Also, the importance of allocating resources is discussed, as are the proper methods for monitoring, controlling, and evaluating project tasks and deliverables.

PSY 6508 Culture and Diversity in Counseling

3 credits

This course explores diversity and social justice advocacy issues with marginalized and special populations. The focus of study is to foster awareness, compassion and understanding for effective counseling practice. Populations considered include African Americans, Latinos, Asian/Pacific Islanders, Native-Americans, and LGBTQI individuals. This course guides

learners to explore their own values, beliefs and cultural identities and connect how these personal aspects influence the therapeutic alliance.

CAP 6900 Capstone Project in Education

3 credits

The capstone course is designed to be a culmination action research experience. It is an integrated learning opportunity that allows learners to demonstrate that they have achieved a level of academic and practical knowledge relative to the skills and discipline required of educational professionals. The capstone project is individualized based on the learner's specific concentration and provides an opportunity to demonstrate achievement of the three main themes of the program: practical application, theoretical framework, and research achievement.

SCHOOL OF NURSING

UNDERGRADUATE COURSE DESCRIPTIONS

BUS 3414 Business Communications

3 Credits

This course is a detailed study and application of various types of oral and written communication used in business. The goal of this course is to teach learners to communicate in a clear, courteous, concise, and correct manner on both a personal and professional levels. It examines the role of communication in the organization. Topics include technologies that enhance communication effectiveness, international considerations, presentation and written skills, and written forms of communication.

ENG 1406 Professional and Technical Writing

3 Credits

Prerequisite: ENG 1102

The course prepares learners for their professional lives in scientific, technical, or public service fields by helping them organize their knowledge while exploring ways of applying it, thus developing their professional expertise. A variety of media and formats will be studied, including websites, emails, proposals, memos, and instructions.

LDR 4125 Leadership 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 student learns how to communicate effectively with diverse audiences, understand cultural differences, conduct productive meetings, manage global teams, create, and communicate visions, lead change initiatives, and foster external relationships.

LDR 1490 Nonverbal Communications in Leadership

3 Credits

Research studies have shown that between 65 and 93 percent of in-person communication involves nonverbal messages. It is paramount that good leaders understand how to both interpret and send the proper nonverbal cues to their listening audience. This course focuses on the important characteristics of nonverbal communications, such as the basics of nonverbal communications, how to properly send and receive nonverbal information, the impact of personal territory and space, projecting the proper physical characteristics, effective vocal cues, and the use of nonverbal communications on a daily basis.

MATH 1305 Statistics for the Behavioral Sciences

3 Credits

This course introduces the learner to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlation designs, analysis of variance and data collection procedures. These topics are divided into two parts: descriptive statistics and inferential statistics.

NS 1106 Health and Nutrition

3 Credits

This course gives an overview of the personal responsibility of health for a lifetime of physical, psychological, emotional, and social well-being. An important theme is prevention. It discusses the necessary skills you need, the habits you form, the choices you make, the ways you live day by day to shape your health and your future.

NUR 3300 Professional Nursing Role Transition

3 Credits

This course examines the professional aspects of nursing. The historical, current practice and future trends in nursing are examined as well as the professional, philosophical, educational, ethical, and legal aspects of nursing. Evidence-based practice, critical thinking and nursing informatics are also aspects that are examined. Nursing knowledge and the developing professional practice are investigated and compared to the learner's current practice.

NUR 3302 Theoretical Foundations and Professional Values in Nursing

3 Credits

This course introduces learners to nursing theory as a foundation for nursing practice and research. Theory development and utilization in all areas of nursing is examined as well as the importance of theory in professional nursing. The role of professional values in nursing practice is also reviewed.

NUR 3304 Collaborative Strategies for Nursing

3 Credits

The course examines collaborative strategies and working with interdisciplinary teams in nursing within the healthcare arena. Various areas of healthcare are explored for the importance of interdisciplinary practice and ways to enhance the team approach for patient and family care. Learners will apply strategies to improve interdisciplinary practice as well as address practice issues in ancillary services, marketing, legal and management areas.

NUR 3306 Informatics for Nursing and Healthcare

3 Credits

This course provides the learner with the fundamentals of informatics in nursing and health care. The course will emphasize the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Topics such as data mining, bioinformatics, and system development will also be explored. Learners will be able to apply principles to use of the electronic medical record and informatics principles in their practice situations.

NUR 3308 Lifespan Health Promotion in Nursing

3 Credits

This course explores the needs of individuals, families, and the community for healthcare through the lifespan. The course addresses health problems over the lifespan and the impact of illness on the family and community. Learners correlate normal growth and development with care of individuals and families throughout the lifespan while promoting healthy lifestyle strategies. There is a focus on current issues in the health care system as they relate to health promotion in populations and the need for an emphasis on health promotion, maintenance, and restoration. The need for nurses to provide care to individuals in a variety of settings throughout the lifespan is explored.

NUR 3310 Pathopharmacology

3 Credits

This course focuses on principles of normal and abnormal physiology with integrated pharmacological principles applied to health care and nursing practice. The course will emphasize the pathophysiology of selected body systems and will include pharmacological interventions used to treat those conditions. Medication safety and anticipated and unanticipated side effects of medications will also be reviewed. Learners will be able to apply the pathopharmacologic

principles as they care for more complex patients in their practice.

NUR 3312 Cultural Care in Nursing Practice

3 Credits

This course focuses on how diversity plays a central role in healthcare and how cultural values and public policy influence interactions with patients and families. A review of cultural diversity in this course will be based on the categories of religion, age, geography, language, class, race, ethnicity, gender, and sexual orientation. Learners will be able to analyze and review situations involving cultural diversity and how they can better respond to such situations in their own practice.

NUR 3314 Teaching and Learning in Nursing

3 Credits

This course provides an overview of important educational concepts for health professionals when teaching individuals or programs in nursing. The course reviews teaching and learning strategies and techniques, learner characteristics, learning styles, and the evaluation of teaching and learning of students, patients, and families. Learners will be able to apply concepts of teaching and learning to situations in their practice setting or to teaching a subject to fellow learners.

NUR 3400 Introduction to Nursing Leadership and Management

3 Credits

This course introduces the concepts of nursing leadership, management and professional development as a nurse leader. In this course, learners will explore and analyze the role of the nurse as leader and manager with a focus on improving patient and overall health care outcomes. This course will provide beginning nurse leaders with the tools to transition into a leadership role within a healthcare organization.

NUR 3402 Policy, Law and Ethics in Healthcare

3 Credits

This course presents an overview of the legal, policy and ethical issues facing nurses and other healthcare providers. It provides learners with an understanding of professional standards and issues that may arise in healthcare. The emphasis will be on the ability to analyze policy, legal and ethical issues through timely discussions and informative research along with application of these principles in practice situations.

NUR 3404 Physical Assessment

3 Credits

This course focuses on the application of critical thinking and reasoning in the assessment of the health status of individuals. The emphasis is on the systematic approach to a comprehensive health history and physical examination for differentiating normal from abnormal states. A holistic approach which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions will be used as well as inclusion of health promotion and the evaluation of special populations.

Learners will also have the ability to practice documentation of the assessment findings.

NUR 3406 Community and Population Health Nursing (Practicum)

3 Credits

This course focuses on the conceptualization of family, groups, and community as units of care. Emphasis is placed on the community assessment process and the development of strategies to assist populations throughout the lifespan. This course will look at the strategic issues underlying community and population health including utilization of community agencies and complex organizations. Learners will also explore variables such as culture and the environment as influences in providing interventions. Learners will have a practicum to apply learned community health principles during this course.

NUR 3408 Nursing Research and Evidence Based Practice

3 Credits

This course introduces evidence-based research in nursing. The focus is on results from valid studies, which are reviewed for applicable implementation into practice. Research concepts, ethical issues, methods needed for systematic investigation, introduction to data collection, analysis and interpretation and expansion of nursing knowledge are examined. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings into the practice setting and planning for the final capstone project.

NUR 3410 Quality Management in Nursing and Healthcare

3 Credits

This course examines the importance of quality patient centered care and the importance of quality in nursing education and for professional development. The critical role that nurses play in health care delivery is reviewed and the five core competencies for health professions as determined by the Institute of Medicine (IOM) are analyzed. Learners will apply the concepts that are examined within written assignments that examine applications in the clinical setting.

NUR 3412 Gerontology Nursing

3 Credits

This course provides the learner with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health, socialization, and financial and legal considerations of the aging client, as well as cultural needs and interaction with the healthcare system will be discussed. The need for multidisciplinary interaction with the aging client will be evaluated.

Learners will examine the common concerns of an aging population that they may encounter and analyze ways to address these concerns within a practice situation.

NUR 3414 Complementary and Alternative Therapies in Healthcare

3 Credits

This course examines the use of complementary and alternative medicine (CAM) by patients and families, including the social, political, and cultural issues that influence use. Learners will examine use of CAM therapies in health and illness and various practitioners that advocate or reject their use. Information on the efficacy of these methods will also be examined. Learners will also discuss the cultural basis for these therapies and a cultural approach to utilize with these patients and families.

PSY 3306 Foundations of Addictions

3 Credits

This core course is designed to introduce the fundamentals of the addictions field. Emphasis is placed on the roles and responsibilities of the addictions counselor, history and theories of addiction, current interventions techniques, an overview of various drug groups and the exploration of the prevention and treatment continuum.

PSY 3307 Physiology and Pharmacology of Substance Use

3 Credits

This course explores the physiology and pharmacology of substances of abuse and dependency and further examines the effects of psychopharmacological chemicals on human physiology. Emphasis in the course is on the identification and management of substances of abuse and dependency. Interactive work is stressed throughout the course.

CAP 3402 Nursing Capstone

3 Credits

This capstone project is the culminating endeavor of Learners who earn an undergraduate 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 theoretical and evidence-based knowledge and skills acquired to clinical or nursing situations or problems. The final project should affirm Learners' ability to think critically and creatively, to influence or solve practice problems, to make reasoned and ethical decisions, to communicate effectively and to demonstrate mastery and application of learned concepts.

GRADUATE COURSE DESCRIPTIONS

HCA 6800 Healthcare Administration

3 Credits

This course focuses on providing the learner with a systematic understanding of 21st century healthcare leadership and administrative skills. Learners review new healthcare leadership skills relative to complex systems, the inter-relationships among key stakeholders in the industry, cultural diversity, creative and intuitive problem-solving techniques, and corporate governance. Administrative topics concerning healing spaces and environments, culturally driven designs, “going green,” and innovative facility layouts are also covered.

HCA 6802 Healthcare Compliance, Law, and Ethics

3 Credits

This course focuses on providing the learner with the skills relative to healthcare compliance, the law, and ethics. Learners will learn how to develop, promote, and adhere to compliance, regulations, and policies. They will also learn how to assist healthcare information professionals to guide their departments and organizations to ethically and legally obtain optimal reimbursement, plus, develop systems for all aspects in protecting their patients, facilities, professional staff, and employees.

HCA 6804 Healthcare Economics

3 Credits

This course explores the healthcare profession from an economic and decision-making perspective as this industry continues to grow in size, both in dollars and relative to overall economic activity in the United States. Learners will explore areas of cost- effectiveness analysis, game theory, supply and demand factors impacting medical care, and staffing issues. In addition, the impacts of medical malpractice, regulations, technologies, HMOs, Medicaid, insurance provides, and types of intervention are also discussed relative to improving the student’s skills in the medical profession.

HCA 6806 Managing Epidemiology

3 Credits

This course focuses on providing the student with a challenging and focused understanding of epidemiology. The learner is introduced to both descriptive and analytic epidemiology. Relative to descriptive epidemiology, the learner will explore the characteristics and concepts that impact public health issues, states, and events. Concerning analytic epidemiology, learners will discover and quantify health associated diseases, learn to test hypotheses, and identify the causes of health-related diseases and illnesses.

HCA 6812 Quality Control in Healthcare

3 Credits

This course explores the healthcare industry’s need to reduce costs and improve quality. Healthcare delivery systems face a similar crisis, as did the U.S. automobile industry many years ago as healthcare consumers become more knowledgeable about healthcare costs and quality measurements associated with their products and services. Learners will examine performance improvement methods, process control, medical informatics, six-sigma, and statistical analysis for improving healthcare services.

HCA 6814 Cultural Diversity in Healthcare

3 Credits

This purpose of this course is to increase the learner’s awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The student is exposed to effective cultural diversity skills and tools, plus, they will exam healthcare issues and perceptions from a broad social viewpoint. Students will investigate cultural health

and illness traditions from multiple perspectives, to include American Indian, Alaska Natives, Asian, Black, Hispanic, and White populations.

MGT 6507 Strategic Management

3 Credits

This course reviews the latest strategies in the theory and practice of strategic management. It discusses how to think in an integrated way about strategic management. Features include core concepts and analytical tools and cases that showcase the important kinds of strategic challenges managers face.

MGT 6535 Management of Change

3 Credits

This course provides a current 21st Century snapshot of the world of leadership development and organizational change. It examines social systems that begin to reduce resistance to change and development through more employee and customer-centered programs. Organizations studied are widely recognized as among the best in organizational change and leadership development today.

NUR 6500 Theoretical Foundations and Current Trends in Advanced Nursing Practice

3 Credits

This course explores nursing theory as a foundation for nursing practice for the nurse engaged in more advanced practice. Theory development and utilization in all areas of nursing is examined as well as the importance of various theories in professional nursing practice. Current trends in professional nursing will also be examined regarding various aspects of the nursing role.

NUR 6502 Advanced Pathopharmacology

3 Credits

This course focuses on the application of critical thinking and clinical reasoning in the administration of medications based on patient's pathophysiology. The emphasis of the course is on distinguishing the actions and side effects of medications that are both anticipated and unanticipated applied to the pathophysiology of the disease being treated. Topics to be covered include the pathophysiology of disease, medications that affect these conditions and how lifestyle, age and culture influence medication use and the disease process. Learners will apply these concepts to patients with pathophysiologic conditions and their need for various medications for their conditions.

NUR 6504 Advanced Health Assessment

3 Credits

This course examines systematic history taking, interviewing, and other core assessment skills, as well as correct performance of the physical examination needed by learners moving into a more advanced practice nursing role. A holistic approach is used that includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions and includes health promotion and disease prevention. There is a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Learners will be able to practice history and exam techniques with virtual patients and will show mastery of skills via a video demonstration at the end of the course.

NUR 6506 Population Health and Health Promotion across Cultures

3 Credits

This course explores the sociocultural, environmental, and economic health needs of various populations, including assessment of epidemiology, worldview, and health literacy. Various aspects of health and health promotion are analyzed including the impact of infectious disease, nutrition, reproductive issues, communication, unintentional injury, disease, and aging. A review of planning and managing health promotion programs and health systems that meet global populations and cultural needs will be examined.

NUR 6508 Ethics, Policy, and Finance in the Healthcare System

3 Credits

This course presents an overview of the financial, policy and ethical issues that advanced practice nurses and other health care providers may face during their practice in the healthcare arena. It provides learners with a review of professional standards and issues that may arise in healthcare including ethical dilemmas in care, financial considerations and policy decisions that may influence the provision of healthcare across populations. The ability to analyze policy, financial and ethical decisions through timely discussions and informative research along with application of relevant policy, finance, and ethical decisions in practice situations is emphasized.

NUR 6510 Research and Analytic Approaches to Advanced Evidence-Based Practice

3 Credits

This course examines the research process and demonstrate how this systematic framework relates to evidence-based practice. Learners will develop skills in in studying and critically appraising published research as well as developing quantitative or qualitative research including the research question, review of literature, methodology and evaluation of the applicability of research findings to clinical practice. Statistical methods, including rationales for use and procedures to analyze research findings are covered. Included in the course is management of data, how to “clean” data, and how to work around missing data.

NUR 6520 Advanced Nursing Leadership

3 Credits

This course focuses on responsibilities of nurses in the leadership and management roles in the practice of professional nursing in a more advanced role. Topics covered includes clinical decision-making, technology to improve patient outcomes, and leadership and management practice in inter-professional healthcare delivery. Learners will be able to analyze various role requirements in management situations through discussion and case studies. Learners will also examine principles of leadership change, health organizations and systems, technology to improve population-based care, critical thinking principles to improve patient outcomes, clinical decision-making using evidence-based practice, and inter-professional healthcare delivery. Telehealth and the impacts of the Affordable Care Act will also be included as they impact the leadership role.

NUR 6525 Management of Issues in Healthcare

3 Credits

This course addresses the key topics in health care policy and management, presenting evidence-based views of current issues by integrating evidence to explain the current conditions and present support for needed change. Learners will be able to analyze various settings and evaluate implementation of health policy, including the impact of the Affordable Care Act, particularly on Medicare, Medicaid, and large and small group insurance markets. Topics covered will also include nursing, disease management, mental health, women’s health, children’s health, and care for the homeless.

NUR 6530 Healthcare Policy

3 Credits

This course explores the health policy process from agenda setting through policy and program evaluation. The course will include the impact of social media, economics, theory, finance and active participation on current health policy, political action and policy making. Topics covered include inter-professional practice, education, and research and the Affordable Care Act and other laws that affect the health care of consumers and the organization of the health care system.

NUR 6535 Healthcare Finance and Financial Management

3 Credits

This course explores the financial topics all nurse managers need to know and use including how financial management fits into the healthcare organization. Topics include accounting principles, cost analysis, planning and control management of the organization's financial resources, and the use of management tools as well as current issues including healthcare reform, quality financing, budgeting for performance, benchmarking and costing of nursing services.

NUR 6536 Organizational Behavior in Healthcare

3 Credits

This course provides advanced theories and techniques of organizational development focusing on information regarding the design, management, and control of organizational development programs in business. The public sector and social services organizations are summarized.

NUR 6540 Roles and Responsibilities of the Nursing Educator

3 Credits

Today's healthcare environment demands that practice be based on evidence, so the educational process should also be based on best practice and evidence. This course is designed to provide potential and current nursing faculty with the tools and knowledge they need to achieve highly successful outcomes for teaching nursing students and staff. The role of nursing faculty and not just the educational process will be discussed, including examples of best practices within nursing education. Topics included in the course cover the role of the nurse educator when using social media and informatics, different types of classrooms and student involvement, new innovations in online education and simulation education. Nurse educator competencies will also be discussed.

NUR 6542 Innovative Teaching and Learning Strategies in Nursing

3 Credits

This course explores innovative instructional methods and teaching strategies that can be utilized in nursing education. In this course, learners will develop theoretically based, teaching/learning strategies focused on individual learner needs within classroom and clinical learning environments. Different styles of learning, diversity in the classroom and critical thinking are covered as well as creative and innovative strategies and techniques with discussion on simulation in the classroom. Specific examples and suggestions for how to implement teaching strategies, how to identify types of learners as well as how to predict potential issues or challenges with each strategy are also identified. Learners discuss specific teaching-learning strategies for traditional classroom settings, the clinical arena, and through the use of technology for both web-based and virtual simulation.

NUR 6544 Foundations of Nursing Education

3 Credits

This course explores teaching and learning in nursing education including assessment and evaluation, curriculum development, using technology, teaching in simulation, learning lab and online courses, models for clinical teaching, scholarship and evidence-based education, and other components of the educator role. Relevant research to provide evidence for the concepts is presented, incorporating practical examples of the methods and strategies and theoretical and practical knowledge essential for effective teaching in nursing with a focus on technology in education.

NUR 6546 Integrating Technology into Nursing Education

3 Credits

This course examines a variety of innovative computer technologies that support the teaching-learning process in the classroom and clinical settings. Course content includes application of information technology in nursing practice and education. This course allows nurses to understand current and future trends and how to integrate technology into nursing education in order to effectively prepare students for a new, technologically driven healthcare environment. Topics include learning theories, the instructional design process, changes in higher education, and variations in learning

environment while allowing learners to formulate new teaching strategies and apply information while utilizing critical thinking.

NUR 6548 Curriculum Theory, Framework, and Design in Nursing Education

3 Credits

This course explores the theory and ideas necessary to develop an evidence-based, context-relevant, unified curriculum with a focus on the concepts of faculty development, ongoing appraisal, and scholarship. The development of evidence-based curriculum with implementation, and evaluation as well as execution are discussed along with the development, implementation, and evaluation of a curriculum offered via distance learning. Exploration of ideas around readiness for curriculum implementation, the role of faculty development, ongoing appraisal, and scholarship as core processes of curriculum work, instruction for how to design courses and brain-based learning are also explored.

NUR 6550 Evaluation Strategies and Methods for Nursing Education

3 Credits

This course examines how nursing educators can measure and evaluate the level of learning that their students have achieved and covers fundamental concepts of what constitutes reliable tools and rubrics for measuring students' classroom and clinical performance. Learners will learn how to develop a test blueprint and to assemble, administer, write, and score all types of tests and test questions, and analyze tests and test performance for both classroom and clinical evaluation. Guidelines for preventing cheating, and for conducting productive posttest discussions are also presented. Other topics covered include strategies for evaluating higher cognitive levels of learning and for evaluating written assignments with sample scoring rubrics and important social, ethical, and legal issues associated with testing and evaluation.

CAP 6902 MSN Capstone Project I

2 Credits

The MSN Capstone Project is designed to provide learners with the opportunity to develop a capstone project that demonstrates measurable proficiencies related to the program outcomes. Learners will develop a project that requires application of learning about nursing theory, population health and culture, statistics, leadership, nursing research and experiential learning from their professional experiences. During this course, learners will select a capstone topic and begin their project planning. Projects will be implemented during the elective courses and the final capstone paper and oral presentation will occur at the end of their learning in CAP 6903, MSN Capstone Project II.

CAP 6903 MSN Capstone Project II

1 Credit

Prerequisite: CAP 6902

This is the second part of the Graduate Nursing Capstone and the final course in the Master's degree course of study. Learners will have completed their capstone project and will complete and submit their capstone project paper and present an oral presentation of their capstone project in this course.

ACADEMIC & ADMINISTRATIVE POLICIES AND PROCEDURES

Academic Calendar (2023)

CalSouthern 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.

SEMESTER	8 WEEK COURSES	START DATE	END DATE
SPRING	January	1/1/2023	2/26/2023
	February	2/1/2023	3/29/2023
	March	3/1/2023	4/26/2023
	April	4/1/2023	5/27/2023
SUMMER	May	5/1/2023	6/26/2023
	June	6/1/2023	7/27/2023
	July	7/1/2023	8/26/2023
	August	8/1/2023	9/26/2023
FALL	September	9/1/2023	10/27/2023
	October	10/1/2023	11/26/2023
	November	11/1/2023	12/27/2023
	December	12/1/2023	1/26/2023

Academic Standards, Policies and Procedures

Academic Integrity

California Southern University (CalSouthern) regards academic integrity as vital to the success of its learners and to the reputation of the University as an institution of higher learning. Learners attain their educational goals and enjoy an enriched academic experience only when there is effective learning. Effective learning occurs when learners conduct their own research and are the sole authors of their work. The assessment of that learning is undermined when the originality of learners' work is questionable.

CalSouthern, therefore, expects learners to adhere to the highest standards of academic integrity in all their work.

Examples of Academic Integrity Violations

Plagiarism: The most common form of academic dishonesty is presentation of the work of another person as one's own and is referred to as "plagiarism." Plagiarism is a serious academic infraction that tarnishes everyone associated with it. Civil and criminal penalties may also apply where conduct violates U. S. copyright laws.

Cheating: The use or sharing of confidential information by any means, including quizzes/tests/exams and/or completed assignments. This includes hired and/or compensated work from another person or organization to prepare and/or complete academic work on the learner's behalf and hiring individuals or services to perform data collection and/or analyses for project or research studies.

Copy and Paste/ Patchwriting: Pieced together the work of other people, section by section or as-a-whole, and presented such copied work as their own. Per the [American Psychological Association, 2022](#), patchwriting is “when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called patchwriting. If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting.”

Direct Duplication: Copied of the work of another person and presented such copied work as their own; may include work from an article, website, book, online repository, or another student.

Paraphrasing: Paraphrased without citing or incorrectly citing the original author; did not give credit to another person's work when the ideas/facts presented were not their own.

False References: Used false references (incorporated references that are not relevant or are fictitious, to misrepresent sources).

Manipulated Assignment Submission: Manipulated an assignment to avoid detection of content that is non-original and/or similar to other sources by plagiarism software; this includes the use of Artificial Intelligence (AI) in any form.

Self-Plagiarism or Submission of Work Previously Submitted for a Grade: Learners are not permitted to use previously submitted assignment content. This includes part of a paper or excerpts from a previously graded paper for an assignment from another class. The only exception is when the course Mentor grants permission to a learner repeating the same course to submit work that was previously graded in the same class or if work from one course carries over to another course as in the Doctoral project courses. The learner must notify the current course Mentor if they are repeating the course.

Use of Aids: The use of any aid and/or resource not expressly permitted. For example, the use of calculators, notes, textbooks, electronic recordings, cell phones, the Internet, and any other aid, device, or resource that is not expressly permitted to complete an assignment or course requirement for a grade.

Acts of Dishonesty: Any misrepresentation by any means and in any situation for the purpose of altering academic standing, delaying assignment submission, misrepresenting clinical/practicum/fieldwork activities/hours, or

Facilitating academic dishonesty: This is also considered a violation of CalSouthern's Academic Integrity policy. It includes but is not limited to:

- Intentionally assisting another learner to commit an act of academic dishonesty.
- Attempting to assist another learner to commit an act of academic dishonesty.
- Not reporting another learner that is committing an act of academic dishonesty.
- While facilitating academic dishonesty may not directly benefit the facilitator, it does assist another learner in violation of the policy.

Other: Any activity, behavior, or representation to alter academic standing that a reasonable person in the discipline of study would consider dishonest or that violates the disciplines' Professional Code of Ethics.

Reporting and Resolving Charges of Plagiarism

All members of the Cal Southern community are expected to assist in maintaining the integrity of the University, which includes reporting incidents that violate this Academic Integrity Policy. Charges of plagiarism must be raised by anyone with knowledge of the incident, including but not limited to:

- Mentors
- Administrators
- Peers (other learners or co-workers)

Violations are cumulative across the program of study. If a learner is found to be in violation of the university's academic integrity policy, disciplinary actions (sanctions) include:

Minor Violation

Less than 10% of the assignment includes incorrect paraphrasing, incorrect or missing citations, or short, direct quotes that are cited without quotation marks.

- First Offense: Resubmission of the assignment within 3 calendar days with a 10-30% grade reduction and a verbal warning.
- Second Offense: Grade of zero on the assignment and written warning.
- *Third Offense: Grade of zero for the course with a written warning and referral to the AIUS Code of Conduct committee with a recommendation for final warning or dismissal from the Program/University.

Major Violation

All academic integrity violations that do not meet the definition of a minor violation are considered a major violation.

- First Offense: A failing grade on an assignment with a written warning.
- Second Offense: A failing grade for the course with a written warning.
- Third Offense: Referral to the AIUS Code of Conduct committee with a recommendation for final warning or dismissal from the Program/University.

Multiple Academic Integrity Violations

Academic integrity violations are cumulative over a learner's tenure with the University. If a pattern of academic integrity violations is confirmed, the learner will be notified by the Dean or designee and asked for an explanation.

Faculty, staff, and learners acknowledge that failure to prevent plagiarism, regardless of the cause, will result in sanctions. Learners with more than two academic integrity violations are subject to the following actions:

- Creation of a learning plan and signed Academic Integrity Acknowledgement form in collaboration with Dean or designee.
- Referral to the Code of Conduct Committee wherein a recommendation may be made for final warning or dismissal from the University.
- Review of all current and previous coursework (whether graded or ungraded; whether by a current learner or graduate) of any learner found to have engaged in plagiarism. Previous assignment and/or course grades may be adjusted to reflect violations that are identified during this review.

Right of Appeal

In cases where disciplinary action is applied, the learner shall have the right of appeal.

- The learner may appeal the disciplinary action applied by the Department Chair, if there were procedural irregularities in the process that affected the outcome, within five business days to the Dean.
- The learner may appeal the disciplinary action applied by the Dean within five business days to the Vice Provost. The decision of the Vice Provost is final and non-appealable.
- Learners may formally appeal the Code of Conduct Committee decision if there were procedural irregularities in the process that affected the outcome with submission of a written grievance to the Office of the Ombudsman in the CalSouthern at Ombudsman@CalSouthern.edu (please refer to the Grievance Procedure section of this catalog for more information).

Bulk Uploading

NOTICE: The Bulk Uploading policy will be retired in all courses that begin on or after August 1, 2023. Please refer to the Late Deductions for Assignments policy instead.

Definition of Bulk Uploading at CalSouthern

Bulk uploading exists when a learner uploads 2 or more major assignments without waiting for feedback and grading from the faculty mentor within the allotted timeframe. A major assignment in this context refers to submitted work worth more than 50 points. Discussion Forum posts are excluded.

Bulk Uploading Policy

To discourage bulk uploading and improve the learning experience, faculty mentors may implement up to a 10% penalty on each assignment that is bulk uploaded.

Learners are not penalized for late assignments, but they might (at the discretion of the faculty mentor) be penalized if they submit 2 or more major assignments without waiting for feedback and grading from the faculty mentor. The penalty is a maximum 10% of the points available for each assignment bulk uploaded.

Learners who bulk upload assignments miss the opportunity to learn from the feedback provided on each assignment submitted. The purpose of the penalty is to encourage learners to submit their coursework in a timely fashion and benefit from feedback provided by their faculty mentor on each assignment.

Attendance Policy

CalSouthern requires that, once enrolled in a term (8 weeks) or semester (two 8-week terms), a learner must make satisfactory progress (see Satisfactory Academic Progress section) toward completion of the term or semester. The learner is responsible for maintaining contact with the faculty mentor and Learner Support Services.

Late Deductions for Assignments

NOTICE: Policy is effective for all courses that begin on or after August 1, 2023.

Point deductions will be applied to late assignment submissions as outlined below.

School of Behavioral Sciences, School of Business and Management, School of Criminology and Criminal Justice, School of Education

(Includes all Assignment Types)

ASSIGNMENT SUBMITTED	% TOTAL POINTS DEDUCTED
Within 7 calendar days after the stated due date	10%
8—14 calendar days after the stated due date	20%
15—21 calendar days after the stated due date	30%
22—28 calendar days after the stated due date	40%
29—35 calendar days after the stated due date	50%
<i>Assignments submitted more than 35 days after the stated due date will not earn a grade</i>	

School of Nursing

(Does not apply to Discussion Boards*)

ASSIGNMENT SUBMITTED	% TOTAL POINTS DEDUCTED
Within 1 calendar day after the stated due date	10%
Within 2 calendar days after the stated due date	20%
Within 3 calendar days after the stated due date	30%
<i>Assignments submitted more than 3 days after the stated due date will not earn a grade</i>	

*Late Discussion posts are not permitted in the School of Nursing. Learners will receive 0 points if Discussion Board posts are not submitted by the stated due date. Discussion Board assignments are ineligible as late submissions, and for modified due dates.

NOTES

(Applies to all learners)

- No assignments, including late assignments, will be accepted after the end of the course unless an approved Incomplete/Extension has been granted. Late work penalties will not apply for work completed during the Incomplete or Extension period or for Doctoral Comprehensive Exams and Doctoral Project Courses.
- Learners may only submit one late assignment for assessment in the final week of class. Any additional assignments will not be graded.
- Should there be an extenuating circumstance(s) warranting application modification of the late policy by the faculty member to a student's situation, a communication will be sent to the faculty member by the University.
- If a learner has an extenuating circumstance* they may contact their faculty mentor to request a modified due date for an assignment. The learner must communicate to his or her faculty mentor the circumstances that prevent the submission of the assignment on the stated due date. The explanation must be communicated (in writing) to his or her faculty mentor prior to an assigned due date. Emergency notifications may occur up to 3 calendar days following an assignment due date but must be accompanied by third-party confirmation of the situation.
- Once notified, the faculty mentor will assess the matter and discuss the situation with the learner. If approved, the faculty mentor will set a realistic modified due date (i.e., per the length of time to the modified due date and relative to the original due date) for the assignment and will indicate the modified due date in the grade book feedback.
- Late assignments will be graded within 7 calendar days of the learner's submission date or prior to the end-of-session grading deadline for the course (whichever is earlier).

*An extenuating circumstance is a significant life event beyond an individual's control that has an extreme impact on their ability to meet expectations or fulfill obligations. It can refer to events such as severe illness, emergent issues requiring immediate action, natural disasters, or other unexpected, unmanageable, and critical events that negatively affect an individual. An extenuating circumstance is not the result of a lack of planning or time management, misunderstanding of course requirements or expectations, individual technology issues, miscommunication, over-commitment, or any other issue not related to a significant and severe life event. The final determination of whether an event constitutes an extenuating circumstance is made by program leadership.

Regrading Policy

In order to maximize learning, one assignment in Weeks 1-7 of an eight-week course may be revised and resubmitted once for regrading. This policy does not apply to the Comprehensive Examination or Doctoral Project courses, nor does it apply to discussion posts, Week 8 assignments, objective quizzes/tests/exams, or assignments flagged for plagiarism, which are not eligible for resubmission/regrading. Exceptions to this policy may only be made with approval of program leadership.

The following applies to a resubmitted assignment:

1. The assignment must qualify for regrading.
 - a. School of Nursing
 - i. The assignment grade must be less than or equal to a C-.
 - ii. The initial assignment must be submitted by the assignment deadline. Late assignments are not eligible for regrading.
 - b. All other Schools
 - i. Late submissions are eligible for regrading, but the late penalty policy will apply to the initial assignment as well as the resubmission.
2. Resubmission must occur within 3 calendar days of the grade posting to the gradebook. Resubmissions after that period will not be graded.

3. Resubmission must clearly address the mentor feedback provided in the initial assignment.
4. Only criteria that did not earn full points will be regraded.

Standards of Progress

The number of semester credits required for full-time, half-time, and part-time status are as follows:

Undergraduate and Graduate Levels

- Full-Time: Three semester credits per 8-week term and enrolled in six terms per calendar year for a total of 18 credits.
- Half-Time: Three credits per 8-week term and enrolled in less than six terms per calendar year for a total of 9 credits.
- Part-Time: Less than 9 credits per calendar year.

Note: For learners using VA benefits, extensions may affect Standards of Progress for Veterans Training Time and may impact VA benefit: For example, an 8-week 3 credit graduate course is equal to full-time training. The same course with one or two 30-day extensions counts as 3/4 or 1/2 training time, respectively.

Change of Academic Program Policy

Learners who wish to change their academic program of study must fill out and submit the Change of Academic Program form to Learner Support Services. Learners can change their academic program of study one time at no charge. After a learner has changed their academic program of study once, the learner will be charged a Change of Academic Program fee.

Satisfactory Academic Progress

A learner's academic progress is reviewed at the end of each semester or at the end of an approved scheduled leave of absence to ensure the learner is meeting the satisfactory academic standards as indicated below. To maintain satisfactory academic progress, a learner must maintain both of the following academic standards:

- Successful completion of a minimum of one course every 6 months; and
- Cumulative Grade Point Average (CGPA) as designated in the following chart:

Undergraduate Degree & Certificate Programs	Graduate Degrees & Certificate Programs
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; and
- Failure to maintain a grade point average meeting the requirement for graduation.

Specific conditions of the Academic Probation will be issued to the learner and maintained in the learner's official file. The probation period is specified in the official notification received by the learner. The learner will need to show progress in meeting the conditions that apply to them to be removed from probation, or face dismissal. Learners who fail to make satisfactory progress within two consecutive semesters will be dismissed from the University.

Non-Continuous Enrollment Probation

A learner will be placed on probation for failure to maintain continuous enrollment. Specific conditions of the Non-Continuous Enrollment Probation will be issued to the learner and be maintained in the learner's official file. The probation period is specified in the official notification received by the learner. The learner will need to enroll in a course within 30 days of being placed on probation and successfully start the course without cancelling or changing start dates. Learners who fail to rectify their violation of the continuous enrollment policy within specified parameters of their probation will be subject to dismissal from the university.

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 CalSouthern 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 CalSouthern or who has been dismissed or suspended must reapply to CalSouthern with a new application 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.

ADA Policy

CalSouthern 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 CalSouthern accommodation process at least two weeks in advance of their course start date. To complete the process in time, they will need to begin gathering the required documentation as soon as possible.

Learners must self-disclose their disability, request accommodation, and request a meeting with the University Disability Services Office. Learners will need to acquire the necessary documentation to receive disability accommodations.

Accommodations are provided only after the process has been completed and do not apply to courses previously taken. Courses begun at CalSouthern 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, x4272 or disabilityservices@calsouthern.edu.

Academic Advising

Academic advising at CalSouthern is an integral part of the educational experience. Learner Support Services enhances the academic experience through personalized support, facilitates a collaborative environment for learners to achieve their academic and professional goals, and promotes a standard of academic integrity and an appreciation of diversity.

The Learner Support Services department is comprised of Academic Advisors who provide guidance in planning the learner's educational program, assist in the facilitation of course registration, and help the learner understand and navigate university policies and procedures. Learner Support Services encourages and supports learners as they progress through their academic programs and provide a one-on-one approach to advising should questions or issues arise during the process.

Articulation Agreements

CalSouthern has articulation agreements for credit transfer with the following institutions:

- Saddleback College
- Copper Mountain College

Code of Conduct

The Learner Code of Conduct sets forth the standards of conduct expected of learners who choose to join the University community. This code is not exhaustive, and learners may be subject to disciplinary action for other behavior and/or activities deemed unacceptable or disruptive to the goals and mission of the university. This includes actions while at approved off-campus placements for Practicum and Internship.

Learners who violate these standards either in-person or virtually will be subject to disciplinary sanctions including, but not limited to, issuance of a warning, probation, dismissal, or permanent expulsion. Disciplinary action will be recorded permanently on a student's academic record and/or transcript.

Prohibited Conduct

- All forms of student academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, and plagiarism.
- Endangering, threatening, or causing physical harm to any member of the University community or to oneself; causing reasonable apprehension of such harm by either the intended or perceived target, or by anyone witnessing the behavior.
- Engaging in repeated contact, by any medium, that a reasonable person would understand to be unwanted including, but not limited to, intimidation, provocation, harassment, stalking, bullying, shaming, and creating a hostile learning environment. (see also Harassment)
- Use of language that a reasonable person would interpret as abusive, insulting, or degrading, as well as the use of language that a reasonable person would interpret as hostile, bullying, or threatening, as set forth above.
- Impersonation of another, using another person's identity, or furnishing materially false information, including manufacturing or possession of false identification.
- Forgery, falsification, fabrication, unauthorized alteration, or misuse of University documents, records, or identification.
- Unauthorized presence in or unauthorized use of University property, resources, or facilities.
- Unauthorized access to, disclosure of, or use of any University document, record, or identification, including but not limited to, electronic software, data, and records.
- Interfering with or disrupting University or University-sponsored activities.
- Misuse, theft, misappropriation, destruction, damage, or unauthorized use, access, or reproduction of property, data, records, equipment, or services belonging to the University or belonging to another person or entity.
- Engaging in discriminatory activities as prohibited by applicable law or University policy.
- Interfering with any University disciplinary process.

- Engaging in any illegal sexual offense, including but not limited to, sexual assault, public sexual indecency, or indecent exposure.
- Violation of any other University policy.
- Inappropriate and/or unethical conduct with clients at approved off-campus Practicum and Internship placements.
- Conduct which is illegal under federal, state, or local law.

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 needs to be changed or updated, including email, phone number and address, the learner is to immediately notify the Office of the Registrar. The University will send all written communication to the address on file.

Continuous Enrollment

Learners must maintain continuous enrollment by remaining enrolled in at least one course unless on an approved Leave of Absence. Learners are allowed a maximum of three months of leave 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 or has not been enrolled in a course for more than 30 days. It is recommended that learners follow the schedule outlined by their degree course plans to help them remain continuously enrolled.

- **Example 1: Course end date March 23.** Learner must begin their next course on April 1.
- **Example 2: Course end date March 23 with a two-month Leave of Absence.** Learner requests and is approved to take a Leave of Absence for two consecutive months. Learner must be enrolled in their next course starting the term immediately following the expiration of the Leave of Absence, which in this case would be June 1.

Learners not continuously enrolled will be placed on Non-Continuous Enrollment probation and given 30 days to start a course. If the learner does not start a course within 30 days and is not on an approved leave of absence, the learner will be subject to dismissal from the University.

Course Extensions & Incomplete Periods

Learners requesting a 30-day course extension are required to submit and pay for the extension request prior to the end of the course. Extension requests submitted after this date will be denied. Course extensions are only granted once for each registered course. Learners that do not complete the course requirements by the end of the 30-day extension may face the possible consequences of needing to repeat courses to meet the University's expected academic grade performance requirements.

Learners may request a 7-day course incomplete period at no cost as an alternative to a full 30-day extension. Learners are required to request the 7-day incomplete prior to the end of the course. The learner must also remain continuously enrolled by remaining registered in their next course for the term immediately following their current course's term end date. A learner may only take one 7-day incomplete per course. Learners that do not complete the course requirements by the end of the 7-day incomplete period may face the possible consequences of needing to repeat courses to meet the University's expected academic grade performance requirements.

Both the 30-day extension and the 7-day incomplete are measured in calendar days starting with the day after the course term end date. Learners are not allowed to utilize a 30-day course extension and a 7-day incomplete for the same course and cannot change the 7-day incomplete to a 30-day extension.

Learners using military education benefits: The CalSouthern School Certifying Official (SCO) does not report/certify extension time to the Department of Veterans Affairs. If there are questions about how extensions may affect learner benefits, please contact the CalSouthern SCO at (800) 477-2254 ext. 4250 for more information.

Course Length and Completion

Academic semesters 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, and the School of Nursing. 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.

COURSE NUMBER	COURSE LEVEL AND DESCRIPTION
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 as a master's level courses.
7000 – 8999	A doctoral level course.

Course Start Dates

A semester officially begins on the published semester term 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 review the next semester's courses by the 15th of the month prior to the previous course end date.

Add/Drop Period

CalSouthern allows learners the option to register in a course up to 10 days after the course start date. The learner is responsible for making up assignments to accommodate the time missed; all work will still be due no later than the course end date and all other policies governing coursework and assignment submission apply and will be enforced.

Learners may drop a course up to and including the 10th day after the course start date with no academic or financial penalty. Additional information is provided in the Cancellation and Refund Policies section of this catalog. For learners using military benefits, dropping a course may affect benefits.

For more information, please contact your assigned academic advisor.

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. CalSouthern 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 CalSouthern by the total number of credits completed at CalSouthern.

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, CalSouthern does not consider grade points or hours attempted for work completed at other schools in the calculation of CalSouthern's cumulative grade point average.

Diversity Policy

CalSouthern 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. CalSouthern 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.

Family Educational Rights and Privacy Act Notice

The Family Educational Rights and Privacy Act (FERPA) affords eligible learners certain rights with respect to their education records. An "eligible learner" under FERPA is a learner who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the learner's educational records within 45 days of the day CalSouthern receives a request for access. Learners should obtain a Request to Inspect and Review Education Records form to the Office of the Registrar. Once completed, it should be submitted to that office. A University official will make arrangements for access and notify the learner of the time and place where the record(s) may be inspected. Students are not entitled to inspect and review financial records of their parents. If records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. A learner who wishes to ask the school to amend a record should write to the Office of the Registrar, clearly identifying the part of the record they want changed and specify why it should be changed. If CalSouthern decides not to amend the record as requested, CalSouthern will notify the learner in writing of the decision and the learner's 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 provide written consent before CalSouthern discloses personally identifiable information from the learner's education records, except to the extent that FERPA authorizes disclosure without consent. CalSouthern discloses education records without a learner's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A University official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a learner serving on an official committee, such as a disciplinary or grievance committee. A University official also may include a volunteer or contractor outside of CalSouthern who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the institution.
 - Parental access to a learner's record will be allowed by CalSouthern without prior consent if: (1) the learner has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the learner is under 21 years old; or (2) the information is needed to protect the health or safety of the learner or other individuals in an emergency. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CalSouthern to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the learner, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the learner, FERPA regulations requires the institution to record the disclosure. Eligible learners have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the learner in the following instances:

- To other school officials, including teachers, within CalSouthern whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the learner seeks or intends to enroll, or where the learner is already enrolled if the disclosure is for purposes related to the learner's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement of compliance activity on their behalf. In connection with financial aid for which the learner has applied or which the learner has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the University has designated as "directory information" may be released at the school's discretion. CalSouthern has defined directory information as the learner's name, address(es), telephone number(s), e-mail address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs, learner IDs, and credential awarded. If a learner does not want his or her directory information to be released to third parties without the learner's consent, the learner must present such a request in writing to the Office of the Registrar within 45 days of the learner's enrollment or by such later date as the University may specify. Under no circumstance may the learner use the right to opt out to prevent the institution from disclosing that learner's name, electronic identifier, or institutional e-mail address in a class in which the learner is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the learner is an alleged perpetrator of a crime of violence or non-forcible sex offense and the learner has committed a violation of the school's rules or policies with respect to the allegation made against him or her. To parents of a learner regarding the learner's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the learner committed a disciplinary violation and the learner is under the age of twenty-one.

Grading Policies and Procedures

Learner grades for each course are due from the faculty mentors between three to seven days after the end date for a course. Grades are submitted through the CalSouthern LMS.

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:

LETTER GRADE	PERCENTAGE RANGE	GRADE POINTS
A	93.0% - 100%	4.00 grade points
A-	90.0% - 92.99%	3.66 grade points
B+	87.0% - 89.99%	3.33 grade points
B	83.0% - 86.99%	3.00 grade points
B-	80.0% - 82.99%	2.66 grade points
C+	77.0% - 79.99%	2.33 grade points
C	73.0% - 76.99%	2.00 grade points
C-	70.0% - 72.99%	1.66 grade points
D+	67.0% - 69.99%	1.33 grade points
LETTER GRADE	PERCENTAGE RANGE	GRADE POINTS
D	63.0% - 66.99%	1.00 grade points
D-	62.0% - 62.99%	0.66 grade points
F	0.0% - 61.99%	0.00 grade points

- W** Withdrawal – Learners may withdraw from a course between day 11 and up to and including day 84 for a 16-week semester and between day 11 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 10th 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. 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.

Grading Appeal Policy

Faculty mentors are responsible for the awarding of grades at CalSouthern. A learner has the right to appeal their course grade upon the awarding of the final grade. The basis for a grade appeal is limited to the following reasons: (a) violation of university policy, (b) violation of course policy, or (c) questions regarding the accuracy and/or fairness of an assessment. The learner must contact the course mentor immediately to discuss concerns about a grade. If the issue is not resolved, or if the faculty mentor does not respond within 2 calendar days, the learner can submit a written appeal. The written appeal must be submitted within 7 calendar days of the final course grade posting and must include the reason(s) for appealing the grade and provide documentation supporting the appeal (if applicable). Appeals regarding the accuracy and/or fairness of an assessment must include the page(s) in assigned readings and/or Canvas course content that supports the appeal. A decision regarding the appeal will be made within 5 calendar days of the date the appeal was submitted. Students will be notified in writing of the decision by the 6th calendar day after submission. This decision is final.

Honors at Graduation

Upon graduation, the University recognizes a learner's significant academic achievement by posting the following Honors Designations to the learner's diploma:

- *summa cum laude*: 4.0
- *magna cum laude*: 3.75 – 3.99
- *cum laude*: 3.50 – 3.74

Housing

As a 100% online distance learning institution, residency is not required for completion of programs. As such, the University does not own or have control over dormitory or housing facilities available for learners, nor does it have responsibility in finding or assisting learners in finding housing in preparation for an educational program.

Identification Card

The CalSouthern Learner Identification Card identifies learners as current members of the CalSouthern online community. Learners who register and pay for their first course are eligible to receive an ID card. Learners must submit a photo on the Online Learning Center and contact the University to receive their CalSouthern ID Card. The first card is issued free of charge to all learners and a fee for card replacement (see Fee Schedule).

Interaction

CalSouthern provides for "electronic interaction" between learners and their faculty mentors, through phone, email, discussion boards, video conferencing, and an internal messaging system to facilitate and encourage ongoing communication and interaction. By utilizing the variety of communication mediums provided, learners are able to communicate and exchange ideas directly with each other, with their faculty mentors, and with Learner Support Services and enhance their learning experience. Please be reminded that by using public communication systems including the web, emails, and the Internet learners cannot have any expectation of privacy and that communication will not be heard or read by third parties.

International Learners

CalSouthern is a 100% online institution and enrolls international students, however, we do not provide visa services or substantiate student visa status. International applicants must provide evidence of English proficiency such as having completed courses or degrees at English speaking schools, from a country where English is spoken, or with a certificate from an English as a Second Language school (if applicable). Since all instruction at CalSouthern is conducted in English, international learners must be able to converse and understand spoken and written English.

International learners are cautioned that surface mail to/from the University may take several weeks for delivery. If a learner's address does not have a United States zip code designation, CalSouthern recommends the learner request and pay for expedited shipping to have timely delivery and to enable satisfactory academic progress

Job Placement Assistance

CalSouthern does not provide job placement assistance or guarantee jobs upon graduation.

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.

Leave of Absence

The Leave of Absence policy is applicable to all officially admitted and enrolled learners at CalSouthern. A learner can obtain up to 3-month leaves of absence per calendar year upon approval by Learner Support Services. The request must be submitted in writing to Learner Support Services and must be taken between course enrollments and may not interrupt an ongoing course. In the case of a need to interrupt an ongoing semester, the learner should contact Learner Support Services for further assistance.

An extended leave of absence for up to one year may be granted for grave hardship. The same procedure for requesting a standard leave of absence must be followed for this leave and additional documentation or verification may be required.

While on a leave of absence, all tuition commitments remain in force.

Leaves of absence will not be approved for learners that are subject to disqualifications or dismissal due to academic deficiencies or disciplinary action.

Learners who decide not to return to the University must formally withdraw their registration. To do so, learners should contact Learner Support Services at least one week prior to the expiration of the leave of absence and complete a withdrawal form. At the time of withdrawal, learners are advised of the conditions under which they might resume their studies should their circumstances change and decide to return at a future date.

Learning Management System and Resources

CalSouthern is an online university committed to educational experiences and technologies assisting learners to overcome barriers, realize educational goals, and earn degrees or certificates. As a learning institution participating in the post-digital age, the University's mission of enhancing access to online educational programs enables learners to obtain an education and the technical skills and independent learning strategies vital to pursuing academic and career goals.

The University provides an online learning space utilizing Canvas, a Learning Management System (LMS) provided by Instructure (<https://www.instructure.com/canvas>), an LMS services leader. The LMS supplies materials, activities, assessments, and collaborative technologies to aid learners in developing soft skills and bodies of knowledge needed to reach academic and career goals.

All learners receive log-in information enabling them to establish an account within the LMS located at <https://calsouthern.instructure.com>. Upon entering, learners may quickly identify and access courses using Canvas's intuitive tile-based dashboard. Moreover, all learners receive an Office 365 email address to directly communicate with university representatives, mentors/instructors, and peers.

CalSouthern understands the benefits and challenges of online learning—not only does online learning enable learner achievement, but it also provides the opportunity to improve time management, research, and communication skills. Moreover, pursuing an education in an online learning space may be an advantage to working professionals unable to attend on-site classes as they could conflict with professional or family obligations. Thus, rest assured that the University wishes to provide learners, faculty, and spaces enabling a successful online learning experience.

Technical Requirements

Canvas provides the best possible learning experience, regardless of a learner's technical skills or computer system. It is intuitive, easy to use, and will accommodate almost any computer and operating system. To fully utilize CalSouthern's LMS, as well as the online tools and resources that CalSouthern offers, we recommend meeting the following minimum technical system requirements:

Hardware

- 2GHz CPU Processor or faster
- 2GB RAM or more
- 20 GB free hard drive space or more
- Monitor and video card that support resolution of 1024x768 and higher
- A webcam, microphone, speakers, or headset Software
- Windows 7 SP1 or newer
- Mac- OS X.5 or newer
- Internet Explorer 11, Microsoft Edge, Google Chrome, Safari or Firefox
- Adobe Reader
- Office365 (CalSouthern provides Office 365 suite at no charge)
- Antivirus Software Internet Bandwidth
- Minimum 1.5 Mbps download and 1 Mbps upload speed

Not Supported Equipment

- Chromebook
- Tablets
- Linux
- Microsoft Surface RT

Textbooks and Instructional Materials

The University's degree programs are textbook based. For each course, the learner receives notification through CalSouthern's messaging system

Appropriate textbooks and course syllabi are used for each course. Required texts as well as recommended texts are indicated in the course syllabus by title, author, and publisher. Learners can obtain textbooks from any source of their choice; however, CalSouthern has an agreement with an online book supplier to assist learners in acquiring text material in a timely manner. Consult the CalSouthern website for information on obtaining textbooks.

A syllabus that includes all assignments and a schedule for completing the course is provided. After the assignments are submitted, the faculty mentor, finalizes the evaluation of the work and posts the grade to Canvas.

Online Library

The mission of the Online Library is to render library support to CalSouthern'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, company reports, magazines, and newspapers.

The virtual library provides cutting edge academic research support. Research assistance is supported through the telephone, emails, webinars, user guides, and LibGuides. Additional support may be requested from the University Librarian.

Military Deployment

CalSouthern understands and acts upon the needs of its military learners. Learners need to notify CalSouthern 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 must earn a minimum grade in their courses to progress in the program. The below table lists the minimum acceptable passing grade for a course in each program in each school. A learner who earns a grade below the minimum passing grade must either repeat the course or, if an elective course, enroll in an alternate course of equal credit that will meet the degree program requirements. A learner will also repeat a course to improve a grade previously earned. Any learner who withdraws from a course will repeat that course, or (if approved by Learner Support Services) take an alternate course.

Note: For a learner to graduate from a program they must meet the minimum GPA requirements for that program which may differ from the minimum passing grades listed below.

MINIMUM PASSING GRADES FOR SCHOOLS OF BEHAVIORAL SCIENCES, BUSINESS AND MANAGEMENT, CRIMINOLOGY AND CRIMINAL JUSTICE, AND EDUCATION

PROGRAM	LETTER GRADE
Undergraduate Programs (AALS, BA, BAS, BBA, BSCJ)	D
Master's Programs (MA, MS, MBA, MEd, MSLEEL)	C-
Doctoral Programs (DBA, PsyD)	B-

MINIMUM PASSING GRADES FOR SCHOOL OF NURSING

PROGRAM	LETTER GRADE
Bachelor of Science in Nursing (BSN)	C
Master of Science in Nursing (MSN)	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.

New Learner Orientation

A learner Orientation is recommended of all learners prior to starting courses at CalSouthern. During Orientation, learners receive training on the University’s policies, procedures, Self-Service and Canvas platforms, library resources and degree program requirements. Once the learner is enrolled, the Orientation may be scheduled individually with an academic advisor or during the monthly New Learner Orientation Webinar. The goal of the Orientation is to provide learners with a seamless transition to the University and to prepare them for their educational journey.

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, MEd 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 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 PsyD must be completed in no less than 2 years nor more than 10 years from the start date.
- 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 DBA must be completed in no less than 2 years nor more than 10 years from the start date.

Minimum enrollment requirements to be completed at CalSouthern to earn a degree are as follows:

DEGREE PROGRAM	CREDITS REQUIRED
AALS	15 semester credits
BA in Psychology, BAS, BBA, BSCJ, and BSN	30 semester credits
MBA, MSLEEL, MEd and MSN	30 semester credits
MS in Psychology	36 semester credits
MA in Psychology	48 semester credits
PsyD	36 semester credits
DBA	30 semester credits

Program Start Date Changes

In the event of a mitigating circumstance when a learner is unable to begin their program on their selected start date, a learner can request a program start date change prior to the add/drop date for the selected start date (refer to the Add/Drop Period section of this catalog). The University reserves the right to cancel the learner's enrollment prior to the add/drop date if the request is not approved. All requests must be submitted in writing to Admissions@calsothern.edu.

Active/continuing learners should refer to the Add/Drop Period section of this catalog.

Grievance Procedure

(This procedure does not apply to appeals of grades.)

Internal Process

A grievance is a serious complaint that demonstrates that the learner has been or is being adversely affected by: 1) inappropriate interpretation of University policies; or 2) inappropriate response, lack of response, or decision by any person with administrative control and responsibility. A grievance is directed toward the University, not a specific person, and should be in writing per the grievance procedure published in the university catalog. Learner grievances are typically items such as administrative issues, financial issues, technical issues, faculty mentor performance, program content, program effectiveness/expectations, or library services that were not able to be resolved in an informal manner.

In the event that a learner has a grievance with CalSouthern 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, the learner should first discuss and/or attempt to resolve any grievance 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 the Office of the Ombudsman.

Step 2: Written Submission. If the Office of the Ombudsman is unable to resolve the grievance, the learner may submit their grievance in writing, via the Grievance Form, to department leadership through the Office of the Ombudsman. Department leadership will review the Grievance Form and determine a resolution. In the event that these steps do not yield a satisfactory resolution, learners may file a written appeal with the Appeals Board through the Office of the Ombudsman.

Step 3: Appeal. If the learner chooses to appeal the decision of the Department, the learner must submit his/her request to appeal the decision within 3 business days to the Office of the Ombudsman. The Ombudsman will convene the Appeals Board to review the grievance and render a decision. The learner will receive notification of the Appeal Board's decision via the Office of the Ombudsman.

The Appeals Board decision shall be final and non-appealable. However, failure to initiate a Step 3 appeal within the 3-business day period indicates that the learner accepts the Step 2 decision as final and that the matter is closed.

A learner should refer to the "Agreement to Submit to CalSouthern's Grievance Procedure" section of their Enrollment Agreement and Disclosure for important terms and conditions regarding this Grievance Procedure and other rights.

Office of the Ombudsman

The Ombudsman staff is responsible for answering learner inquiries and serving as a liaison between the learner and the University departments where communication has broken down or is not yielding resolution. If problems occur, an Ombudsman staff member initiates a resolution of such problems and guides learners through the University's Grievance Procedure. Learners may contact the Office of the Ombudsman at Ombudsman@CalSouthern.edu. The Ombudsman for CalSouthern is Brandie Riegle.

Complaints to External Agencies

If learners are unable to resolve their concerns through the internal grievance process, they may also pursue the grievance through the external regulators listed below. Although learners are encouraged to begin the process with the

Ombudsman, there is nothing which prevents the learner from submitting a complaint to these agencies before submitting the concern through the University's grievance procedure. Be advised, however, that certain agencies may require this as part of their process.

State Regulatory Agencies

State of Arizona. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the learner may file a complaint with the Arizona State Board for Private Postsecondary Education at 1740 West Adams Street, Suite 3008, Phoenix, AZ 85007, 602-542-5709, <https://ppse.az.gov/student-complaint-procedure>.

Arizona SARA Complaint Process. CalSouthern is a member of the American InterContinental University System, which is approved by NC-SARA through the Arizona SARA Council ("AZ SARA"). AZ SARA has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, and those related to learner conduct are not reviewed by AZ SARA and should not be submitted for review. Distance education learners who reside in SARA states (currently all but California) may file a complaint with AZ SARA only after the learner has first utilized the University's grievance process and the Arizona State Board for Private Postsecondary Education's complaint process. Eligible complaints may be submitted to AZ-SARA at <https://azsara.arizona.edu/complaints>.

Accrediting Agency

Complaints may be filed with the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500; Chicago, IL 60604; <https://www.hlcommission.org/Student-Resources/complaints.html>

Harassment

CalSouthern is committed to providing an educational environment free of sexual harassment. University policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation.

The University's anti-harassment policy applies to all learners, as well as to all faculty mentors, staff, and administrators involved in the operation of CalSouthern. It also prohibits harassment based on the perception that anyone has any of the above-described characteristics or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal or written conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.
- Visual displays such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis.
- Retaliation for reporting or threatening to report harassment.

Learner Support Services Department

The Learner Support Services Department augments the educational experience of learners by providing diverse learner-centered programs and services that foster leadership development in a growing global society. The resources and programs that make up the Learner Support Services Department are designed to provide essential services, many of which are vital for learner success. Our departments include Learner Support, Disability Services, and Military Advising. The Learner Support Services Department also handles and resolves learner disputes. All divisions, programs, and processes are geared toward fostering opportunities for learners to enhance and expand their educational experience.

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.

To order an official California Southern University transcript for an employer or another institution, learners must complete an online order form and pay a fee through the University's transcript provider, the National Student Clearinghouse. Learners may contact the Registrar at 800-477-2254 Ext. 4236 or email transcripts@calsouthern.edu should they encounter any problems ordering transcripts through the National Student Clearinghouse.

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, and does not accrue interest.

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.

Transfer of Credits

The transferability of credits earned at CalSouthern is at the complete discretion of an institution to which a learner may seek to transfer. Acceptance of credits, degree, or certificate earned in the educational program is also at the complete discretion of the institution to which a learner may seek to transfer. If the credits, degree, or certificate earned at this institution are not accepted at the institution to which a learner may seek to transfer, the learner may be required to repeat some or all of their coursework at that institution.

For this reason, learners should make certain that attendance at this institution will meet their educational goals. This may include contacting an institution to which they may seek to transfer after attending CalSouthern to determine if the credits or degree will transfer.

Withdrawal Policy

The learner is responsible for notifying CalSouthern of withdrawal from the University in writing by submitting a completed Withdrawal Form. Learners who wish to withdraw from their program of study should send the completed Withdrawal Form via email to registrar@calsouthern.edu or via regular mail to the Office of the Registrar.

The withdrawal is effective when the Withdrawal Form is sent. Please refer to the Cancellation and Refund Policies section of this catalog for information regarding refunds and payment due.

FINANCIAL POLICIES AND PROCEDURES

Financial Responsibility

A learner will be suspended from CalSouthern 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.

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, and deny the learner new course registration. Monthly Payment Plans are due on the first of each month. A late payment fee is billed for payments after the 15th of each month.

CANCELLATION AND REFUND POLICIES

Cancellation Policy

A learner who cancels their Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Agreement will receive a refund of all monies paid. A learner who cancels after 72 hours but prior to the learner's first day of scheduled course attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by the University or the University cancels the Agreement prior to the first day of the course attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation must be made in writing to Admissions@calsothern.edu.

New Online Undergraduate Learner

A new undergraduate learner, defined as one entering CalSouthern or an affiliated institution for the first time with less than 24 online college credits that is enrolled in a fully online program, may elect to withdraw from CalSouthern at any time during the first 21 days of the first course without incurring any tuition or fees by withdrawing from CalSouthern in accordance with these requirements. Specifically, an eligible learner intending to withdraw must submit a written notice that they are withdrawing from CalSouthern to Registrar@calsothern.edu. An eligible learner is considered conditionally enrolled during this 21-day period.

Refund Policy

After the tenth day of the term, no refunds or adjustments will be made for students who drop individual courses but are otherwise enrolled at CalSouthern. Prorated refunds are made for learners who withdraw or are withdrawn from the University if they have completed 60% or less of the term. All refunds are based on the amount due for the current courses and previous courses attempted at the time of withdrawal, not the amount the Learner has actually paid. There are no refunds when the learner completes courses or the entire program within a shorter time period. Refunds will be issued in United States dollars. When a Learner withdraws from CalSouthern, they must submit a written request to Registrar@calsothern.edu.

Timing

The cancellation or withdrawal is effective when the request is made. The University will pay any refund due under the terms of the refund policy within 45 days of receiving the written request. The learner is responsible for paying any amount due the University as a result of an underpayment.

Tax Deductions for Education Expenses

The Form 1098-T is a statement that colleges and universities are required to issue to certain students. It provides the total dollar amount paid by the student for what is referred to as qualified tuition and related expenses (or "QTRE") in a single tax year. We strongly recommend seeking professional assistance when claiming an education tax credit.

Questions concerning the 1098T can be directed to, 1098T@calsothern.edu.

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 maintains satisfactory academic progress and maintains continuous enrollment. Subsequent Enrollment Agreements will reflect the tuition in effect when the agreement is signed.

- Learners who have completed course work but have an outstanding balance will be provided with written notice of any tuitions and fees payable. All outstanding fees and tuition must be paid in full prior to enrollment in additional coursework. Repeated courses and courses taken beyond those required on the degree plan require additional tuition.

By registering, learners agree to be held responsible for all tuition and fees. Tuition and fees for all learners, including those who elect semesters or monthly payment plans, become an obligation in accordance with the provisions of the Refund Policy described above. Tuition and fees are due, in full, by the predetermined deadline. Failure to make payments of any indebtedness to the University when due, including but not limited to tuition fees and payment plan options is considered sufficient cause, until the debt is settled with the university, to (1) bar the learner from classes and examinations; (2) bar the learner from future registration until all financial obligations are satisfied; (3) suspend all University services and privileges; (4) suspend the learner; (5) assign the student to a collection agency (learners who have been assigned to an outside collection agency will be required to pay in advance for all future registrations and services); (6) report the learner to a credit bureau. This policy will be equally enforced against debts discharged through bankruptcy. Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver by the University of a learner's financial obligation. Learners are still responsible for all outstanding debts and contracts with the University. Furthermore, learners must not have any delinquent financial obligations to CalSouthern the time classes begin or their registration may be revoked.

While California Southern University, as a member of the AIU System, is part of a Title IV eligible institution offering Title IV eligible programs, CalSouthern has elected and designated some of its programs as not participating in Title IV federal financial aid programs. If a program is designated in this manner, it will be noted in its catalog description. This means learners enrolling in these designated programs may not use Federal Student Aid to help pay for them. Instead, it offers a variety of zero interest payment options for learners.

TUITION PER SEMESTER CREDIT

PROGRAMS	TUITION
Undergraduate Degree Courses and Pre-Baccalaureate Certificates (Excludes BS In Criminal Justice)	\$425
BS in Criminal Justice	\$250
Graduate Degree Courses and Post-Baccalaureate Certificates	\$545

MISCELLANEOUS FEES*

FEE TYPE	FEE AMOUNT
1L Capstone Seminar Fee	\$450
Application Fee (non-refundable)	\$75
Technology Fee (one-time-fee due at time of enrollment)	\$300

Change of Academic Program Fee	\$200
Change of Payment Plan Option Fee	\$75
Course Extension Fee	\$550
Certificate Fee	\$50
Diploma Replacement Fee	\$50
Doctoral Project Fee - Due in three installments of \$550 each prior to enrolling in Doctoral Project 1st, 3rd, and 5th project courses	\$1,650
Education and Enrollment Verification Fee	\$10
Graduation Audit Fee	\$100
Internship Fee	\$1,500
Late Payment Fee (Per payment)	\$10
Reapplication Fee	\$75
Replacement Learner Identification Card	\$20
Return Check/Declined Charge Fee (Per item)	\$35
Transcript Fee (Each official or unofficial)	\$10
Notarized Transcript Fee	\$40
Writing Seminar Fee	\$500
Student Tuition Recovery Fund (STRF)	\$2.50 per \$1,000 of institutional charges rounded to the nearest \$1,000.

***Notice:** Miscellaneous fees are non-refundable and subject to change at the discretion of the University. Some fees are program specific, and learners are encouraged to contact the Accounting Department should they have any questions regarding tuition and fees. Payments made by credit or debit card will be assessed a processing fee of 2.85% or a minimum of \$3.00, whichever is greater.

Technology Fee

The technology fee is a separate tuition fee charged to all learners for the access to technical support and services necessary for the enhanced learning experience.

Change of Payment Plan Option Fee Disclaimer

CalSouthern has a variety of Payment Plan Options to choose from at the time of enrollment. Subject to the approval of CalSouthern, learners may change their Payment Plan Option by submitting a Tuition Payment Plan Change Form to the 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 CalSouthern 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 CalSouthern.

State of California Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a

written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Grants

CalSouthern makes available a limited amount of funding each year for grants. Once it is determined that available funding is exhausted, grants will not be awarded for otherwise eligible students.

General Grant Conditions

The following conditions must be met in order to receive a CalSouthern grant:

- Candidates must apply and be accepted for admission to the University.
- CalSouthern grants are used exclusively toward academic program charges, including but not limited to tuition and fees and will be applied against outstanding, past, current or future charges at the University's discretion.
- Learners must maintain continuous enrollment during the terms in which the grant is awarded.
- Learner must be in attendance during the applicable session.
- Learner must meet University guidelines for Satisfactory Academic Progress (SAP).
- CalSouthern grants are applied as a non-refundable credit to the learner's account, and no cash payment will be awarded.
- A grant may not be combined with any other CalSouthern grant or promotion unless otherwise stated. The grant with the greatest benefit to the student will be awarded.
- If permitted, when combined with other financial assistance, grants the amount awarded cannot exceed the student's direct cost to attend school.

CalSouthern grants may not be combined with Post 9/11 GI Bill® benefits or Veteran Readiness and Employment benefits, unless otherwise noted. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

Grants are applied to the learner's account per term based on the availability of funds.

Learners who withdraw lose all current institutional grant eligibility and must reapply to be considered for future institutional grants.

Grants cannot be transferred or substituted.

Interested candidates should contact the Admissions department or, for currently enrolled learners, the Learner Accounts department for additional information.

CalSouthern Achievement Grant

In collaboration with select, participating employers, the University has established the CalSouthern Achievement Grant to assist eligible learners with the opportunity to attend the institution. To be eligible for the grant, a candidate must complete the grant acknowledgement form and must allow for verification of eligibility. Verification of eligibility may require the learner to submit documentation for proof of employment with a participating employer.

In addition to the CalSouthern General Grant Conditions, learners must also meet the following criteria:

- Learners must be employed by an employer that has entered into an agreement with CalSouthern at the time they complete the CalSouthern Achievement Grant Acknowledgment form.
- Learners selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment and must be submitted before the start of classes.
- Additional conditions may apply based on specific grant acknowledgement forms and based on specific conditions agreed upon between CalSouthern and any individual participating employer.

- The grant can be combined with Post 9/11 GI Bill® benefits.

The grant is available for degree programs specified by the University; not all programs may be eligible. All of the above conditions must be fulfilled before the grant can be disbursed.

CalSouthern Corporate Educational Alliances Grant

CalSouthern has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible learners and their immediate family members** with the opportunity to attend a degree or certificate program of study at CalSouthern. To be eligible for this grant, a candidate must be accepted for admission to the University, complete the Educational Alliances Attestation form, and allow for verification of eligibility. Verification of eligibility may require the learner to submit documentation of proof of employment with the company.

In addition to the CalSouthern General Grant Conditions, learners must also meet the following criteria:

- The grant is awarded over each applicable academic year and the grant percentage will be applied as a nonrefundable credit to the tuition accrued in the learner’s account as long as the learner remains eligible for the grant
- Qualifying learners must be an employee of a corporate educational alliance member or an employee’s immediate family member**.
- Learners (or their immediate family member**) must be employed with the educational alliance member at the time the Educational Alliances Attestation is completed.
- Learners selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment and must be submitted after employment but prior to the first day of class.
- All of the above conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and cannot be combined with any other grants, tuition reductions, or promotions.

*Grant percentages may vary by Corporate Educational Alliance (ranging anywhere from 5% - 50% of the tuition costs). Contact the Admissions Department to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse, domestic partner, life partner or dependent (natural/adopted/stepchild) children only. Siblings, cousins, etc. are not considered an immediate family member.

Veterans with Military Education Assistance

VA benefits are no longer available for learners who are new or return to the University after an absence. Policies related to benefits apply to current learners until their VA eligibility is concluded or until they leave the University.

CalSouthern is in compliance with Title 38 United States Code Section 3679(e).

All Veteran learners who are entitled to educational assistance under Chapter 31, Veteran Readiness and Employment Services (Chapter 31), 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.

VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any learners using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Chapter 33) or Veteran Readiness and Employment Services (Chapter 31) benefits, while payment to the institution is pending from the VA, this school will not:

- Prevent the learner’s enrollment;
- Assess a late penalty fee;
- Require learner secure alternative or additional funding;

- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other learners who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such learners may be required to:

- Provide evidence of VA approval (Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school) by the first day of class.
 - Note: Chapter 33 learners can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 of Eligibility. Chapter 31 learners cannot get a completed VA approval before the VA VR&E case manager issues it to the school.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Total Charges for Programs

UNDERGRADUATE DEGREES

PROGRAM OF STUDY	TOTAL CREDITS REQUIRED FOR GRADUATION (Semester Credits)	TUITION PER CREDIT HOUR	PROGRAM TUITION ¹	APP FEE ²	TECH FEE ²	GRAD AUDIT FEE ²	PROGRAM TUITION (With Fees) ²
Associate of Arts in Liberal Studies	60	\$425	\$25,500	\$75	\$300	\$100	\$25,975
Bachelor of Arts in Psychology	120	\$425	\$51,000	\$75	\$300	\$100	\$51,475

PROGRAM OF STUDY	TOTAL CREDITS REQUIRED FOR GRADUATION (Semester Credits)	TUITION PER CREDIT HOUR	PROGRAM TUITION ¹	APP FEE ²	TECH FEE ²	GRAD AUDIT FEE ²	PROGRAM TUITION (With Fees) ²
Bachelor of Business Administration	120	\$425	\$51,000	\$75	\$300	\$100	\$51,475
Bachelor of Science in Criminal Justice	120	\$250	\$30,000	\$75	\$300	\$100	\$30,475
Bachelor of Applied Science	120	\$425	\$51,000	\$75	\$300	\$100	\$51,475
Bachelor of Science in Nursing ³	60	\$395	\$23,700	\$75	\$300	\$100	\$24,2783

MASTER'S DEGREES

PROGRAM OF STUDY	TOTAL CREDITS REQUIRED FOR GRADUATION (Semester Credits)	TUITION PER CREDIT HOUR	PROGRAM TUITION ¹	APP FEE ²	TECH FEE ²	GRAD AUDIT FEE ²	PROGRAM TUITION (With Fees) ²
Master of Business Administration	36	\$545	\$19,620	\$75	\$300	\$100	\$20,095
Master of Education	36	\$545	\$19,620	\$75	\$300	\$100	\$20,095
Master of Arts in Psychology	60	\$545	\$32,700	\$75	\$300	\$100	\$33,175
Master of Science in Law Enforcement Executive Leadership	36	\$545	\$19,620	\$75	\$300	\$100	\$20,095
Master of Science in Nursing ³	36	\$545	\$19,620	\$75	\$300	\$100	\$20,1983
Master of Science in Psychology	42	\$545	\$22,890	\$75	\$300	\$100	\$23,365

DOCTORAL DEGREES

PROGRAM OF STUDY	TOTAL CREDITS REQUIRED FOR GRADUATION (Semester Credits)	TUITION PER CREDIT HOUR	PROGRAM TUITION ¹	APP FEE ²	TECH FEE ²	GRAD AUDIT FEE ²	DOCTORAL PROJECT FEE ²	PROGRAM TUITION (With Fees) ²
Doctor of Psychology	66	\$545	\$35,970	\$75	\$300	\$100	\$1,650	\$38,095
Doctor of Business Administration	60	\$545	\$32,700	\$75	\$300	\$100	\$1,650	\$34,825

CERTIFICATES

PROGRAM OF STUDY	PROGRAM LENGTH (Semester Credits)	TUITION PER CREDIT	PROGRAM TUITION ¹	APP FEE ²	TECH FEE ²	CERT FEE ²	PROGRAM TUITION (With Fees) ²
Pre-Baccalaureate Certificate Programs	9 - 27	\$425	\$3,825 - \$11,475	\$75	\$300	\$50	\$4,250 - \$11,900
Post-Baccalaureate Certificate Programs	18 - 21	\$545	\$9,810 - \$11,445	\$75	\$300	\$50	\$10,235 - \$11,870

Notes (Applicable to All Programs)

1. Tuition cost displayed above assumes a student is continuously enrolled and satisfactorily completes all program requirements for graduation. The total tuition cost may increase due to academic failure of courses and/or withdrawals and drops.
2. The Application Fee, Technology Fee, Graduation Audit Fee, Capstone Seminar Fee, Doctoral Project Fee, and Certificate Fee are one-time fees associated with each program as listed above. The program tuition does not include the cost of books. Students are responsible for purchasing textbooks and supplies required for class. Although the costs of textbooks and supplies vary by program, the average cost is \$40 - \$95 per course for graduate-level programs and \$50 - \$80 per course for undergraduate programs.
3. There is a \$103 resource fee required as part of the Physical Assessment course in the BSN program and the Advanced Health Assessment course in the MSN program.
4. This does not reflect Miscellaneous Fees, which are provided in a separate table.

CalSouthern reserves the right to make changes to tuition and fees at any time.

BOARD OF TRUSTEES

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Stanley P. Mengel, Secretary
Alton Adams
Walter Pryor
Stephanie Thurston

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Ruki Jayaraman, PhD	Provost and Chief Academic Officer
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Manila Pillai, MCom, MBA	Senior Manager, Finance
Mukul Bhalla, PhD	Interim Vice Provost

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Douglas Turner, PhD, DNP, RN, CNE, NE-BC, NEA-BC	Dean, School of Nursing
Johanna Bruner, MS, RN, FNP	Program Chair, School of Nursing

FACULTY MENTORS

Faculty mentors are available through a variety of communication mediums including telephone, email, Skype, web conference, etc. Additional information is posted in the course syllabus. The University has full-time, core, and adjunct faculty mentors. Full-time faculty are appointed by the program dean and have learner advising responsibilities. Core faculty are part-time and in addition to teaching, take a leadership position in review and training. Full-time and core faculty are required to perform additional administrative duties as assigned by deans.

FULL TIME FACULTY

DR. DANON CARTER

Business and Management
D.M., University of Phoenix

DR. MICHAEL LOFTON

Business and Management
Ph.D., Capella University

DR. PATRICK MCKIERNAN

Behavioral Sciences
Ph.D., Northcentral University

DR. ERIC MUENKS

Behavioral Sciences
Ph.D., Capella University

DR. CAROLYN ORTEGA

Behavioral Sciences
Ph.D., Argosy University

DR. ENID RICHEY

Behavioral Sciences
Ph.D., La Jolla University

DR. MARCI STONE

Business and Management
D.B.A., California Southern University

LOCATION INFORMATION

California Southern University

A member of the American InterContinental University System

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Web: www.calsouthern.edu
Email: info@calsouthern.edu

OFFICE HOURS

8:00am – 5:00pm PST
Monday – Friday

UNIVERSITY HOLIDAYS

- New Year's Day
- Dr. Martin Luther King, Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day and day after Thanksgiving
- Winter Holiday (2 days – typically Christmas Eve and Christmas Day)

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