



... Catalog 2017



www.calcoast.edu

About California Coast University

California Coast University was founded in 1973 to meet the needs of professional men and women from all areas of business, industry, education, and individuals whose geographic, professional, or personal time limitations kept them from completing their education. The University's goal is to offer distance learning undergraduate and graduate educational programs to working adults who are looking for a realistic method for completing their education without returning to the traditional classroom setting.

The study programs offered at California Coast University provide students with all the necessary materials and guidance to assist them in organizing and focusing their efforts for optimum results within a reasonable period of time. Close personal communication is maintained during all stages of the study programs. This personalized faculty-student interaction has helped to make California Coast University a leader in Distance Learning Education.

Experienced adults with an interest in completing an accredited University program which awards appropriate recognition for prior occupational and educational achievements will find that California Coast University can assist them in meeting their personal educational goals and objectives within a timetable limited only by their own time and ability.

Since earning its accreditation the University has continued to grow and expand its offerings to include certificate, associate, bachelor's, master's and doctoral educational programs in varying majors including Business Administration, Management, Marketing, Psychology, Health Care Administration, Criminal Justice and Education. A complete list of educational programs offered by the University is listed in this catalog.

CALIFORNIA COAST UNIVERSITY
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California Coast University Catalog - 1/1/2017 - 12/31/2017

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

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Welcome from the President

To a California Coast University Prospective Student,

Welcome and thank you for considering California Coast University to help you reach your educational goals! We know there are many choices and the decision to complete an educational program is one of the most important and exciting steps you will take in your life. If you have enrolled in one of our programs or are still considering the best course for yourself, we have prepared this catalog to help you successfully understand what our University has to offer.

First, let me give you a little background. In 2013, California Coast University (CCU) celebrated its fortieth anniversary. The past decades have seen many changes in the field of education. With this, the programs at CCU have continued to evolve and meet those changes. Under the direction of our faculty and staff, our programs are uniquely designed to meet the needs of busy students, who are both highly motivated and capable of completing an accredited educational program through distance learning. Through this, we understand the characteristics and challenges common to successful students in this unique educational environment and have helped thousands of students reach their educational goals.

In closing, we hope that you will find one of our programs to fit your needs and we look forward to assisting you to meet your goal.

Best regards,

Thomas M. Neal

Thomas M, Neal
President

Accreditation - State Approval

California Coast University is a private university accredited by the Accrediting Commission of the Distance Education Accrediting Commission (DEAC). The DEAC (formerly the Distance Education and Training Council - DETC) was founded in 1926 in Washington, D.C. The independent Accrediting Commission of the DETC was established in the mid 1950s. By 1959, it gained the approval of the U.S. Department of Education as a “nationally recognized accrediting agency” under the terms of public law.

Distance Education Accrediting Commission
1101 17th Street, N.W., Suite 808, Washington, D.C. 20036
Web: www.deac.org Tele: 202-234-5100 Fax: 202-332-1386

As an accredited institution, CCU is eligible to participate in federal educational entitlement programs, including government tuition reimbursement programs and the Department of Veteran Affairs Montgomery GI Bill, as well as many corporate education assistance programs. Credits and degrees earned through CCU are recognized for promotion, assignment and position qualification standards within the U.S. military and Federal government.

Accreditation within higher education is a voluntary process that gives public recognition to institutions that meet certain published standards of academic and administrative quality. The purpose of accreditation is to assure the public of the quality of an institution and its commitment to high standards through a system of continuous improvement.

The U.S. Department of Education formally recognizes accrediting commissions that meet all federal standards. The Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that have been determined to be reliable authorities as to the quality of education provided by the institutions of higher education. Further, the Council on Higher Education Accreditation (CHEA) extends recognition to accrediting bodies and their institutions that meet established quality standards.

STATE APPROVAL

California Coast University holds Institutional Approval by the Bureau of Private Postsecondary Education (BPPE) of the State of California. Institutional Approval to operate requires an educational institution to be in compliance with state standards. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Ste. 400, Sacramento, CA 95833
www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897

Note: Per the Bureau for Private Postsecondary Education code, this institution must disclose the following: This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Professional and Academic Affiliations and Listings

PROFESSIONAL AND ACADEMIC AFFILIATIONS AND LISTINGS

- ACICS Transfer Alliance
- Alliance of Private Postsecondary Approved Institutions
- American Association for School Personnel Administrators
- American Association of Collegiate Registrars and Admissions (AACRAO)
- American Council on Education (ACE)
- Association for Supervision and Curriculum Development
- California Association of Private Degree-Granting Colleges and Universities
- California Postsecondary Education Commission (CPEC)
- California Bureau for Private Postsecondary Education Directory (BPPE)
- Council for Adult and Experiential Learning (CAEL)
- Council for Higher Education Accreditation (CHEA)
- DANTES Catalog of Nationally Accredited Distance Learning Programs (NADLP)
- Distance Education Accrediting Commission (DEAC)
- Higher Education Directory (HED)
- Higher Education Transfer Alliance (HETA)
- National Association of Veterans' Program Administrators (NAVPA)
- National College Credit Recommendation Service (CCRS)
- National Society for Experiential Education
- Patterson's Guide to American Education
- U.S. Department of Education (USDoE)
- United States Distance Learning Association (USDLA)
- VA List of Approved Schools

Additional information on recognition policies and standards may be found at the following sites:

- U.S. Department of Education at www.ed.gov
- Council for Higher Education Accreditation (CHEA) at www.chea.org
- Distance Education Accrediting Commission (DEAC) at www.deac.org
- Bureau for Private Postsecondary Education (BPPE) www.bppe.ca.gov
- VA GI Bill web site at www.gibill.va.gov

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Mission, Goals, and Objectives

Mission

California Coast University's mission is to offer quality, affordable, flexible, online undergraduate and graduate educational programs in business, criminal justice, education, general studies, and psychology. To do this, we are committed to creating curriculum that is comprehensive and current, and combining it with faculty and staff dedicated to helping our students successfully reach their educational goals. Through this, our intention is to provide a learning environment that is valuable both personally and professionally to our students.

Goals

In developing and evaluating programs of study, the University seeks to continually improve its existing nontraditional programs. To ensure ongoing program excellence, responsibilities are shared between qualified faculty and administrative staff.

All degree programs at California Coast University share the following common goals:

- To enable students to acquire a body of knowledge in a specific discipline.
- To think critically.
- To improve student abilities to make significant contributions to the missions of their employers.
- To use student knowledge to improve the functioning of the communities in which they live and work.
- To enhance student personal satisfaction.
- To improve a student's level of confidence and self-esteem through the accomplishment of long term academic goals.
- To provide a pathway for students to continue the pursuit of additional life-long learning experiences.

Objectives

All programs offered at California Coast University share the following common objectives. These objectives have evolved over time and are continually shaped by students, faculty, staff, employers, other constituencies, and the ever-changing socioeconomic climate.

- To allow students to complete educational requirements at their own pace.
- To enable students to successfully meet coursework requirements without classroom attendance.
- To develop an individualized program of study for each student.
- To provide students with the most comprehensive and current information available in their field of study.
- To utilize evaluation materials which require the student to demonstrate the effective integration of concepts and skills.

Objectives - cont.

- To make available to students all materials necessary to successfully complete their program requirements, and to give students access to faculty members who can provide assistance and guidance when necessary.
- To develop students' understanding of the language and information specific to their discipline.
- To enable students to effectively integrate concepts and skills across functional areas.
- To instill in students the value of life-long learning.
- To encourage students to take advantage of life-long learning opportunities.

All programs at California Coast University use Measurable Learning Outcomes to meet program objectives and goals. Students must demonstrate satisfactory levels of performance on objective and essay examination questions throughout their course of study.

Grade Point Average (G.P.A.).

- All undergraduate students must achieve an overall G.P.A. of at least 2.0 on a 4.0 scale.
- All graduate students must achieve an overall G.P.A. of at least 3.0 on a 4.0 scale.
- Students who do not meet the overall G.P.A. requirement by the end of their program must repeat courses until they improve their overall G.P.A.
- Overall course grades of "F" will be posted and count as "0" units completed, and must be repeated.
- Doctor of Education students must repeat any course in which the overall course grade is "D" or "F."
- To repeat a course, students must pay the current tuition for the course, in full to the Accounting Department, prior to repeating the course.

Research Methods Course, Master's Thesis, and Doctoral Dissertation.

- All master's degree students must successfully complete a course focused on research methods.
- All doctoral degree students must successfully complete a Comprehensive Examination prior to beginning the research phase.
- All doctoral degree students must develop a proposal and dissertation, which is refined under faculty supervision and approved by the Dissertation Committee.
- All doctoral degree students must appear before their Dissertation Committee for the purpose of orally responding to questions as they pertain to the student's dissertation.

University Governance and Advisory Council

Board of Directors

Thomas M. Neal - Chairman. President / CEO - California Coast University
Shelly Marquardt - Treasurer. Executive Vice President - California Coast University
Nancy Neal - Secretary. Academic Services Consultant

Advisory Council

School of Administration and Management

Sara Bonczewski
Registered Dietician - Hospital

Gina Ferrato
National Sale Manager

Kelly McFall
Chief Executive Officer

Chad Okuma
Business Consultant

Christina Varon
Vice President Admissions and Marketing

School of Arts and Sciences

Molly Molnar
Lead Faculty

Kelly McFall
Chief Executive Officer

Kerry Santos
Teacher

Dr. Jan Ventura
Psychologist/College Professor

School of Behavioral Science

Dr. Natalie Lindemann, Psy.D.
Psychologist

Dr. Nancy Panza
Psychologist/University Professor

Dr. Jan Ventura
Psychologist/College Professor

School of Criminal Justice

Eric Clay
Chief Investigator
Tehama County District Attorney

Scott Evans
Officer - California Highway Patrol

Jaime MacLean
Probation Officer

School of Education

Dr. Sharon Guan
Director of Faculty Instructional Technology

Molly Molnar
Lead Faculty

Dr. Jeffrey Hall
Associate Dean

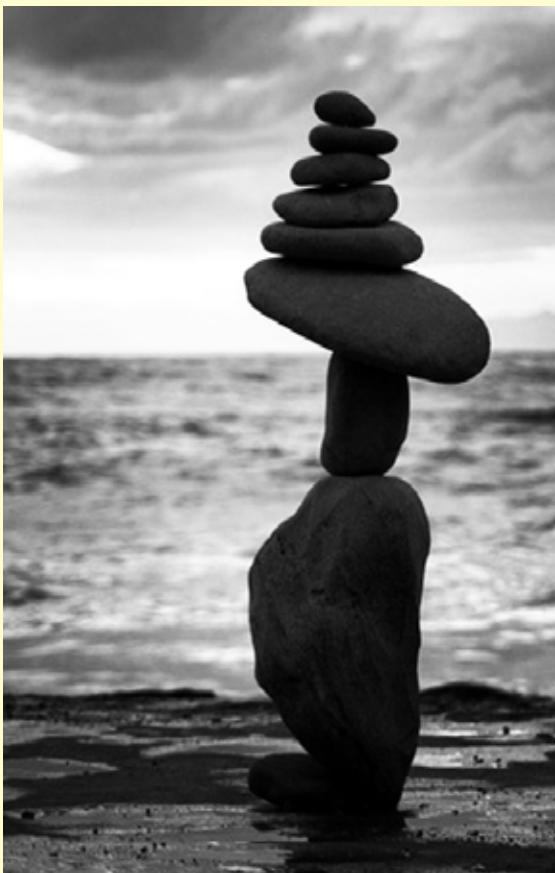
Administration, Faculty and Staff

President	Thomas M. Neal
Executive Vice President	Shelly Marquardt
Chief Academic Officer	Dr. Murl D. Tucker
Vice President of Student Affairs	Dr. Murl D. Tucker
Dean, School of Administration and Management	Dr. Peng Chan
Dean, School of Arts and Sciences	Dr. Murl D. Tucker
Dean, School of Behavioral Science	Dr. Cynthia Teeple
Dean, School of Criminal Justice	John Quinones, J.D.
Dean, School of Education	Dr. Patricia Insley
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Professor of Administration and Management	Marlene A. Woodworth
Professor of General Education	Angela Cenina
Professor of General Education	Dr. Martin Cooper
Professor of General Education	David Crum
Professor of General Education	Luke Etchison
Professor of General Education	Adam K. Franklin
Professor of General Education	Dr. Sarah L.M. Svengalis Fraley
Professor of General Education	Dr. Shawn Moustafa
Professor of General Education	Douglas Petrikat
Professor of General Education	Elizabeth Ramsey
Professor of General Education	Dr. Mario Tovar
Professor of Behavioral Science	Brigid Miraglia
Professor of Behavioral Science	Dr. Sarah L.M. Svengalis Fraley
Professor of Behavioral Science	Dr. Rachel Stein
Professor of Behavioral Science	Dr. Cynthia Teeple
Professor of Behavioral Science	Dr. Mario Tovar
Professor of Behavioral Science	Dr. Murl D. Tucker

Administration, Faculty and Staff

Professor of Criminal Justice	John Quinones, J.D.
Professor of Criminal Justice	Christina Trujillo, J.D.
Professor of Education	Dr. Cindy C. Brownell
Professor of Education	Dr. S. Jeannette Guignard
Professor of Education	Dr. Patricia Insley
Professor of Education	Dr. Shawn Moustafa
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Director of Academic Affairs	Douglas Petrikat
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Curriculum Coordinator	Trang Nguyen
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Director of Business Development	Mahsa Karimi
Admissions Manager	Tracey Drake
Admissions Representative	Rachel De Armond
Admissions Representative	Samantha Hernandez
Admissions Representative	Frank Martinez
Admissions Representative	Hanifa Schlinger
SEO/SEM Specialist	Justin Green
Registrar	Angela Cenina
Financial Coordinator	Sonya Martinez
Finance Assistant	Trish Bumann
Director of Management Information Systems	Jojo Soberano
Rental Library	Reina Lopez
Academic Services	Nancy Neal
Director of Student Services	Danielle Orta
Testing Services	Karla Lopez
Testing Services	Phuong Hoa
Student Services	Barbara Hall
Student Services	Denise Sanchez
Student Success Advisor	Joni Briney
Student Success Advisor	Diane Campbell
Student Success Advisor	Melanie Coromac
V.A. Certifying Official	Danielle Banta
Test Center Administrator	Marie Palmieri

Academic Administration



Dr. Murl D. Tucker
Chief Academic Officer
Vice President, Student Affairs
Dean, School of Arts and Sciences

B.A. California State University, Fullerton
M.A. Alliant International University
Ph.D. Alliant International University

Dr. Tucker's professional career spans a wide range of areas in the fields of education, mental health and business. In education, he has considerable experience working with undergraduate and graduate students in a variety of capacities including administration, counseling and teaching. At the community college level, he counseled students to help them identify academic and career goals and to formulate academic plans to help them realize those goals. In addition, he has served as a professor for undergraduate psychology and applied psychology courses. At California Coast University, Dr. Tucker has been actively involved in the accreditation process, program and policy development, program research, counseling students, curriculum development and the supervision of master's and doctoral research. Some of his research interests include program design and development, organizational behavior, health psychology, creativity, personal narrative, media studies, wellness and environmental psychology. In the mental health field, Dr. Tucker was responsible for providing therapy, clinical coordination, treatment planning and quality improvement and program development for both in-patient and out-patient mental health programs. In addition, he was active in marketing and administering the programs he worked in. In these varying capacities, Dr. Tucker worked extensively with children, adolescents, adults and the elderly. Prior to enrolling in graduate school, Dr. Tucker worked in the advertising, public relations and real estate development fields.

Dr. Peng Chan
Dean, School of Administration
and Management
Professor of Administration
and Management

LL.B. University of Malaya, Malaysia
M.B.A. University of Texas, Austin
Ph.D. University of Texas, Austin

Dr. Chan holds a Law degree with top honors, an M.B.A. in Corporate Strategy & Finance, and a Ph.D. in Strategic Management. He has a vast amount of experience teaching at both the undergraduate and graduate levels, and is a tenured Full Professor of Management at California State University Fullerton, the third largest business school in the United States. Besides his academic achievements, Dr. Chan is also a successful consultant, entrepreneur, and businessman. He has over 20 years of consulting experience and has advised and trained thousands of CEOs, business owners, executives, and managers. Dr. Chan is recognized as a pioneer and leading authority on strategy and franchising in the Asia-Pacific region, has sat on the Board of the Asia Academy of Management, and was a founding member of the International Association for Chinese Management Research (IACMR), the largest professional academic organization that focuses on management research in China. He is a Fulbright Scholar and has been granted the Distinguished International Scholar Award by Phi Beta Delta (the International Honor Society) for his extensive contribution to international business. He is listed in "Who's Who Among Outstanding Young Men of America," "Who's Who Among Asian Americans," and "Who's Who Among Global Leaders." He is fluent in multiple languages including English, Chinese (several dialects), Malay, Indonesian, and some Thai.

Dr. Cynthia Teeple
Dean, School of Behavioral Science
Professor of Behavioral Science

B.A. California State University,
Los Angeles
M.A. California School of
Professional Psychology
Ph.D. California School of
Professional Psychology

Dr. Teeple brings a variety of professional experiences to her position as Dean of the School of Behavioral Science. She has been active in settings that range from treating severely ill psychiatric patients to serving upper level managers in industrial and organizational settings. Areas of special interest include the utilization of clinical methods and systems dynamics in the understanding of large organizations. Such methods are incorporated into the infrastructure of business as a means to ensure organizational health and vitality. The focus is on helping organizations improve teamwork and develop more effective interaction among individual performers. Dr. Teeple helps prepare organizations to face the demands and challenges that lead to ongoing success in business. Additional areas of special interest include the blending of social and clinical psychology. Dr. Teeple has researched social expressions of violence and its relationship to individual's self-esteem and group identification. Finally, she has developed and taught a variety of courses in psychology at a number of other universities.

John Quinones
Dean, School of Criminal Justice
Professor of General Education

B.A. California State University, San Bernardino
J.D. Western State University, College of Law

Professor Quinones brings a wealth of experience in both law enforcement and teaching to the Criminal Justice program at California Coast University. As a Deputy Sheriff for the Los Angeles County Sheriff Department, Professor Quinones spent nearly ten years in various areas of patrol, including street patrol, conducting investigations for the detective bureau, and working for the Operations Safe Streets gang unit. He then completed his J.D. and for a time worked as a law clerk for the Orange County District Attorney's office in their sexual assault unit before moving into the higher education arena to teach Criminal Justice courses. Currently, he is a licensed private investigator and owns his own private investigation company while also continuing to teach at the University level.

Dr. Patricia Insley
Dean, School of Education
Professor of Education

B.A. Miami University, Oxford, Ohio
M.A. California State University, Long Beach
Ed.D. University of Southern California

Dr. Insley brings to California Coast University a variety of professional experiences in her education career that has spanned over 40 years. After graduating with her B.A. in Spanish and German, she began her career as a Spanish and English Second Language Teacher in Southern California. She later went on to complete two master's degrees and a doctorate degree, all with an emphasis in Curriculum and Instruction and Educational Administration. In addition to her classroom teaching, Dr. Insley has also served as an administrator in the public school setting. Her administrative experience includes having served as a school Principal and as a District Coordinator of federal and state projects, services for second language learners, and curriculum and instruction. In addition to her teaching and administrative credentials, she holds the Bilingual Cross-cultural Specialist credential. She has also taught postgraduate classes for teachers working on the Cross-cultural Language and Academic Development credential. She is also currently serving as a facilitator at the Institute for Leadership Development for students working on preliminary and clear California administrative credentials. As a school Principal, she successfully led staff through a program improvement process resulting in significant improvement in student achievement. Her school was recognized for these achievements with the Title 1 Academic Achievement Award (2007) and the Business for Educational Excellence Award (2006). As a Site Administrator, she was especially interested in creating a positive school environment and in fostering student success and the professional development of all staff. Dr. Insley maintains a special interest in working with programs that support culturally diverse populations, especially the English Language Learners. She was active in her local administrators' organization, serving in several officer roles, including President.

Dr. Rachel Stein
Assistant Dean, School of Behavioral Sciences

B.A. San Diego State University

M.Ed. Springfield College

M.A. California School of Professional Psychology-Los Angeles

Psy.D. California School of Professional Psychology-Los Angeles

Dr. Stein has worked in various nonprofit and clinical settings for the past 15 years. She was awarded the only full time teaching fellowship in her department during her master's program at Springfield College. She has worked within several in-patient facilities where she conducted mental health and chemical dependency triage intakes and assessments. She was the lead therapist, supervising two treatment teams providing therapeutic services within a level 12 residential treatment facility for high-risk adolescents referred by the Department of Probation and the Department of Children's Services. She completed her clerkship at the UCLA Office for Students with Disabilities, where she was an advocate for student rights, worked to help students receive their accommodations, and where she conducted diagnostic and character pathology assessments. She finished her pre-doctoral training at Children's Hospital Los Angeles, in their High Risk Youth program and Division of Adolescent Medicine. Dr. Stein has authored a manual developed for a therapist to conduct group intervention for female adolescents who have been victims of acquaintance rape, and has stayed actively involved within the arena of domestic violence and violence against women as an invited panelist, educating and speaking on the "Link" for various symposiums throughout the nation. She is the founder and facilitator of a Positive Parenting program within several cities in the Orange County area and continues to remain actively involved within her community in the realm of public education.



Faculty

The faculty of California Coast University is composed of qualified, experienced, and respected educators who serve as counselors and educational advisors for the students enrolled in programs at the University.

Since the University's programs are centered around the student's total life-learning accomplishments, which include work experience, prior academic classroom experience and self-directed learning outside the classroom, the members of the faculty of the University have been selected for their expertise in recognizing and evaluating these elements. The faculty members are drawn from appropriate academic disciplines and function as a catalyst to assist and guide students in their learning programs. All of our educators have demonstrated unique abilities to function in the alternative learning mode which has made California Coast University a leader in alternative education.

In addition to faculty responsibilities at California Coast University, some faculty members also serve on the faculty or administrative staff of other local colleges, universities, or public school districts.



Dr. Cindy C. Brownell
Professor of Education

B.S. University of California, Davis
M.A. California State University, Sacramento
Ed.D. University of the Pacific

Dr. Brownell has considerable experience in both elementary and post-secondary education. During her career, she taught child and adolescent development courses, completed Foundations for Teaching Performance Assessment training, and completed training for the Educational Administration Program. With her extensive experience working with multicultural, multilingual students, she planned and implemented standards based programs which included literacy centers, assessment, and classroom learning communities. She participated as a school leadership team member and grade level leader, as well as being a team member for the school's monitoring and accountability visit, and her district's English Language Arts Advisory Committee. In addition, she undertook language arts instruction, training, and implementation of new programs, and co-facilitated site literacy meetings on reading assessment and writing across the grade levels. At the district level, she was Assistant Director of Teacher Development. In this position, she acted as a liaison between Teacher Development Department Programs and partner districts, wrote state reports and grants, maintained the program budget, supervised and guided pre-intern and intern teachers, organized and facilitated faculty retreats, hired faculty/instructors, and worked with program participants to develop individualized program action plans. Dr. Brownell holds a California Professional Multiple Subject Teaching Credential, a California Language Acquisition Development Specialist Credential, and a Professional Clear Administrative Services Credential.

Angela Cenina
Professor of General Education

B.F.A. California State University,
Long Beach
M.A. California State University,
Dominguez Hills

Professor Cenina has an extensive background with degrees in Fine Arts and Humanities and a professional certificate in BioMedical Art from California State University, Long Beach. In addition, she earned a graduate certificate in Science Illustration from the prestigious University of California, Santa Cruz program. As a part of her training, she completed art internships in both Southern and Northern California. Professionally, she oversaw the activities and instruction for a private arts school. In her position, she supervised faculty, participated in marketing and other special events for the art studio, and conducted institutional research on student retention and business efficiencies. As a volunteer, she provided art lessons to individuals with life threatening illnesses within hospital settings.

Dr. Martin Cooper
Professor of General Education

B.S.E. University of Michigan
M.S. University of Michigan
Ph.D. Brandeis University

Dr. Cooper brings a variety of experience to his position. Following over 15 years of experience as a Senior Scientist, Policy Advisor, and White House Exchange Fellow in the federal government, Dr. Cooper became Director of Research Planning at a major oil company. He later served as a consultant in engineering management to a wide variety of companies from electronic firms to oil field equipment companies and engineering material producers. Dr. Cooper continues to advise the federal government on the commercial feasibility of research and development programs.

David Crum
Professor of General Education

B.S. Tennessee Temple University
M.A. Liberty University
M.A. Wayland Baptist University

With degrees in history and theological studies, Professor Crum has a broad and varied background in academics. With his teaching, he utilizes a variety of different instructional methods to interact and provide feedback to students regarding their assigned work. He has taught courses in history, philosophy, and religious studies. In addition, he has a professional experience in business and criminal justice. He is also a member of several historical associations and is involved in a number of community organizations.

Dr. Judith L. Forbes
Professor of Administration
and Management

B.A. California State University, Fullerton
M.S. California State University, Fullerton
M.B.A. University of Southern California
Ph.D. Claremont Graduate School

Dr. Forbes has over 20 years of knowledge and experience in the disciplines of both technology and management. She served as European Program Manager for a division of TRW's Automotive Group and has experience in manufacturing liaison, configuration management, mechanical design, simulation and analysis, and specification of aerospace systems. In addition to her employment related to activities in the areas of transportation electronics, and guidance and navigation, she has published and presented papers on the subjects of atmospheric radio-activity, failure of metallic orthopedic implants, financial considerations in solar energy systems, engineering skills assessments, and systems management. She is also a nationally acclaimed writer and speaker on the complex topics that challenge today's business professionals, such as International Business, Technology Management and Strategy Implementation. Dr. Forbes has also served as Visiting Professor at the University of La Verne and as a lecturer and panelist for colleges of engineering across the nation, the American Management Association, and also for projects of the National Science Foundation. Concurrently, Dr. Forbes also serves as President of Jandr Associates, Inc., a management consulting firm, and is active in technical professional associations, serving as President of local sections of American Institute of Aeronautics and Astronautics and as Regional Director and National Vice President of Society of Women Engineers.

Luke Etchison
Professor of General Education

B.S. Ball State University
M.S. Ball State University

Professor Etchison brings a variety of experience in both academics and government to his position. In addition to teaching biology and environmental science, he has worked as biologist for the Bureau of Water Quality and an Aquatic Ecology Technician for Ball State University. He has training in Aquatic GIS and has taught courses in the application of GIS to ecology. He has supervised interns for the summer field season. In addition, he has multiple publications, papers and presentations in his areas of specialization. He is also actively involved in professional organizations related to his academic and research interests. Currently, he is a Biological Scientist IV for the Florida Fish and Wildlife Conservation Commission while pursuing his Ph.D. in Environmental Science.

Dr. Sarah L.M. Svengalis Fraley
Professor of Psychology
Professor of General Education

B.A. Brown University, Providence, RI
B.S. University of Iowa, Iowa City, IA
Ph.D. University of Iowa, Iowa City, IA

Dr. Svengalis Fraley is a staff psychologist with extensive experience. She developed and directed the SCI Peer-Mentor Program for the Veterans Administration Healthcare System. She served as a staff psychologist with a primary focus on rehabilitation psychology and inpatient psychiatric services. She has completed clinical rotations in neuro-stroke/gerontology, adult brain injury, neurology spinal injury, and pediatric inpatient rehabilitation. Dr. Svengalis Fraley has extensive teaching and supervision experience. She taught courses in statistical methods and counseling psychology. In addition, she is a clinical supervisor for the Veterans Administration Psychology Internship program. Her activities include the provision of clinical supervision and didactic presentations to doctoral level psychology trainees. She has broad research interests and has published her research extensively and presented at numerous professional conferences. She is a member of the American Psychological Association and the American Association of Spinal Cord Injury Psychologists and Social Workers.



Adam K. Franklin
Professor of Administration
and Management
Professor of General Education

B.S. California Polytechnic State
University, San Luis Obispo, CA
M.B.A. California Polytechnic State
University, San Luis Obispo, CA

Professor Franklin is a mechanical engineer. His duties include the specification and optimization of cost effective solutions. He is also responsible for the calculation and verification of energy compliance with the State Energy Code. In addition, Professor Franklin has extensive experience with Autodesk Revit which allows systems to be designed in 3D. He also serves as project manager on numerous projects and is part of the marketing team utilizing his master's in business administration degree. He is a member of the United States Green Building Council and the American Society of Mechanical Engineers.

Dr. S. Jeannette Guignard
Professor of Administration and Management
Professor of Education

B.S. California State Polytechnic University, Pomona
M.B.A. California State Polytechnic University, Pomona
Ed.D. Pepperdine University

Dr. Guignard has over 20 years' experience in Sales, Marketing and Management. She is the Vice President of Sales and Client services for a Los Angeles-based consulting and corporate training company. She is responsible for identifying clients' organizational development needs and designing training and consulting solutions that enhance organizational effectiveness. In addition, to her experience within organizational training and development, her background was in marketing and specialized in developing and training sales executives, developing marketing strategies, and developing operational management strategies. Dr. Guignard has a doctorate in Organizational Leadership from Pepperdine University, an M.B.A, and a Bachelor's of Science in Business Administration and Marketing from California State Polytechnic University, Pomona. She is a Certified Project Manager and has completed Adult Teaching training. She currently enjoys being an Adjunct Professor teaching business and M.B.A courses as well as consulting for universities on the development and design of curriculum for doctoral and master's courses in Organizational Behavior. Her subject area of focus within Organizational Leadership includes Gender Issues in the workplace and research surrounding gender-role congruity theories.

Brigid Miraglia
Professor of Behavioral Sciences

B.A. California State University, Dominguez Hills
M.S. California State University, Fullerton

Ms. Miraglia has served in the nonprofit sector assisting residents in preparing for job interviews and as an abuse hotline operator at the Women's Transitional Living Center in southern California. She has also worked as a mental health counselor for The Center O.C. and Turning Point Center for Families, serving clients who were diagnosed with moderate to severe depression, dysthymia or bipolar disorder. As a counselor, she has conducted group counseling sessions for children at elementary schools and high school students enrolled in a court school, focusing on anger management and socialization skills. She has also worked for the Saddleback Unified School District on the Resource Specialist Program which focused on education plans for children with limited learning disabilities and later served as a substitute teacher for various subjects in grades K-12. Ms. Miraglia is a member of the California Association of Marriage and Family Therapists and has attended workshops that promote increased understanding and knowledge of the mental health field.

Dr. Shawn Moustafa
Professor of Administration
and Management
Professor of General Education

B.A. University of California, Riverside
 M.B.A. New York Institute of Technology
 Ed.D. University of Southern California

Dr. Moustafa brings experience, skills, and education in sociology, business development, marketing, entrepreneurship, and project management. Prior to obtaining his M.B.A. in Management from the New York Institute of Technology, he received his B.A. in Sociology and Law & Society at the University of California, Riverside. Dr. Moustafa earned his Doctorate of Education in Educational Leadership at the University of Southern California. Additionally, Dr. Moustafa holds certification in applied project management program from California State University, Fullerton. As an entrepreneur and consultant, Dr. Moustafa's prior experiences include overseeing business development and marketing for a Fortune 500 sales consulting firm, restructuring key business processes at a healthcare services company, and providing strategic marketing for a specialty tile company. In 2004, he founded Specialty Retail, LLC a consumer electronic business with five retail locations in Southern California. He continues to serve as a specialty retail consultant and has worked with many small businesses in establishing shopping center retail operations. As an educator, he has extensive experience working with on ground and online institutions and has worked in various departments from academic affairs to curriculum development. Dr. Moustafa has developed business and education curriculum for several universities and serves as adjunct faculty at several universities including the Carson College of Business at Washington State University. His research interests include building leadership capital, distance education, specialty retail, and learning technology.

Douglas Petrikat
Professor of Administration and
Management

B.A. Hunter College of the
 City University of New York
 M.A. New York University
 M.B.A. University of California, Irvine

Mr. Petrikat was born and raised in New York where he earned a B.A. in Communications and German Literature at Hunter College of the City University of New York. He worked in retirement planning for six years at TIAA-CREF (the largest pension fund for university instructors in the U.S.). While employed there, he earned an M.A. in International Relations from New York University. Mr. Petrikat moved to Japan and taught at LADO International College (affiliated with Georgetown University) in Tokyo for six years. After returning to the U.S., he moved to Orange County, CA and earned an M.B.A. from the University of California, Irvine Graduate School of Management. Since then Mr. Petrikat has worked as a consultant, freelance writer, and instructor. He is currently the Director of Academic Affairs at California Coast University and also teaches for Webster University, the University of Phoenix, and has appeared as a guest speaker at several universities. Courses he has taught include Management, Introduction to Business, Cultural Diversity in the Workplace, Business Ethics, Critical Thinking, American Culture, U.S. Government, and Cross Cultural Management. His published work has covered international business, culture, and politics.



Maryam Pirnazar
Professor of Administration and Management

B.A. University of California, Irvine
M.P.H. California State University, Long Beach

Professor Pirnazar's professional career spans a wide range of areas in both psychology and public health. She obtained her B.A. in Psychology and her master's in Public Health with an emphasis in community health education. During her graduate studies, she worked in a variety of settings and gained a broad range of experience. Professor Pirnazar has worked with the Community Health and Social Epidemiology Program at California State University, Long Beach, in which she assisted with evaluation of health intervention projects, coordinated and evaluated health education materials, and developed educational materials for workshops. In addition, she has worked with the Tobacco Use Prevention Program at the Orange County Health Care Agency where she worked with schools, community organizations, and local health offices, and assisted with various educational classes. She also worked with the University of California, Irvine, Autism Research Project in which she assisted with psychological/psychosocial assessments of autistic participants. She is a member of the American Public Health Association and the Health Care Administration Association, and is also a Certified Health Education Specialist.

Dr. Dennis Pollard
Professor of Administration and Management

B.A. California State University, Fullerton
M.B.A. California State University, Fullerton
Ph.D. Business Economics, Claremont Graduate University

Dr. Pollard has had significant experience in academics, academic management, and in the business private sector. He taught subjects at both the undergraduate and graduate levels including: marketing, management, organizational theory, behavior strategy and policy, economics, international economics, and economies of the Pacific Rim. In terms of academic management, Dr. Pollard was Chairman of the Department of Management at Woodbury University, Director of the Graduate Division, MBA Program at Northrop University, and Director of Pacific Rim Development at California State University, Fullerton. In the private sector, Dr. Pollard has substantial corporate experience including many years in sales and marketing, product development, and sales force development/management. Dr. Pollard travels extensively to Thailand, the Republic of Indonesia, and the People's Republic of Vietnam.

Elizabeth Ramsey
Professor of General Education

B.A. California Polytechnic University,
San Luis Obispo
M.A. National University

Professor Ramsey has a strong background in English, the Humanities and the Arts. As a professional writer, she has covered such diverse areas as fashion, the music world, and international culture. She wrote and edited text for films, websites, and educational, marketing and media materials. She provided editorial and content for the arts in a number of different settings. In addition, she has worked in the nonprofit sector with event planning, fundraising and as a regular writer and editor for a monthly newsletter focused on patrons and donors. With Professor Ramsey's background in writing and editing, she is a valuable member of the curriculum development team.

Dr. Linda B. Smith
Professor of Education

B.A. University of California
M.Ed. University of Arizona
Ed.D. California Coast University

Prior to her association with California Coast University, Dr. Smith maintained a leadership role in the development of innovative education in various public school systems in the United States. She was selected Outstanding Young Educator of Fairfax County, Virginia, served as president of a local Toastmaster's International, and has been active in the American Association of University Women, as well as Chi Omega Sorority. Dr. Smith has served on the Board of the National Association of Private, Nontraditional Schools and Colleges and as Secretary/Treasurer of the Alumni Association of California Coast University. During her educational career, she has researched nontraditional education systems, culminating in her dissertation entitled "Nontraditional Degree Granting Institutions and Their Attempts at Legitimacy Through Accreditation." Dr. Smith has distinguished herself as an educational leader, capable of assisting students in achieving their professional and educational goals.

Patricia D. Stubban
Professor of Administration and Management

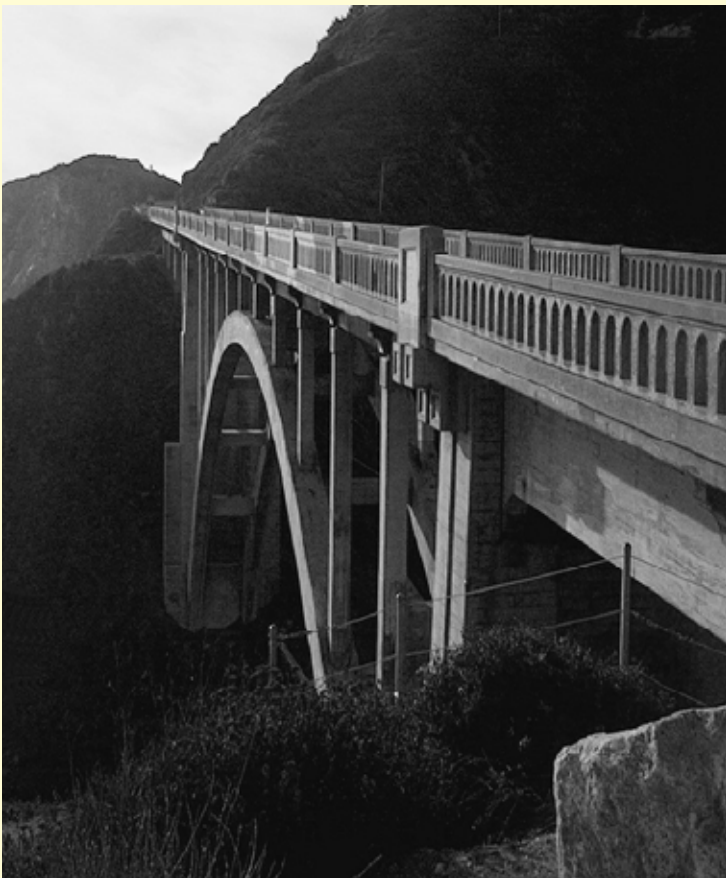
B.S. California State University, Long Beach
M.B.A. University of LaVerne

Professor Stubban has over 20 years of experience in executive level positions in Operations and General Management that she brings to her academic work. She most recently served as General Manager for Melles-Griot Photonics, a high-technology optics manufacturer. Prior to that, she was the North American Director of Operations for a major laser manufacturer. Professor Stubban has been involved in the implementation and training for various "Lean/Just-in-Time" operations programs and implemented several executive training and mentoring initiatives at companies such as Alcoa and Fairchild. She has also earned CPIM designation by the American Production & Inventory Control Society (APICS).

Dr. Mario Tovar
Professor of Behavioral Sciences
Professor of General Education

B.S. The University of Texas - Pan American
M.A. The University of Texas - Pan American
M.A. The University of Texas - Pan American
Ph.D. Walden University

Dr. Tovar has a broad background in both academics and mental health. As a faculty member, he teaches various courses in anthropology, including cultural anthropology, anthropology of war, and linguistic anthropology. In psychology, he teaches counseling, psychotherapy, group counseling, abnormal psychology, psychology and the law, adult development, cognitive psychology and social psychology. As a licensed psychologist, he maintains a part-time private practice and is director of a mental health clinic overseeing the general functioning of psychological services in an inpatient psychiatric facility. He conducts psychological assessments and evaluations for a wide variety of purposes. In addition, he supervises an internship site for master's degree programs from different educational institutions. Dr. Tovar has multiple professional presentations and trainings in his areas of specialization.



Christina Trujillo
Professor of Criminal Justice

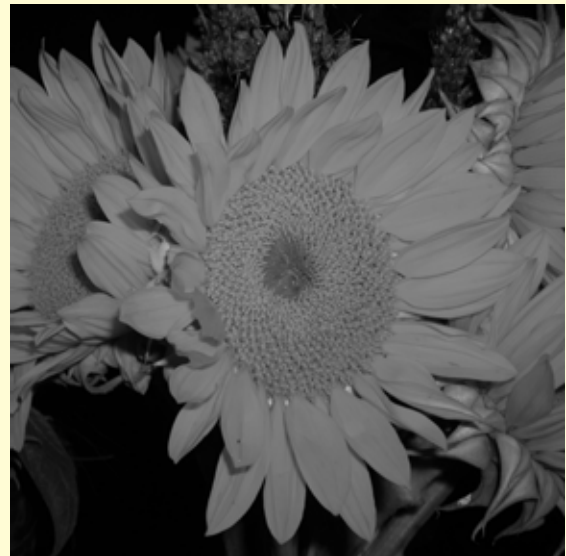
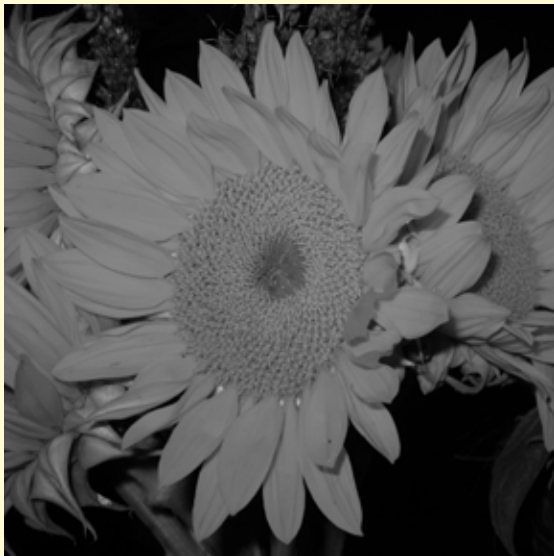
B.S. University of La Verne
M.S. California State University,
San Bernardino (expected 12/16)
J.D. Whittier Law School

Professor Trujillo works as a member of the faculty and the curriculum development team including course reviews, curriculum development, and editing. In addition, she has considerable experience in the legal field as a litigation specialist and a legal compliance officer. Professor Trujillo worked in both the Los Angeles and Orange County District Attorney's Offices. She was involved with the "Innocence Project" in trial preparation, reviewing and summarizing case documents and depositions. Together, this gives her a solid background in the criminal justice system.

Marlene A. Woodworth
Professor of Administration and Management

RN, Holy Name Hospital, School of Nursing
M.B.A. Pepperdine University

Ms. Woodworth is a Board Member, CEO, and Business Coach who engages people to improve the performance of their boards and companies. With her extensive board and management experience, her board coaching practice focuses on improving board effectiveness to build enterprise value. Her CEO coaching builds competencies for growing and improving companies. Ms. Woodworth developed and coordinated a Governance Elective for EMBA students at the Merage School of Business at UCI and mentors students in the MBA and EMBA programs. She is a three-time hospital CEO with a track record of over twenty-five years in C-level positions. She has developed healthcare markets to market dominance and led the acquisition and consolidations of hospitals and medical groups. She is also known for leading groups of hospitals to greater profitability by implementing operational improvement plans resulting in significant bottom line improvement. Ms. Woodworth has served on the advisory boards of two start-up companies. She was a board member of the Forum for Corporate Directors for 10 years and currently serves on the board of Providence Speech and Hearing. She has served on thirteen hospital boards as a corporate member and on three hospital and medical group boards as the CEO. She has also been active on ten nonprofit boards including the UC Riverside School of Management Advisory Board. Internationally, she has consulted with hospitals in Laos and the Cook Islands and with companies at the high tech incubator in Xian, China.



Faculty - Areas of Specialization

Faculty Member Areas of Specialization

Dr. Cindy C. Brownell - P/T

Professor of Education

Professor of General Education

- Educational Leadership
- Reading Literacy
- Child and Adolescent Development
- Educational Technology
- Foundations of Education

Angela Cenina - F/T

Professor of General Education

- Humanities
- Art History
- Art Education

Dr. Peng Chan - P/T

Professor of Administration and Management

- Strategic Management
- Marketing Management
- Research Methods
- Product Management
- International Business

Dr. Martin Cooper - P/T

Professor of General Education

- Mathematics
- Science
- Business Administration
- Project Management
- Research Methods

David Crum - P/T

Professor of General Education

- Religious Studies
- History
- Hermeneutics
- Online Education
- Community Service

Faculty Member Areas of Specialization

Luke Etchison - P/T

Professor of General Education

- Fisheries
- Ecosystem Ecology
- Species Diversity
- Environmental Science
- Geographic Information Systems

Dr. Judith L. Forbes - P/T

Professor of Administration and Management

- Management of Technology
- Research
- Program Management
- Strategic Planning
- Leadership

Dr. Sarah L.M. Svengalis Fraley - P/T

Professor of Behavioral Science

Professor of General Education

- Program Development
- Spinal Cord Injuries
- Neuropsychological Testing
- Rehabilitation

Adam K. Franklin - P/T

Professor of Administration and Management.

Professor of General Education

- Project Management
- Management of Technology
- Product Management
- Mathematics

Dr. S. Jeannette Guignard - P/T

Professor of Administration and Management

Professor of Education

- Corporate Training
- Organizational Leadership
- Strategic Management
- Marketing Management
- Educational Leadership

Faculty - Areas of Specialization

Faculty Member Areas of Specialization

Dr. Patricia Insley - P/T

Professor of Education

- Educational Leadership
- Student Achievement
- Staff Development
- Research Methods
- Mentor Teacher/Administrator Preparation

Brigid Miraglia - F/T

Professor of Behavioral Science

- Resource Specialist
- Counseling
- Group Therapy
- Sociology

Dr. Shawn Moustafa - P/T

Professor of Administration and Management

Professor of General Education

- Building Leadership Capital
- Distance Education
- Project Management
- Marketing
- Learning Technology
- Specialty Retail

Douglas Petrikat - F/T

Professor of Administration and Management

- Management
- Business Ethics
- Cross-Cultural Management
- American Culture
- Political Science

Maryam Pirnazar - P/T

Professor of Administration and Management

- Public Health
- Health Care Administration
- Curriculum Development
- Program Development

Faculty Member Areas of Specialization

Dr. Dennis Pollard - P/T

Professor of Administration and Management

- Managerial Economics
- Strategic Management
- Financial Management
- International Business
- Organizational Theory
- Curriculum Development

John Quinones, J.D. - P/T

Professor of Criminal Justice

- Criminological Theory
- Legal Research
- Criminal Justice Administration
- Corrections
- Law Enforcement
- The Justice System

Elizabeth Ramsey - P/T

Professor of General Education

- English
- English Literature
- Arts Education
- Nonprofit Management

Dr. Linda B. Smith - P/T

Professor of Education

- Research Methods
- Curriculum Development
- Educational Administration
- Faculty Development

Dr. Rachel Stein - P/T

Professor of Behavioral Science

- Marriage and Family Therapy
- Clinical Psychology
- Counseling
- Forensics
- Domestic Violence

Faculty - Areas of Specialization

Faculty Member Areas of Specialization

Patricia D. Stubban - P/T
 Professor of Administration and Management

- Operations Management
- Materials Management
- Management of Technology
- Strategic Management
- Manufacturing
- Financial Management

Dr. Cynthia Teeple - P/T
 Professor of Behavioral Science

- Clinical Psychology
- Drug and Alcohol Studies
- Sociology
- Psychopathology
- Developmental Psychology
- Psychology of Women

Dr. Mario Tovar - P/T
 Professor of Behavioral Science
 Professor of General Education

- Multiculturalism
- Cross-Cultural Psychology
- Health Psychology
- Mind-Body Interaction
- Sports Psychology
- Group Dynamics

Christina Trujillo, J.D. - P/T
 Professor of Criminal Justice

- Legal Studies
- Criminal Procedure
- Criminological Theory
- Criminal Justice Research
- Corrections
- Juvenile Justice

Faculty Member Areas of Specialization

Dr. Murl D. Tucker - F/T
 Professor of Behavioral Science

- Psychopathology
- Organizational Psychology
- Geriatrics
- Creativity
- Research Methods
- Health Psychology

Marlene A. Woodworth - P/T
 Professor of Administration and Management

- Healthcare Administration
- Healthcare Management
- Marketing
- Nonprofit Administration
- Leadership
- Executive Coaching

The Educational Programs

ACADEMIC DEPARTMENTS

Educational programs are presented and implemented through the following five distinct and separate schools within the University:

- **School of Administration and Management**
- **School of Arts and Sciences**
- **School of Behavioral Science**
- **School of Criminal Justice**
- **School of Education**

All students enrolled in any University educational program are required to complete their programs according to the academic standards, policies and requirements for graduation stated in this section of the catalog.

DEGREE PROGRAMS OFFERED BY THE UNIVERSITY

School of Administration and Management

- A.S. Associate of Science in Business Administration
- A.S. Associate of Science in Business Marketing
- A.S. Associate of Science in Health Care Administration
- B.S. Bachelor of Science in Business Administration
- B.S. Bachelor of Science in Business Marketing
- B.S. Bachelor of Science in Health Care Administration
- B.S. Bachelor of Science in Management
- M.A. Master of Arts in Organizational Leadership
- M.B.A. Master of Business Administration
- M.B.A. Master of Business Administration in Business Marketing
- M.B.A. Master of Business Administration in Health Care Management
- M.B.A. Master of Business Administration in Human Resource Management
- M.B.A. Master of Business Administration in Management
- M.S. Master of Science in Management

School of Arts and Sciences

- A.S. Associate of Science in General Studies
- B.S. Bachelor of Science in General Studies

School of Behavioral Science

- A.S. Associate of Science in Psychology
- B.S. Bachelor of Science in Psychology
- M.S. Master of Science in Psychology

School of Criminal Justice

- A.S. Associate of Science in Criminal Justice
- B.S. Bachelor of Science in Criminal Justice
- M.S. Master of Science in Criminal Justice

School of Education

- M.Ed. Master of Education in Administration
- M.Ed. Master of Education in Curriculum and Instruction
- Ed.D. Doctor of Education in Educational Administration
- Ed.D. Doctor of Education in Educational Psychology
- Ed.D. Doctor of Education in Organizational Leadership

PROFESSIONAL CERTIFICATE PROGRAMS OFFERED BY THE UNIVERSITY

California Coast University offers Undergraduate and Graduate Professional Certificates in the following areas:

UNDERGRADUATE CERTIFICATE PROGRAMS:

- Undergraduate Certificate in Business Administration
- Undergraduate Certificate in Fundamentals of Criminal Justice
- Undergraduate Certificate in Fundamentals of Finance
- Undergraduate Certificate in Fundamentals of Management
- Undergraduate Certificate in Fundamentals of Marketing
- Undergraduate Certificate in Fundamentals of Psychology
- Undergraduate Certificate in Health Care Administration

GRADUATE PROFESSIONAL CERTIFICATE PROGRAMS:

- Graduate Certificate in Business Administration
- Graduate Certificate in Curriculum and Instruction
- Graduate Certificate in Educational Administration
- Graduate Certificate in Health Care Management
- Graduate Certificate in Human Resource Management
- Graduate Certificate in Management Studies
- Graduate Certificate in Marketing Studies
- Graduate Certificate in Organizational Leadership
- Graduate Certificate in Psychology Studies

Total course requirements may be completed using a combination of previously earned transfer credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

- Students may receive transfer credit for up to 6 semester units of coursework completed at a college or university recognized by the U.S. Department of Education. (Minimum of two courses completed in the certificate program.)
- Students may transfer up to 9 semester units of credit for courses revised after 2004 and completed at California Coast University. (Minimum of two courses completed in the certificate program.)

A student who completes a Professional Certificate, and wishes to continue on and enroll in a degree program, may do so provided he or she meets all current admissions requirements, as noted in the University catalog. Students should contact the University Admissions Department for additional information.

UNDERGRADUATE CERTIFICATE PROGRAMS

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS - (4 Courses - 12 Units):

Business Administration	BAM 105 Introduction to Business BAM 312 Business Communications BAM 406 Business and Society BAM 410 Organizational Theory and Behavior
Fundamentals of Criminal Justice	BCJ 100 Introduction to Criminal Justice BCJ 230 Criminal Investigation BCJ 240 Procedures in the Justice System BCJ 351 Forensic Science
Fundamentals of Finance	BAM 110 Introduction to Accounting BAM 223 Principles of Economics BAM 313 Introduction to Financial Management BAM 401 International Business
Fundamentals of Management	BAM 315 Principles of Management BAM 411 Human Resource Management BAM 418 Small Business Management BAM 421 Operations Management
Fundamentals of Marketing	MKT 102 Introduction to Marketing MKT 230 Consumer Behavior MKT 310 Advertising and Promotions MKT 333 Marketing Management
Fundamentals of Psychology	PSY 102 Introduction to Psychology PSY 220 Developmental Psychology PSY 380 Personality Theories PSY 408 Abnormal Psychology
Health Care Administration	HCA 200 The United States Health Care System HCA 320 Essentials of Managed Care HCA 340 Cultural Diversity in Health and Illness HCA 420 Medical Law and Ethics

GRADUATE CERTIFICATE PROGRAMS

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program:
 An applicant must have earned a Bachelor’s Degree from a college or university recognized by the U.S. Department of Education.

COURSEWORK REQUIREMENTS - (4 Courses - 12 Units).

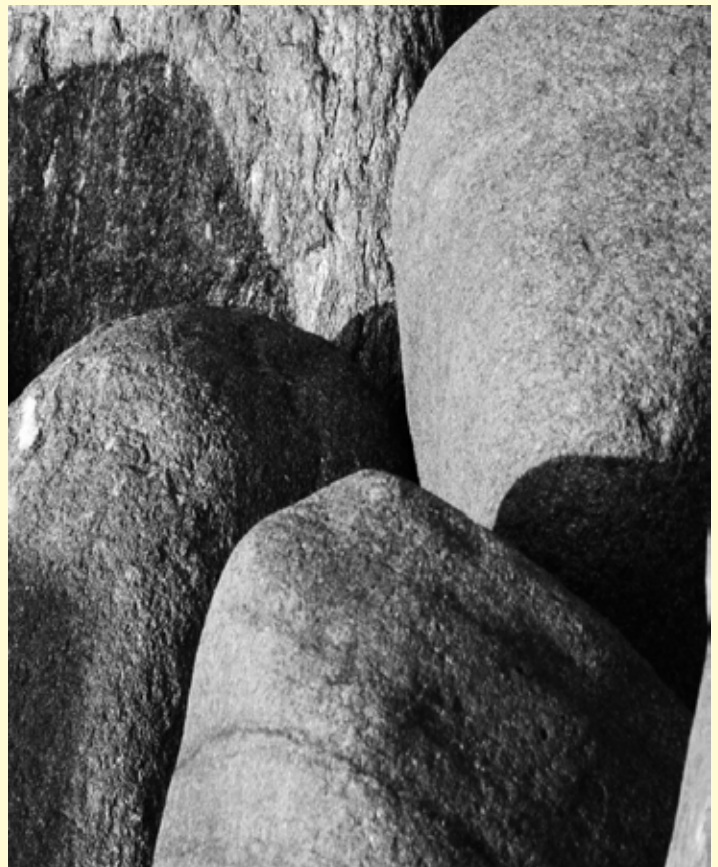
Business Administration	BAM 510 Human Resource Management BAM 513 Financial Management BAM 530 Business Ethics BAM 550 Leadership
Curriculum and Instruction	EDU 501 Integrating Technology into Teaching EDU 510 Models of Teaching EDU 524 Curriculum Design and Instruction EDU 548 Global Perspectives in Curriculum
Educational Administration	EDU 520 Leadership and Organizational Behavior EDU 529 Educational Personnel Management EDU 532 School-Community Relations EDU 546 Public Policy
Health Care Management	HCA 501 Health Care in America HCA 503 Ethical and Legal Issues for Health Care Professionals HCA 505 Multicultural Health Care HCA 507 Organizational Behavior in Health Care
Human Resource Management	BAM 510 Human Resource Management BAM 515 Organizational Behavior BAM 535 Advanced Human Resource Management BAM 545 Strategic Compensation
Management Studies	BAM 515 Organizational Behavior BAM 540 Project Management BAM 550 Leadership BAM 562 Modern Management
Marketing Studies	BAM 511 Marketing Management MKT 512 Sales Management MKT 542 Global Marketing MKT 552 Value Marketing

GRADUATE PROFESSIONAL CERTIFICATE PROGRAMS - cont.

COURSEWORK REQUIREMENTS - (4 Courses - 12 Units).

Organizational Leadership.....BAM 515 Organizational Behavior
BAM 532 Organizational Theory
BAM 550 Leadership
BAM 554 Employee Training and Development

Psychology Studies.....PSY 501 Developmental Psychology
PSY 505 Psychopathology
PSY 511 Professional Ethics and the Law
PSY 525 Counseling Systems and Techniques



The School of Administration and Management

The School of Administration and Management offers programs leading to the following degrees:

A.S.Associate of Science in Business Administration

A.S.Associate of Science in Business Marketing

A.S.Associate of Science in Health Care Administration

B.S.Bachelor of Science in Business Administration

B.S.Bachelor of Science in Business Marketing

B.S.Bachelor of Science in Health Care Administration

B.S.Bachelor of Science in Management

M.A.Master of Arts in Organizational Leadership

M.B.A.Master of Business Administration

M.B.A.Master of Business Administration in Business Marketing

M.B.A.Master of Business Administration in Health Care Management

M.B.A.Master of Business Administration in Human Resource Management

M.B.A.Master of Business Administration in Management

M.S.Master of Science in Management

THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Express an understanding of the contemporary business environment.
- Identify how businesses and business operations are managed and organized.
- Review the principles of management, marketing, and organizational behavior.
- Demonstrate an understanding of the principles and applications of business communications and information technology.
- Express key concepts and theories related to business administration, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, fine arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

6 Core Courses	18 semester units
10 General Education Courses	30 semester units
4 Elective Courses	12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

CORE COURSES - (18 Units)

- BAM 105 Introduction to Business
- BAM 225 Information Management
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 410 Organizational Theory and Behavior

THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MARKETING

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Express an understanding of the leading marketing concepts, including the social, legal, economic, ethical and technological influences related to the field.
- Identify how to recognize and implement marketing strategies.
- Review the principles of customer service and consumer behavior.
- Demonstrate an understanding of the key aspects of marketing management.
- Express key concepts and theories related to business marketing, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

6 Core Courses	18 semester units
10 General Education Courses	30 semester units
4 Elective Courses	12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

CORE COURSES - (18 Units)

- BAM 105 Introduction to Business
- MKT 102 Introduction to Marketing
- MKT 121 Customer Service
- MKT 230 Consumer Behavior
- MKT 310 Advertising and Promotions
- MKT 333 Marketing Management

THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MARKETING

GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE ASSOCIATE OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Express an understanding of the organization, structure, and operation of the nation’s health care system.
- Identify the roles of consumers, providers, managers, decision makers, and analysts in the health care system.
- Demonstrate an understanding of the key aspects of information technology, cultural diversity, medical law and ethics in relation to health care administration.
- Identify the ways in which leaders and managers influence organizational culture, performance and change.
- Express key concepts and theories related to health care administration, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

6 Core Courses	18 semester units
10 General Education Courses	30 semester units
4 Elective Courses	12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

CORE COURSES - (18 Units)

- HCA 200 Introduction to the United States Health Care System
- HCA 305 Introduction to Community Health
- HCA 310 Information Technology for Health Professions
- HCA 320 Essentials of Managed Health Care
- HCA 340 Cultural Diversity in Health and Illness
- HCA 420 Medical Law and Ethics

THE ASSOCIATE OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine various theories relevant and applicable to the field of business administration based on industry specific research and best practices.
- Compare and contrast theories and research related to relevant models of business administration.
- Identify the practical applications needed to integrate management, marketing, accounting and finance concepts to improve short-term and long-term organizational performance.
- Examine various forms of technology currently used within the business administration field.
- Express key concepts and theories related to business administration, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
BUSINESS ADMINISTRATION**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BAM 105 Introduction to Business
- BAM 110 Introduction to Accounting
- BAM 118 Computing Concepts
- BAM 223 Principles of Economics
- BAM 225 Information Management
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 313 Introduction to Financial Management
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 401 International Business
- BAM 406 Business and Society
- BAM 410 Organizational Theory and Behavior
- MKT 230 Consumer Behavior

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
BUSINESS ADMINISTRATION**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE BACHELOR OF SCIENCE DEGREE IN BUSINESS MARKETING

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine various theories relevant to the marketing professional working in a contemporary business environment.
- Identify the theoretical foundation and practical applications for helping organizations adapt their marketing and management strategies to succeed domestically and internationally.
- Identify the various social, legal, economic, ethical and technological influences that affect the marketing field based on industry specific research.
- Compare the ways in which the various social science disciplines of psychology, sociology and anthropology impact consumer behavior in the marketplace.
- Express key concepts and theories related to business marketing, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
BUSINESS MARKETING**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BAM 105 Introduction to Business
- BAM 118 Computing Concepts
- BAM 223 Principles of Economics
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 401 International Business
- BAM 402 Public Relations
- MKT 102 Introduction to Marketing
- MKT 121 Customer Service
- MKT 230 Consumer Behavior
- MKT 310 Advertising and Promotions
- MKT 333 Marketing Management
- MKT 425 Social Media Marketing

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
BUSINESS MARKETING**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE BACHELOR OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine the organization, structure, and operation of the nation’s healthcare system.
- Identify the key functions of the healthcare administrator in contemporary health care.
- Examine the theoretical foundation and practical applications of healthcare marketing, healthcare public policy, ethical and legal considerations in health care, healthcare finance and cultural issues.
- Identify the fundamental goals and challenges inherent in providing cost-effective, high-quality care to all Americans.
- Express key concepts and theories related to healthcare administration, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
HEALTH CARE ADMINISTRATION**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BAM 105 Introduction to Business
- BAM 312 Business Communications
- BAM 313 Introduction to Financial Management
- BAM 315 Principles of Management
- BAM 402 Public Relations
- BAM 411 Human Resource Management
- HCA 200 The United States Health Care System
- HCA 305 Introduction to Community Health
- HCA 310 Information Technology for Health Professions
- HCA 320 Essentials of Managed Health Care
- HCA 340 Cultural Diversity in Health and Illness
- HCA 420 Medical Law and Ethics
- PSY 150 Health Psychology
- PSY 180 Introduction to Organizational Psychology

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
HEALTH CARE ADMINISTRATION**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE BACHELOR OF SCIENCE DEGREE IN
MANAGEMENT**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine various management theories and techniques, relevant to the contemporary business environment, based on industry specific research and best practices.
- Compare traditional theories of management with contemporary theories.
- Examine current developments in the contingency approach, systems theory and behavioral science as they apply to management theory.
- Identify management challenges and opportunities related to information, financial, human resource, small business and operations management.
- Express key concepts and theories related to management, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
MANAGEMENT**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BAM 105 Introduction to Business
- BAM 110 Introduction to Accounting
- BAM 118 Computing Concepts
- BAM 223 Principles of Economics
- BAM 225 Information Management
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 313 Introduction to Financial Management
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 402 Public Relations
- BAM 411 Human Resource Management
- BAM 418 Small Business Management
- BAM 421 Operations Management

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
MANAGEMENT**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE MASTER OF ARTS DEGREE IN ORGANIZATIONAL LEADERSHIP

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Analyze the theoretical foundation of organizational leadership based on professional research and best practices.
- Evaluate the role of the leader in developing strategies to achieve established organizational goals.
- Compare and contrast classical and contemporary leadership theories related to traits, behaviors, and situational factors influencing leaders in modern organizations.
- Assess how effective versus ineffective leaders influence organizational change and development.
- Analyze traditional and contemporary management theories related to the goal of improving organizational efficiency.
- Express key concepts and theories related to organizational leadership, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Arts degree in Organizational Leadership students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF ARTS DEGREE IN
ORGANIZATIONAL LEADERSHIP**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Core Courses, which are all 3 units each.

- BAM 501 Human Relations
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 532 Organizational Theory
- BAM 540 Project Management
- BAM 547 Conflict Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 562 Modern Management
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE MASTER OF BUSINESS ADMINISTRATION DEGREE - M.B.A.

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Compare various theories of business administration based on professional literature in the field.
- Examine the research on international trade and the unique challenges organizations face in the global marketplace.
- Compare the legal and ethical issues inherent to the operation of business.
- Examine best practices currently being utilized in business administration.
- Analyze the decision making process related to business administration in the contemporary business environment.
- Express key concepts and theories related to business administration, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Business Administration (M.B.A.) students are required to complete a minimum of 33 units (11 courses) with California Coast University.

THE MASTER OF BUSINESS ADMINISTRATION DEGREE - M.B.A.

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 521 Business Law
- BAM 530 Business Ethics
- BAM 540 Project Management
- BAM 550 Leadership
- BAM 570 E-Commerce Management
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER'S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master's Thesis (9 units) to the degree program. To add a Master's Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master's Thesis, the additional tuition for the 9 units, and an application to add the Master's Thesis will be sent to the student.

The Master's Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
BUSINESS MARKETING**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Analyze fundamental marketing concepts related to strategic planning and integration of marketing with other business activities and functions.
- Evaluate the role of marketing research in the development of a strategic marketing plan.
- Examine the professional research in the areas of management, organizational behavior, and business ethics related to marketing management.
- Compare and contrast issues related to marketing a product or brand locally and internationally. Analyze the evolution of marketing management over time with a focus on classical versus contemporary theories in marketing.
- Express key concepts and theories related to business marketing, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Business Administration degree in Business Marketing students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
BUSINESS MARKETING**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- MKT 512 Sales Management
- MKT 542 Global Marketing
- MKT 552 Value Marketing
- MKT 555 Retail Management
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
HEALTH CARE MANAGEMENT**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Analyze the basic structures and operations of the United States health care system.
- Evaluate various ethical and legal issues the health care manager deals with in a health care organization.
- Analyze the future challenges in wellness, prevention, chronic care, and long-term care.
- Examine health care organization from both a micro-level and macro-level based on current research in the field.
- Examine the multicultural aspects of health, illness, treatments and therapies to understand the various conventional and unconventional healing systems and modalities.
- Express key concepts and theories related to health care management, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Business Administration degree in Health Care Management students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
HEALTH CARE MANAGEMENT**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 562 Modern Management
- HCA 501 Health Care in America
- HCA 503 Ethical and Legal Issues for Health Care Professionals
- HCA 505 Multicultural Health Care
- HCA 507 Organizational Behavior in Health Care
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
HUMAN RESOURCE MANAGEMENT**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Compare the various theories related to human resource management based on professional research in the field.
- Examine the ethical and legal aspects of discriminatory personnel management practices related to recruitment, selection, promotion, transfer, layoffs, and benefits.
- Analyze how operating in a global environment affects human resource management in an organization.
- Compare at least three methods of collecting job analysis information including interviews, questionnaires, and observation.
- Analyze the strategic importance of compensation to the achievement of organizational goals.
- Express key concepts and theories related to human resource management, in written form, utilizing prescribed essay criteria

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor’s degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor’s degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University’s policy regarding transfer credit for detailed information.

Master of Business Administration degree in Human Resource Management students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
HUMAN RESOURCE MANAGEMENT**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 501 Human Relations
- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 535 Advanced Human Resource Management
- BAM 545 Strategic Compensation
- BAM 550 Leadership
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
MANAGEMENT**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine strategy formulation, implementation, and evaluation concepts and techniques based on professional research in the field of management.
- Analyze different industries and make objective strategic decisions based on established management theories.
- Evaluate traditional and contemporary management theories, along with practical applications, to develop a strategic plan to improve organizational efficiency.
- Examine electronic commerce, how it is being conducted and managed around the world.
- Analyze the strategic management importance of compensation to the achievement of organizational goals.
- Express key concepts and theories related to management, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Business Administration degree in Management students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN
MANAGEMENT**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 501 Human Relations
- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 513 Financial Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 540 Project Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 562 Modern Management
- BAM 570 E-Commerce Management
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF SCIENCE DEGREE IN
MANAGEMENT**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Compare the various theories of management based on professional literature in the field.
- Examine traditional and contemporary management approaches to meet organizational goals.
- Evaluate a practical framework for evaluating management strategies.
- Examine the strategic management process based on established criteria.
- Identify behavioral, political, ethical, and social responsibility considerations in strategic analysis.
- Express key concepts and theories related to management, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in Business Administration, Leadership, Management or Marketing. A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Science Degree in Management students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF SCIENCE DEGREE IN
MANAGEMENT**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- BAM 501 Human Relations
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 562 Modern Management
- BAM 570 E-Commerce Management
- GRM 597 The Research Process
- BAM 599 Strategic Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

The School of Art and Sciences

The School of Arts and Sciences offers programs leading to the following degrees:

A.S.Associate of Science in General Studies

B.S.Bachelor of Science in General Studies

THE ASSOCIATE OF SCIENCE DEGREE IN GENERAL STUDIES

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Demonstrate knowledge in the human body and environmental science.
- Review the social sciences in the areas of cultural anthropology, psychology of adjustment, and sociology.
- Identify major themes, systems, and movements in the history of philosophy, art, and humanity.
- Review the historical roots and the establishment of government in the United States.
- Demonstrate knowledge in the subjects of mathematics and English.
- Express key concepts and theories explored in the course work, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

12 General Education Courses	36 semester units
8 Elective Courses	24 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides or Specialized Training Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science Degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

THE ASSOCIATE OF SCIENCE DEGREE IN GENERAL STUDIES

GENERAL EDUCATION COURSES - (36 Units)

Satisfy the University's 12 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (24 Units)

Satisfy the University's 8 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE BACHELOR OF SCIENCE DEGREE IN
GENERAL STUDIES**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine various theories relevant to business, behavioral science, and criminal justice.
- Identify key research conducted in the business, behavioral science, and criminal justice fields.
- Identify the individual, their values, attitudes, needs, abilities, traits and motivations within an organizational setting.
- Examine various forms of technology currently used within the business, behavioral science, and criminal justice fields.
- Express key concepts and theories across the disciplines of business, behavioral science, and criminal justice, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides or Specialized Training Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
GENERAL STUDIES**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BAM 105 Introduction to Business
- BAM 118 Computing Concepts
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 410 Organizational Theory and Behavior
- BCJ 100 Introduction to Criminal Justice
- BCJ 240 Procedures in the Justice System
- BCJ 360 Criminal Law
- HCA 200 The United States Health Care System
- MKT 102 Introduction to Marketing
- MKT 230 Consumer Behavior
- PSY 220 Developmental Psychology
- PSY 408 Abnormal Psychology
- PSY 430 Educational Psychology

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
GENERAL STUDIES**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

The School of Behavioral Science

The School of Behavioral Sciences offers programs leading to the following degrees:

A.S.Associate of Science in Psychology

B.S.Bachelor of Science in Psychology

M.S.Master of Science in Psychology

THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Demonstrate knowledge in the theories of developmental, abnormal and counseling psychology.
- Identify the major classic and contemporary personality theories.
- Define the history, and changing nature of marriage and the key issues facing marriages and families in the twenty-first century.
- Review brain function and how it affects behavior.
- Express key concepts and theories related to psychology, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

6 Core Courses	18 semester units
10 General Education Courses	30 semester units
4 Elective Courses	12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

CORE COURSES - (18 Units)

Satisfy the 6 Core Courses, which are all 3 units each.

- PSY 102 Introduction to Psychology
- PSY 220 Developmental Psychology
- PSY 280 Marriage and Family
- PSY 380 Personality Theories
- PSY 408 Abnormal Psychology
- PSY 418 Counseling Psychology

GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements, and has demonstrated an adequate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine the various theories related to the field of contemporary psychology based on industry specific research and best practices.
- Demonstrate knowledge of psychological research within the various subjects studied.
- Compare and contrast theories of behavior.
- Examine major issues in human relations, the science of emotion and the factors that shape personality.
- Express key concepts and theories related to psychology, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
PSYCHOLOGY**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- PSY 102 Introduction to Psychology
- PSY 116 Psychology of Gender
- PSY 150 Health Psychology
- PSY 180 Introduction to Organizational Psychology
- PSY 220 Developmental Psychology
- PSY 228 Social Psychology
- PSY 270 Learning Theories
- PSY 280 Marriage and Family
- PSY 312 Tests and Measurements in Psychology
- PSY 330 History and Systems of Psychology
- PSY 380 Personality Theories
- PSY 408 Abnormal Psychology
- PSY 418 Counseling Psychology
- PSY 430 Educational Psychology

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
PSYCHOLOGY**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF SCIENCE DEGREE IN
PSYCHOLOGY**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Analyze the theoretical foundation of psychology based on professional research and best practices.
- Examine the legal, ethical and professional issues practitioners in the psychology field encounter.
- Analyze the biological, psychological, social and biopsychosocial perspectives on the origins of abnormal behavior.
- Compare and contrast the classic and contemporary theories, techniques, and research methods used in the area of family therapy.
- Compare the major theoretical constructs of each of the counseling theories studied, including aspects of human development, motivation, and psychological health and dysfunction.
- Express key concepts and theories related to psychology, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor's degree in psychology awarded by a college or university recognized by the U.S. Department of Education.

If the degree is not in psychology, the student must complete the following six additional prerequisite courses to be eligible for the program: PSY 102 Introduction to Psychology, PSY 228 Social Psychology, PSY 270 Learning Theories, PSY 280 Marriage and Family, PSY 380 Personality Theories, and PSY 408 Abnormal Psychology.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University's policy regarding transfer credit for detailed information.

Master of Science degree in Psychology students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF SCIENCE DEGREE IN
PSYCHOLOGY**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Major Courses, which are all 3 units each.

- PSY 501 Developmental Psychology
- PSY 503 Human Sexuality
- PSY 505 Psychopathology
- PSY 509 Theories of Marriage and Family
- PSY 511 Professional Ethics and the Law
- PSY 517 Alcohol and Chemical Substance Abuse
- PSY 525 Counseling Systems and Techniques
- PSY 527 Assessment Techniques
- PSY 530 Psychology of Aging
- PSY 540 Physiological Psychology
- PSY 550 Group Psychotherapy
- GRM 597 The Research Process
- PSY 599 Clinical Psychology: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

The School of Criminal Justice

The School of Criminal Justice offers programs leading to the following degrees:

A.S.Associate of Science in Criminal Justice

B.S.Bachelor of Science in Criminal Justice

M.S.Master of Science in Criminal Justice

THE ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Demonstrate knowledge of the theory and practice of law enforcement.
- Identify the relationship between drug abuse, social problems and crime.
- Review the principles of juvenile justice, criminal investigation, terrorism and forensic science.
- Identify and discuss the various theories related to the causes of crime.
- Express key concepts and theories related to criminal justice, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION:

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

6 Core Courses	18 semester units
10 General Education Courses	30 semester units
4 Elective Courses	12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) with California Coast University.

**THE ASSOCIATE OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

CORE COURSES - (18 Units)

Satisfy the 6 Core Courses, which are all 3 units each.

- BCJ 100 Introduction to Criminal Justice
- BCJ 210 Juvenile Justice
- BCJ 230 Criminal Investigation
- BCJ 240 Procedures in the Justice System
- BCJ 303 Terrorism
- BCJ 351 Forensic Science

GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 240 Art History

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements, and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE BACHELOR OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine the theoretical foundation of the criminal justice field based on industry specific research and best practices.
- Demonstrate knowledge of the research related to the theory and practice of law enforcement and corrections.
- Examine the balance between community interests and individuals rights related to the criminal justice field.
- Identify the history and definitions of terrorism from a global perspective.
- Express key concepts and theories related to criminal justice, in written form, utilizing prescribed essay criteria.
- Demonstrate knowledge in the areas of science, social sciences, arts and humanities, and basic subjects including mathematics, English, U.S. history and government.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent. It is recommended, but not required, that an applicant should offer evidence of successful completion of at least one year of college-level courses completed at other colleges and universities or its equivalent.

COURSEWORK REQUIREMENTS FOR GRADUATION

14 Core Courses	42 semester units
14 General Education Courses	42 semester units
14 Elective Courses	42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit. Please see the University’s policy regarding transfer credit for more information.

Bachelor of Science degree students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE BACHELOR OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

CORE COURSES - (42 Units)

Satisfy the 14 Core Courses, which are all 3 units each.

- BCJ 100 Introduction to Criminal Justice
- BCJ 210 Juvenile Justice
- BCJ 230 Criminal Investigation
- BCJ 240 Procedures in the Justice System
- BCJ 245 Computer Forensics and Cyber Crime
- BCJ 303 Terrorism
- BCJ 340 Criminal Behavior
- BCJ 351 Forensic Science
- BCJ 355 Homeland Security
- BCJ 360 Criminal Law
- BCJ 400 Theory and Practices of Law Enforcement
- BCJ 403 Theory and Practices of Corrections
- BCJ 450 Domestic Violence
- BCJ 470 Research Methods in Criminal Justice and Criminology

GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each. The University's General Education Course requirements are patterned after the California State University System and include the following categories: Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

Natural Sciences

- GED 102 The Human Body
- GED 108 Environmental Science

Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 260 Criminology

Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 240 Art History
- GED 250 World Religions

Basic Subjects

- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

**THE BACHELOR OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

GENERAL ELECTIVE COURSES - (42 Units)

Satisfy the University's 14 General Elective Course requirements, which are 3 units each. These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The Final Assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an adequate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

**THE MASTER OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Analyze the theoretical foundation of the study of crime and criminology based on research in the areas of law, public policy, and the philosophical origins of crime.
- Examine the history of drugs in the U.S., the integral role of race in the creation of drug laws, the elaboration of the global trade in drugs, the U.S. drug control policies and the impact of the U.S. drug war on international relations.
- Analyze the domestic and international threat of terrorism and the basic security issues surrounding terrorism today.
- Evaluate strategies for refining law enforcement attitudes, behaviors, methods and tools for social advancement, community betterment and conflict reduction in relation to multicultural issues in law enforcement.
- Examine theoretical perspectives with a view to understanding the relationships between various institutions and the administration of justice.
- Express key concepts and theories related to criminal justice, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor’s degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in criminal justice. A bachelor’s degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University’s policy regarding transfer credit for detailed information.

Master of Science degree in Criminal Justice students are required to complete a minimum of 33 units (11 courses) with California Coast University.

**THE MASTER OF SCIENCE DEGREE IN
CRIMINAL JUSTICE**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Core Courses, which are all 3 units each.

- BAM 515 Organizational Behavior
- BCJ 501 Criminological Theory
- BCJ 510 Drugs, Justice and Society
- BCJ 530 Multicultural Issues in Law Enforcement
- BCJ 545 Computer Crime
- BCJ 553 Supervision in Law Enforcement
- BCJ 562 Police Administration and Management
- BCJ 563 Criminal Justice Policy
- BCJ 565 Deviant Behavior
- BCJ 575 Terrorism and Homeland Security
- BCJ 582 Correctional Counseling
- GRM 597 The Research Process
- BCJ 599 Criminal Justice Administration: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

The School of Education

The School of Education offers programs leading to the following degrees:

M.Ed.Master of Education in Administration

M.Ed.Master of Education in Curriculum and Instruction

Ed.D.Doctor of Education in Educational Administration

Ed.D.Doctor of Education in Educational Psychology

Ed.D.Doctor of Education in Organizational Leadership



**THE MASTER OF EDUCATION IN
ADMINISTRATION**

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine the theoretical foundation of educational administration based on professional research in the field.
- Evaluate the different models of teaching, the historical context within which the various models were developed, and the importance of individual differences and diversity in the selection of appropriate teaching models.
- Analyze the various social and political forces that impact effective relations between schools and the communities they serve.
- Evaluate new technology trends in learning environments, data collection tools, productivity software, the use of modern technology in professional development, and the legal and ethical issues regarding educational technology.
- Analyze the multitude of legal and ethical issues faced by school administrators today including the cultural and socioeconomic factors within the school environment.
- Express key concepts and theories related to education administration, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor’s degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in education. A bachelor’s degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University’s policy regarding transfer credit for detailed information.

Master of Education in Administration students are required to complete a minimum of 30 units (11 courses) with California Coast University.

**THE MASTER OF EDUCATION IN
ADMINISTRATION**

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Core Courses, which are all 3 units each.

- EDU 501 Integrating Technology into Teaching
- EDU 507 Cultural Issues in Education
- EDU 510 Models of Teaching
- EDU 520 Leadership and Organizational Behavior
- EDU 526 Supervision of Instruction
- EDU 529 Educational Personnel Management
- EDU 532 School - Community Relations
- EDU 540 Career Development
- EDU 545 Leadership and Technology
- EDU 546 Public Policy
- EDU 547 Legal Aspects of Education
- GRM 597 The Research Process
- EDU 599 Strategic Issues Management: Capstone

OPTIONAL MASTER’S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master’s Thesis (9 units) to the degree program. To add a Master’s Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master’s Thesis, the additional tuition for the 9 units, and an application to add the Master’s Thesis will be sent to the student.

The Master’s Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

PROGRAM OBJECTIVES:

Upon successful completion of the program, students will be able to:

- Examine the theoretical foundation of curriculum and instruction based on the philosophical, historical, psychological, and social foundations of the field.
- Examine how curriculum models are utilized in the educational environment.
- Compare and contrast the similarities and differences in conceptions of culture, race, ethnic groups, and minority groups related to curriculum and instruction.
- Evaluate the various models of teaching, the historical context within which the models were developed, and the importance of individual differences and diversity in the selection of appropriate teaching models.
- Examine curriculum development, measurement, policies of inclusion, and the effects of culture to improve educational programs in diverse classrooms.
- Express key concepts and theories related to curriculum and instruction, in written form, utilizing prescribed essay criteria.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a bachelor’s degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in education. A bachelor’s degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides. Please see the University’s policy regarding transfer credit for detailed information.

Master of Education in Curriculum and Instruction students are required to complete a minimum of 30 units (11 courses) with California Coast University.

THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

TOTAL UNITS REQUIRED (39 Units)

Satisfy the 13 Core Courses, which are all 3 units each.

- EDU 501 Integrating Technology into Teaching
- EDU 507 Cultural Issues in Education
- EDU 510 Models of Teaching
- EDU 521 Psychology Applied to Teaching
- EDU 524 Curriculum Design and Instruction
- EDU 526 Supervision of Instruction
- EDU 540 Career Development
- EDU 545 Leadership and Technology
- EDU 546 Public Policy
- EDU 547 Legal Aspects of Education
- EDU 548 Global Perspectives in Curriculum
- GRM 597 The Research Process
- EDU 599 Strategic Issues Management: Capstone

OPTIONAL MASTER'S THESIS (9 Units)

Students who wish to pursue additional research related to the major, may elect to add a Master's Thesis (9 units) to the degree program. To add a Master's Thesis to the degree plan, a request in writing must be submitted to the Student Services Department. At the time the request is received, information on the requirements for the Master's Thesis, the additional tuition for the 9 units, and an application to add the Master's Thesis will be sent to the student.

The Master's Thesis requires the following nine units be successfully completed:

- GRM 698 Proposal for the Master Thesis
- GRM 699 The Master Thesis

FINAL ASSESSMENT

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all degree program requirements. The assessment is intended to determine whether the student has completed all graduation requirements and has demonstrated an appropriate level of competence in the program. The Final Assessment is conducted as a University function and does not require student participation.

THE DOCTOR OF EDUCATION DEGREE PROGRAM

PROGRAM OBJECTIVES: Doctor of Education in Educational Administration

- Develop knowledge of learning theory, philosophical and historical foundations, and public policy in the procurement of education administration.
- Develop a comprehensive understanding of a variety of educational leadership strategies to enhance learning using vision, missions, goals and objectives, strategic planning and sound decision-making in a wide range of learning environments.
- Apply the skill of interpreting, gathering and conducting educational research coupled with developing educational standards and accountability of school systems.
- Analyze educational environments so that decision-making and leadership can be developed to manage human resources, motivate people and train and develop through different learning modalities to make effective decisions about appropriate uses of educational finance in learning communities.
- Synthesize both knowledge and application of educational administration by incorporating leadership techniques to lead educational organizations in both domestic and multicultural learning communities.
- Evaluate the larger political, social, economic, legal and cultural influences of education through research supported by theoretical foundations to change, alter and expand educational initiatives in school systems.

PROGRAM OBJECTIVES: Doctor of Education in Organizational Leadership

- Develop knowledge of learning theory, philosophical, historical, legal foundations, and public policy toward providing effective educational leadership.
- Develop a comprehensive understanding of a variety of educational leadership strategies to enhance institutional adaptation to change in a wide range of learning environments.
- Apply the skill of interpreting, gathering, and conducting educational research coupled with the skills needed to lead educational organizations.
- Analyze educational environments so that decision making and leadership can be developed to manage change and conflict in educational organizations, including those that are domestic, global and diverse.
- Synthesize both knowledge and application of educational leadership strategies to facilitate positive change within educational organizations.
- Evaluate the larger political, social, economic, legal and cultural influences of education through research supported by theoretical foundations to lead, change, alter and expand educational initiatives in school systems.

THE DOCTOR OF EDUCATION DEGREE PROGRAM

PROGRAM OBJECTIVES: Doctor of Education in Educational Psychology

- Develop knowledge of philosophical, historical, and legal foundations, public policy, and legal aspects of education toward providing positive environments for student success.
- Develop a comprehensive understanding of a variety of educational psychology theories and current issues to improve the environments in which students think, study and learn effectively.
- Apply the skills of measurement theory to the scientific inquiry of interpreting, gathering, and conducting educational research.
- Analyze educational environments so that strategies and skills related to decision-making, handling controversy, and managing conflicts lead to productive learning environments.
- Synthesize both knowledge and application of trends in cognitive development to facilitate the development of positive and productive learning environments.
- Evaluate the larger political, social, economic, legal and cultural influences of educational settings through research supported by the theoretical foundations of effective personal and social development.

PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program: An applicant must have earned a Master's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in education or a Master's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

If an applicant has earned a master's degree in a field other than education and the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program, the applicant must then complete a total of 5 prerequisite courses before beginning the Doctor of Education program curriculum.

Prerequisite Courses (15 Semester Units)

- EDU 510 Models of Teaching (3 units)
- EDU 532 School-Community Relations (3 units)
- EDU 545 Leadership and Technology (3 units)
- EDU 546 Public Policy (3 units)
- EDU 547 Legal Aspects of Education (3 units)

THE DOCTOR OF EDUCATION DEGREE PROGRAM

REQUIREMENTS FOR GRADUATION

The Doctor of Education Degree is comprised of 66 semester units of credit.

3 Qualifying Courses.....	12 semester units
1 Qualifying Examination.....	Pass/No pass
4 Core Courses.....	14 semester units
4 Specialization Courses.....	16 semester units
2 Research Courses.....	8 semester units
Comprehensive Examination.....	2 semester units
Proposal.....	2 semester units
Dissertation and Oral Defense.....	12 semester units

Course requirements may be completed using a combination of previously earned transfer credits (not to exceed 2 courses) or Study Guides.

Doctor of Education degree students are required to complete a minimum of 10 courses in addition to a comprehensive examination, dissertation proposal and manuscript, and Oral Defense with California Coast University. Students must receive a passing grade on the Comprehensive Examination prior to completing a doctoral dissertation and oral defense.

In order to maximize achievement within the Doctor of Education program, students must follow the prescribed sequence of coursework determined by the University and maintain an overall scholastic grade point average of 3.0 (B) or better.

ONLINE LIBRARY RESOURCES

The Library and Information Resources Network, Inc. (LIRN) provides students with access to multiple research databases through one portal. These resources will be essential at the dissertation stage and will also provide students with information to reference throughout their program.

**THE DOCTOR OF EDUCATION IN
EDUCATIONAL ADMINISTRATION**

Qualifying Courses (12 Semester Units)

- EDU 602 Philosophical Foundations of Education (4 units)
- EDU 610 Learning Theory (4 units)
- EDU 614 History of Education (4 units)
- EDU 615 Qualifying Examination (Pass/No pass)

Core Courses (14 Semester Units)

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

Specialization Courses (16 Semester Units)

- EDU 627 Managing Human Resources (4 units)
- EDU 630 Educational Finance (4 units)
- EDU 645 Advanced Curriculum Development (4 units)
- EDU 647 Educational Standards and Accountability (4 units)

Research Courses (8 Semester Units)

- EDU 652 Educational Research (4 units)
- EDU 653 Quantitative Methods in Educational Research (4 units)

Comprehensive Examination (2 Semester Units)

- EDU 687 Comprehensive Examination (2 units)

Research and Dissertation Phase (14 Semester Units)

- GRM 712 Proposal (2 units)
- GRM 715 Dissertation and Oral Defense (12 units)

FINAL ASSESSMENT

The Final Assessment of each doctoral degree candidate's records offers the Doctoral Review Committee an opportunity to review and assess the results of all completed course work assignments, the Comprehensive Examination and the dissertation portion of the candidate's program. The Final Assessment is intended to determine whether the candidate's demonstrated level of competence and learning outcomes are, in fact, comparable to those expected from a doctoral candidate in a more traditional setting.

As a vital part of the Final Assessment process, the doctoral candidate will be asked to present himself/herself before their Dissertation Committee for the purpose of orally responding to committee member questions as they pertain to the candidate's dissertation.

Upon successful completion of the oral defense, the candidate will receive immediate acknowledgement, by letter, of satisfaction of all graduation requirements. A formal Final Assessment Committee Report will be placed in the candidate's portfolio. The doctoral degree and an official transcript will be mailed to the graduate in approximately 4 to 6 weeks.

**THE DOCTOR OF EDUCATION IN
EDUCATIONAL PSYCHOLOGY**

Qualifying Courses (12 Semester Units)

- EDU 602 Philosophical Foundations of Education (4 units)
- EDU 610 Learning Theory (4 units)
- EDU 614 History of Education (4 units)
- EDU 615 Qualifying Examination (Pass/No pass)

Core Courses (14 Semester Units)

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

Specialization Courses (16 Semester Units)

- EDU 624 Group Dynamics (4 units)
- EDU 640 Motivation and Learning (4 units)
- EDU 646 Educational Measurement (4 units)
- EDU 649 Advanced Educational Psychology (4 units)

Research Courses (8 Semester Units)

- EDU 652 Educational Research (4 units)
- EDU 653 Quantitative Methods in Educational Research (4 units)

Comprehensive Examination (2 Semester Units)

- EDU 689 Comprehensive Examination (2 units)

Research and Dissertation Phase (14 Semester Units)

- GRM 712 Proposal (2 units)
- GRM 715 Dissertation and Oral Defense (12 units)

FINAL ASSESSMENT

The Final Assessment of each doctoral degree candidate's records offers the Doctoral Review Committee an opportunity to review and assess the results of all completed course work assignments, the Comprehensive Examination and the dissertation portion of the candidate's program. The Final Assessment is intended to determine whether the candidate's demonstrated level of competence and learning outcomes are, in fact, comparable to those expected from a doctoral candidate in a more traditional setting.

As a vital part of the Final Assessment process, the doctoral candidate will be asked to present himself/herself before their Dissertation Committee for the purpose of orally responding to committee member questions as they pertain to the candidate's dissertation.

Upon successful completion of the oral defense, the candidate will receive immediate acknowledgement, by letter, of satisfaction of all graduation requirements. A formal Final Assessment Committee Report will be placed in the candidate's portfolio. The doctoral degree and an official transcript will be mailed to the graduate in approximately 4 to 6 weeks.

THE DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Qualifying Courses (12 Semester Units)

- EDU 602 Philosophical Foundations of Education (4 units)
- EDU 610 Learning Theory (4 units)
- EDU 614 History of Education (4 units)
- EDU 615 Qualifying Examination (Pass/No pass)

Core Courses (14 Semester Units)

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

Specialization Courses (16 Semester Units)

- EDU 625 Foundations in Leadership (4 units)
- EDU 629 Diversity in Global and Multicultural Organizations (4 units)
- EDU 642 Managing Conflict in Organizations (4 units)
- EDU 650 Leading Through and By Change (4 units)

Research Courses (8 Semester Units)

- EDU 652 Educational Research (4 units)
- EDU 653 Quantitative Methods in Educational Research (4 units)

Comprehensive Examination (2 Semester Units)

- EDU 688 Comprehensive Examination (2 units)

Research and Dissertation Phase (14 Semester Units)

- GRM 712 Proposal (2 units)
- GRM 715 Dissertation and Oral Defense (12 units)

FINAL ASSESSMENT

The Final Assessment of each doctoral degree candidate's records offers the Doctoral Review Committee an opportunity to review and assess the results of all completed course work assignments, the Comprehensive Examination and the dissertation portion of the candidate's program. The Final Assessment is intended to determine whether the candidate's demonstrated level of competence and learning outcomes are, in fact, comparable to those expected from a doctoral candidate in a more traditional setting.

As a vital part of the Final Assessment process, the doctoral candidate will be asked to present himself/herself before their Dissertation Committee for the purpose of orally responding to committee member questions as they pertain to the candidate's dissertation.

Upon successful completion of the oral defense, the candidate will receive immediate acknowledgement, by letter, of satisfaction of all graduation requirements. A formal Final Assessment Committee Report will be placed in the candidate's portfolio. The doctoral degree and an official transcript will be mailed to the graduate in approximately 4 to 6 weeks.

The Master's Thesis

THE MASTER'S THESIS

As an additional option to the required program, Master's Degree students have the option to develop a traditional graduate level thesis. The thesis constitutes (9) additional graduate level units to the required 12 - 13 required core courses (36 - 39 units). The student must submit a request in writing to add a thesis to the degree plan. At that time, additional current tuition charges will be assessed and information regarding the thesis requirements will be sent to the student.

THE RESEARCH PHASE

When all required coursework has been satisfactorily completed, and the appropriate grade point average requirement for the level of the degree has been met, the student will receive a letter confirming completion of the coursework. All Master's students who have elected to develop a thesis will be provided the appropriate manual produced by the University to guide them in the development of the research.

The research manual for graduate students, "Guidelines for Writing the Thesis," provided to students at no cost, guides students in the preparation of:

- The Research Topic Approval Form
- The Proposal
- The Thesis

THE RESEARCH TOPIC APPROVAL FORM (RTAF)

Students choose their own thesis research topics within the major. To assist in this process, the Graduate Review Committee requests students to answer a brief series of questions to help focus their interests. A member of the Graduate Review Committee will work with students to help determine appropriate research topics. Students may choose to do research that is either empirical or non-empirical in nature with topics that are supported by sufficient theory and professional research. It is the intention of the Graduate Review Committee to assist students in choosing topics that may be completed in a reasonable period of time and ones that will be beneficial to them in achieving their professional goals. The RTAF functions only as a topic approval process; no data may be collected at this stage. Once the RTAF has been approved, the student will develop a formal proposal which must be presented according to the Formal Research Proposal Section of the University's research manual.

THE FORMAL PROPOSAL

This comprehensive manual guides the student, step-by-step, through the organization and writing of the formal proposal. It simplifies much of the complexity commonly associated with this style of writing and research. It provides complete descriptions of each section, as well as sample models to follow for organization, style, and format. Verbal discussion, advice, or instruction with an advisor or the Committee Chairperson pertaining to the formal proposal cannot be construed as an approval. The formal proposal must be submitted in written and completed form. After the Graduate Review Committee has had an opportunity to review the submission, a written response will be sent to the student regarding acceptance. No data may be collected at this stage.

WRITING THE THESIS

After the proposal has been approved, the student may begin the formal research and writing of the thesis. The University's research manual will provide the student with the details required to present their research in the style and format required by the University. Students must periodically write or telephone the Chairman of their Committee to discuss their progress.

THE BOUND COPY

When the thesis has been approved, the student will be provided with a signed signature approval page, which the student must insert into the master copy. The student will then have one copy bound in a hardback, library-style binding, with the title and the student's name embossed in gold on both the spine and the cover. The bound copy will be presented to the University for permanent inclusion in the University's Thesis Library. The bound copy will serve as permanent evidence of the student's ability to conduct professional and scholarly research.



The Doctoral Dissertation

THE DOCTORAL DISSERTATION

RESEARCH & DISSERTATION PHASE

The Doctor of Education (Ed.D.) is a professional doctoral degree awarded after demonstrating the ability to conduct original research, which advances the body of knowledge in education. Through the process of completing research, it is expected that the student will develop an original idea, become an expert in both the theory and published research in the area of interest and master the objective, scholarly writing style used by researchers in education.

When all required coursework has been satisfactorily completed, the appropriate grade point average of 3.0 (B) or better has been met and the student has received a passing grade on the Comprehensive Examination, they will receive approval to move on to the research phase of the doctoral program.

Candidates will be provided a RTAF in addition to Guidelines for Writing the Dissertation, Topic Approval, where they will be instructed on selecting a research topic. Students may fulfill the doctoral dissertation requirement by using either empirical or critical analysis research methods. Empirical methods involve the collection and analysis of data to identify relationships between variables; critical analysis methods involve a review of current theory and research with the goal of creating a model program. Once a student has chosen which method they will be using and submit their RTAF, they will be sent either Guidelines for Writing the Dissertation, Empirical Research, or Guidelines for Writing the Dissertation, Critical Analysis Research, which will outline the research guidelines and instruct students on how to submit an appropriate formal proposal.

All dissertations are completed in 3 stages:

1. Submission and approval of the research topic
2. Submission and approval of the formal proposal
3. Submission and approval of the completed dissertation manuscript

Each stage requires the approval of the Dissertation Review Committee before proceeding to the next.

RESEARCH TOPIC APPROVAL FORM (RTAF)

Students are requested to describe their general thoughts about possible topics for investigation and how they may want to proceed. Topics may be related to the student's occupation or work experience if it is an appropriate topic for education. Students will determine which method of research they will use to complete their proposal and dissertation. Brief answers to a few simple questions provide the faculty with information to provide assistance in determining the most appropriate topic and offer guidance that can save the student time, energy and effort.

THE FORMAL PROPOSAL

Once the research topic has been approved, the doctoral candidate will develop and submit a formal proposal. The University's Guidelines for Writing a Dissertation contains detailed instructions on development and presentation of research. In addition, the manual has models in the Appendix to serve as examples of how the proposal is to be presented.

This comprehensive manual guides the student, step-by-step, through the organization and writing of the formal proposal. It simplifies much of the complexity commonly associated with this style of writing and research. It provides complete descriptions of each section, as well as sample models to follow for organization, style and format.

The formal proposal must be submitted to the student's Dissertation Committee Chairperson and be approved before any work and research may commence.

While the University encourages all candidates to have regular interaction with their advisor or Committee Chairperson, verbal discussion, advice or instruction pertaining to the proposal cannot be constructed as an approval. The proposal must be submitted in written form to the University.

WRITING THE DISSERTATION

After the research topic and proposal have been approved, the doctoral candidate may begin their formal research and writing. The University's dissertation manual will provide them with the details required to present their research in the style and format required by the University. Students are encouraged to contact their advisor and/or Committee Chairperson to review and discuss their progress.

THE BOUND COPY

When the dissertation has been approved, the student will be provided with a signed signature approval page. The student must then have two copies of the dissertation bound in a hardback, library-style binding, with the title and the student's name embossed in gold on both the spine and cover. One bound copy will be presented to the University for permanent inclusion in the University's Dissertation Library. This will serve as permanent evidence of the student's ability to conduct professional and scholarly research. The second bound copy is for the doctoral candidate to keep for his or her personal use.

General Information

COMPLETING COURSEWORK REQUIREMENTS

Certificate Programs - (Undergraduate and Graduate)

4 Core Courses 12 semester units

Associate's Degrees*

6 Core Courses 18 semester units
 10 General Education Courses 30 semester units
 4 Elective Courses 12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit.

*Please note that the Associate Degree in General Studies includes 12 General Education Courses (36 semester units) and 8 Elective Courses (24 semester units). In addition, Experiential Learning Credit is not available for this degree program.

Bachelor's Degrees

14 Core Courses 42 semester units
 14 General Education Courses 42 semester units
 14 Elective Courses 42 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Standardized Examinations, Challenge Exams, Study Guides, Specialized Training Credit, or Experiential Learning Credit.

Master's Degrees

13 Core Courses 39 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit, Challenge Exams and Study Guides.

Doctoral Degrees

3 Qualifying Courses 12 semester units
 1 Qualifying Examination Pass/No pass
 4 Core Courses 14 semester units
 4 Specialization Courses 16 semester units
 2 Research Courses 8 semester units
 Comprehensive Examination 2 semester units
 Proposal 2 semester units
 Dissertation and Oral Defense 12 semester units

Total course requirements may be completed using a combination of previously earned Transfer Credit (not to exceed 2 courses) or Study Guides.

ACADEMIC CREDIT

Each course is measured in semester units of credit. One semester unit is equivalent to 15 contact hours of student engagement plus 30 hours of student preparation. The following grades and corresponding grade points are used to calculate the grade point average.

A = Excellent	4 grade points
B = Above Average	3 grade points
C = Average	2 grade points
D = Poor	1 grade point
F = Fail	0 grade points

TRANSFER OF CREDIT

The University will accept transfer credit from applicable courses completed at colleges or universities accredited by an agency recognized by the U.S. Department of Education or foreign equivalent. To be eligible for transfer credit, each course must be an equivalent three-semester unit course, with a grade of "C" or better. For doctoral transfer credit, each course must be an equivalent of four-semester units where the CCU requirement is four semester units.

Students have 45 days from the date of enrollment to transfer credit from other institutions. Any credit transferred after 45 days will be awarded if applicable, but course fees are still charged. There will also be a charge of \$75 for additional evaluations done after the allotted 45 days from the date of enrollment.

- Certificate students may receive transfer credit for up to 6 semester units of previously completed coursework. Students may transfer up to 9 semester units of credit completed at California Coast University.
- Associate of Science students may receive transfer credit for up to 30 semester units of previously completed coursework.
- Bachelor of Science students may receive transfer credit for up to 93 semester units of credit of previously completed coursework.
- Master degree students may receive transfer credit for up to 6 semester units of previously completed coursework.
- Doctor of Education students may receive transfer credit for up to two courses (up to 8 semester units) of previously completed coursework.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at California Coast University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits or degree you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Coast University to determine if your credits or degree will transfer.

EXPERIENTIAL LEARNING CREDIT (Associate's or Bachelor's degrees only)

Students with a substantial amount of professional experience may receive credit based on experiential learning. Eligibility for experiential credit is determined at the application stage of the enrollment process. For this, the applicant's educational background and work history are reviewed and an assessment is made indicating which core courses may be eligible for experiential credit.

Experiential credit may only be awarded based on the following established criteria:

- The prior learning is equivalent to a college or university level of learning.
- The learning experience demonstrates a balance between theory and practice.
- The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements (core courses).
- Associate level students may receive up to 12 semester units of credit for core courses.
- Bachelor level students may receive up to 30 semester units of credit for core courses - not to exceed 15 units in the first 60 semester units and not to exceed 15 units in the second 60 semester units awarded.
- No experiential credit is awarded to students enrolled in a certificate, master's or doctoral program.

After enrollment, a Request for Experiential Credit form must be submitted by the student for each course under consideration. On the form, the student must provide a detailed explanation of experience, an inventory of completed seminars, lectures, military schools, government or company sponsored training programs, and any other formal learning which may be relevant. In addition, a bibliographical reference of any reading the candidate may have done will be considered.

After the Request for Experiential Credit form and supporting documents have been submitted to the University, a qualified member of the faculty then reviews the submitted materials to determine if full credit should be awarded. A second review is conducted by the Director of Academic Affairs. This is done to ensure continuity of the process and to verify compliance with state and accrediting regulations. Based on the two reviews, a determination is made to grant the academic credit or not. If there appears to be sufficient justification for granting the academic credit, the credit is awarded and posted to the transcript. If there is not sufficient justification to warrant full course credit, the student is assigned a Challenge Examination for the course.

If a student does not agree with the decision made by the reviewers, he or she may appeal the decision, in writing, to the Dean. The student may provide additional information or documentation for consideration. The Dean's will then review the appeal. The Dean's decision will be final.

If a student is initially provided the opportunity to request experiential credit, and later changes his or her mind and would prefer to complete a Challenge Examination, he or she may do so. To request a Challenge Examination in lieu of experiential credit, a student should submit a request in writing addressed to the Director of Academic Affairs requesting the change be made to the student's approved degree plan.

SPECIALIZED TRAINING

- Specialized training allows undergraduate students to receive credit in the General Elective Category only.
- Specific training programs which a student may have completed through their employer, company, organization, military training experiences, professional or personal licensure requirements or other documented training experiences may be eligible for academic credit.
- Eligibility for specialized training is assessed at the application stage of the enrollment process. All supporting documentation of prior training is reviewed for equivalent elective credit.
- Students have 45 days from the date of enrollment to submit documents for specialized training. If applicable, credits will be awarded and tuition will be adjusted accordingly. If specialized training documents are received after the initial 45 days, then there is a re-evaluation fee of \$75 and credits may be awarded, if applicable, but course fees still apply.

CHALLENGE EXAMINATIONS

- During the admissions process, all professional experience is reviewed to determine if an applicant has sufficient occupational experience to warrant taking a Challenge Examination in lieu of completing the Study Guide for a particular course.
- An applicant may be offered an opportunity to complete a Challenge Examination if the candidate's occupational expertise appears to be comparable to the objectives identified for a particular course. Successfully passing a Challenge Examination will demonstrate an acceptable level of competence for that course. If a student does not pass a Challenge Examination, they are assigned a Study Guide for completion.
- Challenge Examinations will not be offered to students enrolling in the Doctor of Education degree programs.

STUDY GUIDES

- California Coast University has developed comprehensive Study Guides for each course that are designed to coordinate and sequence the learning materials for the student. Study Guides are based on specific college level textbooks, which may be obtained from local bookstores, the publisher, or the University's Rental Library which is available by telephone, fax, email, or online via the Coast Connection Student Portal.
- Study Guides are organized in such a way that a student receives a complete syllabus for each course, along with instructional materials which guide the student chapter by chapter through the corresponding textbook.
- Each Study Guide contains an overview and summary of each textbook chapter, along with a listing of important key words (with definitions), self-tests (with answers) and critical analysis questions (with solutions) on key points.
- Study Guides include four multiple-choice Unit Examinations equally spaced throughout the instructional materials, a brief writing assignment per unit, and the Final Examination Scheduling Form. Examinations are designed to test the student on the preceding chapters. All tests are untimed and may be completed as open book tests.
- Master of Education and Doctor of Education students are required to answer four written assignments for each Unit Examination in lieu of multiple-choice questions.

PROCTORED FINAL EXAMINATIONS

Each educational program requires that a Proctor administer Final Examinations in the major (or Core) courses and in all General Education courses. Proctored Examinations are conducted as untimed, open book examinations.

The purpose of the Proctored Examination is to verify that you are, in fact, the person who enrolled in the course of study. During Proctored Examinations, you may use your course textbook and any notes that you have taken during the completion of your Study Guide. The individual who will serve as the Proctor is selected by the student and approved by the University. Typical examples include members of the clergy, job supervisor, co-worker, librarian, counselor, etc. A Proctor can be any reputable person, other than a relative, someone that resides with you, or a former/current CCU student.

RESPONSE TIME FOR TEST AND PROJECT REVIEWS

When students submit work for review and evaluation, the typical time required for the University to respond is two weeks for coursework essays and tests, and six to eight weeks for review of the thesis and dissertation formal proposal.

THE UNIVERSITY'S RENTAL LIBRARY

To assist students to manage the costs of textbooks, California Coast University offers a rental library for course textbooks. Student requests to rent a book will be accepted by letter, fax, email, telephone or via the Coast Connection online portal. A security deposit and a rental fee will be charged for each book. The rental fee will not be refunded; the security deposit is transferred to the next book rented and will be refunded when all coursework has been satisfactorily completed, and the final textbook is returned on time and in the same condition in which it was provided to the student, or upon written request to withdraw from the University, Students may also obtain textbooks in their local areas or through online sources if they do not wish to utilize the California Coast University rental library.

LIBRARY SERVICES

California Coast University provides the Library and Information Resources Network, Inc. (LIRN) to offer library access to our students. LIRN provides a centralized management of electronic information resources that allow students to access multiple research databases through one portal. Detailed information on the Library and Information Resources Network, Inc. is available on the California Coast University website under the Resources Tab. For additional information on using the network, LIRN provides a User Guide to help students search for the needed information. This helpful resource is available on the LIRN website - (LIRN.net).

For information on accessing LIRN, please contact California Coast University - library@calcoast.edu or (714) 547-9625.

Tuition

TUITION FEES

Tuition at California Coast University is based on a cost per unit of credit or cost per course. Textbooks are not included in tuition fees. Enrollment at CCU is for complete certificate or degree programs; we do not offer single course enrollment at this time.

Undergraduate students	\$150 per unit
Graduate students	\$230 per unit
Doctoral degree students	\$290 per unit

Estimated Program Requirements:

Undergraduate students	
Certificate programs.....	12 units
Associate’s degrees.....	60 units
Bachelor’s degree.....	126 units
Graduate students	
Certificate programs.....	12 units
Master’s degrees.....	39 units
Doctoral degree students.....	66 units

Estimated Total Tuition Charges:

Undergraduate certificates.....	\$ 1,800 (12 units)*
Associate’s degrees.....	\$ 9,000 (60 units)*
Bachelor’s degrees.....	\$18,900 (126 units)*
Graduate certificates.....	\$ 2,760 (12 units)*
Master’s degrees.....	\$ 8,970 (39 units)*
Doctoral degrees.....	\$19,140 (66 units)*

*Approximate required units and tuition charges do not include credit for prior learning and/or transfer credit.

FINANCIAL AID

California Coast University does not participate in federal or state financial aid programs.

TUITION OBLIGATIONS

A student may not be granted, nor receive any degree or transcript, until all unpaid financial accounts, current or delinquent, have been satisfied. This includes tuition and all library fees. Any degree will be retained and not released by the University until such obligations are satisfied.

Military Tuition Rates: Active Duty Service Members, Reservists and Veterans enjoy a special tuition discount of 10%. The CCU Military Discount Program is not to be used or applied in conjunction with any other offer, discount, or promotion. Discount only valid for enrollments after May 1st, 2009 and is subject to proof of eligibility at the time of application.

***CCU Graduates:** Students who have previously received a degree from CCU will receive a 10% tuition discount on a future program. The Graduate Discount Program cannot be used in conjunction with any other offer, discount, or promotion.

Additional and Optional Non-Refundable Fees

ADDITIONAL FEES AND CHARGES (Non-Refundable)

The following fees and charges are costs that students may incur beyond the basic tuition fees for specific degree programs. These costs are **NON-REFUNDABLE**.

Registration Fee: Enrolled students wishing to withdraw from an educational program have a right to a pro-rata refund of all monies paid to the University, less the \$75 registration fee, if the student has completed at least one lesson assignment in a course. However, newly registering students have the right to request a refund of all monies paid, less a Registration Fee of \$75 within 7 days after initial coursework has been sent to the student.

Textbooks: Students have the option of acquiring the textbook on their own or renting from the University's Library for a fee of \$30 per book for 120 days and a refundable security deposit of \$50 per book. Students outside the contiguous U.S. will be charged postage for shipping. The security deposit is refundable upon successful completion of all coursework or upon request to withdraw from the University provided that the textbooks have been returned on time and in good condition. Textbook costs vary depending on whether students rent the textbook, purchase them new or purchase them used. As an example, for a program with 10 courses the cost of textbooks will be approximately \$300, plus return shipping, if the student uses the University's rental library.

Phone Calls and Postage Costs: In order for the University to maintain its reasonable tuition rates, the costs for all phone calls and postage must be assumed by the student. Each student can then control this portion of the expenses for his or her program. In addition, the University does not accept collect calls, nor can tollfree calls to the Admissions Office be transferred to other offices of the University.

Library Fees and Research Costs: Each student is responsible for any costs incurred related to the research portion of the program including: obtaining access to local or college libraries or outside databases, or any costs for mentors/specialists/editors, etc.

Bindery Charges: Students must have a copy of their approved thesis or dissertation hard-bound according to the specifications in the University's Guidelines for Writing the Thesis or Dissertation. Students may utilize a bindery of their choice in their local area. The average cost for binding is about \$75 per copy.

Re-Evaluation Fee: A student has 45 days from their enrollment date to submit any additional items for evaluation, such as transcripts, CLEP, AP or DSST scores or documentation of specialized training in an attempt to earn course credit. However, after the 45 day grace period, any additional items submitted for evaluation will be charged a \$75 re-evaluation fee and any credit transferred will be awarded if applicable, but course fees are still charged.

Repeat Examinations: Students have the option of repeating the Unit Exams to achieve a better grade. Each Unit Exam within a course may only be repeated once. For each course, students can repeat one Unit Exam free of charge. The cost for each additional, repeated exam will be \$90. Payment must be paid in full to the Finance Department before exams are released. Requests to retake a Unit Exam will only be honored if the Final Exam has not been sent. If a student should receive an overall course grade of "F," "D" or "F" for graduate or doctoral courses, then the student must pay the current cost of tuition to repeat the course to receive a passing grade.

Additional and Optional Non-Refundable Fees

Reinstatement Fee: If a student is placed on hold from his/her program because of failure to meet financial or academic requirements, and wishes to be reinstated to an active status, he/she will be assessed a \$75 non-refundable reinstatement fee. In addition, the student will only be reinstated into a program that is currently offered plus any tuition increases that have occurred since the original enrollment tuition.

Program Changes: After a student is officially enrolled, a \$250 fee is assessed to execute any requested changes to the original educational program. Tuition increases may also be assessed if applicable.

Voluntary Courses: Current tuition will be assessed for each course a student voluntarily elects to complete that is not required in a student's academic plan. All voluntary courses must be approved first by the Director of Academic Affairs.

Transcript Fees: A complimentary copy of an official transcript is provided to each graduate with his or her diploma or certificate. There is a \$10 fee for each additional copy. All requests for transcripts must be submitted in writing, signed by the student or graduate, to the Registrar of the University. Transcripts will not be released unless all courses listed on the transcript have been paid in full. The Registrar's Office has the right to decline sending a transcript if the student has not met financial or academic standards.

Late Fees: Late fees will be assessed on all unpaid or late payments.

Returned Payment Fees: A \$15 fee will be assessed for any check, electronic funds transfer or credit card returned for non-payment.

Student Tuition Recovery Fund (STRF): Complete policy on STRF located on Page 167 of this catalog.

SERVICES NOT PROVIDED BY THE UNIVERSITY

The University does not participate in federal or state financial aid programs. If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

The University does not provide job placement services, transportation, supplies and materials. There are additional equipment costs, shop or studio fees, or any other costs not described in the University's Tuition Schedule.

This institution does not have dormitory or housing facilities under its control. Rents in the zip code 92701 (California Coast University's zip code) range from \$850 - \$3,150 per month. This information was located through the Renter's Guide on www.zillow.com, the online real estate resource.

The University does not provide, pay for, or reimburse students for the acquisition of, or use of, any electronic tools and/or services such as, but not limited to, computers, access to online database services, or database consultants fees and/or services.

Admission and Enrollment Policies

ADMISSION REQUIREMENTS

In order to be admitted to any educational program offered by California Coast University, all prospective students must submit an Application for Admission and Enrollment with the following information and documents for evaluation:

- **Application for Admission and Enrollment.** Complete all pages of the application.
- **Occupational Resume.** Though not required for all educational programs, the resume can be an important component for Undergraduate applicants in helping the Admissions Committee determine which courses may be eligible for Experiential Learning Credit or Challenge Examinations. For master's degree applicants, a resume may help the Admissions Committee award opportunities for Challenge Examinations. A resume is required for all doctoral degree applicants and must be received prior to evaluation.
- **Official Transcripts.** Official transcripts are required for college level work completed since graduating high school, including credits completed at all colleges and universities and any credits completed by examination (CLEP, DSST, AP, etc.). You may submit personal copies for evaluation purposes. Official copies must be received directly from the issuing college, university or program prior to official enrollment. You may download the Transcript Request Form from our website at www.calcoast.edu.
- **Students who have earned less than 12 college-level semester credits** at an appropriately accredited postsecondary institution must provide official documentation of high school completion (i.e., high school transcript, GED certificate, military DD Form 214, a signed attestation form, etc.).
- **Evaluation of Foreign Transcripts.** Applicants with non-U.S. educational degrees, courses, or credentials must first obtain a foreign credential evaluation from an independent U.S. evaluation service approved by the University. Students with foreign transcripts which are in a language other than English are required to submit those transcripts for evaluation to a credible credential evaluation service. A listing of approved organizations may be found through the National Association of Credential Evaluation Services (NACES) at www.naces.org.
- **Specialized Workshops, Seminars and Training Programs.** Students should present documentation of additional specialized occupational or life-learning experiences that may be related to his or her proposed program and major.
- **Application Fee.** An application will not be reviewed unless the proper fee is provided.

PERSONAL INTERVIEW

An applicant may request a personal interview with a member of the Admissions staff, or an interview may also be conducted via telephone after an Admissions staff member has reviewed a candidate's application and documents.

NEW APPLICANTS

Newly applying students must be graduates of appropriately accredited high schools or their equivalent, and be at least 18 years of age. The University retains the right to decline admission to its programs for any reason.

TRANSCRIPTS OF PREVIOUS WORK

Transcripts of previous academic college or university work must be provided with the Application for Admission and Enrollment. Photocopies of transcripts in your personal possession are acceptable for evaluation purposes. An official transcript must be forwarded to the University for each college or university listed on the Application for Admission and Enrollment. If you do not have copies of your transcripts in your possession, request that each college send one copy to you and one copy to the University. Students who have earned less than 12 college-level semester credits at an appropriately accredited postsecondary institution must provide official documentation of high school completion (i.e., high school transcript, GED certificate, military DD Form 214, etc.).

THE ACCEPTANCE PROCESS

After the application and all supporting documentation has been evaluated by the Admissions Committee, an applicant will be notified of the acceptance or rejection of his or her application. If accepted, the applicant will be informed of the enrollment fee which must be provided to the Accounting Office before the official enrollment process can be completed. In addition, the applicant will also be informed of any other documents that must be provided before the official enrollment process can be completed and the student provided the first set of learning materials. If the application is not accepted, the applicant will be informed by telephone or email.

California Coast University reserves the right to refuse admission or continuation to any student.

NON-DISCRIMINATION POLICY

California Coast University is dedicated to providing equal opportunity for outstanding men and women of every race, creed and background.

The University is also firmly committed to complying with all applicable laws and governmental regulations at the federal, state and local levels which prohibit discrimination, or which mandate that special consideration be given, on the basis of race, religion, national origin, gender, age, veteran status, disability, sexual orientation, or any other characteristic which may from time to time be specified in such laws and regulations. This good faith effort to comply is made even when such laws and regulations conflict with each other.

LICENSES AND CREDENTIALS

Licensure and credentialing requirements vary from district to district and state to state. California Coast University's educational programs and coursework requirements have not been designed to meet any particular local, state, or national licensing or credentialing requirements. Students interested in any type of licensing or credentialing are advised to check with their respective state agencies, school districts or professional associations and agencies before enrolling with any distance learning university.

TIME REQUIREMENTS

California Coast University programs are self-paced, with students completing their programs as rapidly as their own schedule and ability permits.

- The earliest an undergraduate or master's student may be awarded a degree is one academic year (nine months) from the date of enrollment. For certificate programs, a minimum of sixteen weeks is required.
- All undergraduate and master's degree programs must be completed within five years. All certificate programs must be completed within two years.
- All doctoral degree programs must be completed in no fewer than three years and no longer than 10 years from the initial date of enrollment.
- Although the degree programs offered are self-paced, students are expected to demonstrate reasonable progress toward completion of their study program. Reasonable academic progress is defined as:
 - The successful completion of a minimum of (1) course every six months.
 - Students completing a thesis or dissertation must submit evidence of progress in writing at least once a year.

ENROLLMENT STATUS

Enrollment status is defined as the following:

Undergraduate Programs

- Full-time status is the completion of a minimum of (8) courses per year.
- Half-time status is completion of a minimum of (4) courses per year.

Graduate Programs

- Full-time status is the completion of a minimum of (6) courses per year.
- Half-time status is the completion of a minimum of (3) courses per year.

TECHNOLOGY/FACILITIES/EQUIPMENT REQUIREMENTS

Courses are based on standard textbooks available from the University or through a vendor of the student's choice.

California Coast University programs do not require any specific type of software and/or hardware, specialized facilities or equipment to complete. However, internet access is recommended, as a variety of functions, designed to enhance student learning, are offered through the student portal - Coast Connection. However, students are able to complete their programs without Internet access.

RESIDENCE REQUIREMENTS

California Coast University does not require traditional classroom attendance or on campus residence requirements. Students complete all course requirements using the latest online learning programs under the guidance and supervision of outstanding faculty and learning facilitators. Students outside the contiguous U.S. (includes AK, AS, FM, GU, HI, MH, MP, PR, PW, and U.S. VI) may only receive coursework and grades electronically.

STUDENT RECORDS

The California Code of Regulations, Title 3, Division 10, Private Postsecondary Education requires an institution to maintain student records for a minimum of five years and a transcript of grades will be maintained indefinitely.

VERIFICATION OF STUDENT IDENTITY - RIGHT TO PRIVACY

The following measures are taken to maintain and protect the confidentiality of student records:

- Students are issued a unique student identification number upon enrollment. This ID number acts as a verification of student identity when the student communicates with the University in any way.
- Students may be asked to verify name, program, date of birth, address, telephone number, and/or last four numbers of the social security number, etc.
- Students must provide the University with written authorization for information to be released to any third party.
- The University’s student portal requires students to log in with a unique username and password. All information in the student portal is protected.
- In order to protect the privacy of students’ and graduates’ records and to remain in compliance with the Family Educational Rights and Privacy Act of 1974. No additional information will be provided unless a release statement, signed by the student or graduate, is attached to the request for information.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the [Name of school (“School”)] receives a request for access.

Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child’s or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA - cont.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FOREIGN STUDENT POLICY

Foreign Transcripts

Students who have completed coursework or graduated from institutions outside of the United States are required to have their transcripts pre-evaluated by one of the recognized foreign credential evaluation services. A listing of approved organizations may be found through the National Association of Credential Evaluation Services (NACES) at www.naces.org.

Visa Services (I-20)

California Coast University does not provide any type of visa services, nor does it vouch for the immigration status of any student's relationship with the United States Government.

English Language Fluency

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

- Undergraduate: A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS) or 44 on the PTE** Academic Score Report. Master's Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on the Internet Based Test (iBT), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report; First Professional Degree or Professional Doctoral Degree: a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 58 on the PTE Academic Score Report.
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test;
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
- A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge; (6/13)
- A transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited* accredited college or university where the language of instruction was English; "B" or higher for Master's, First Professional Degree or Professional Doctoral Degree.
- Undergraduate only: A high school diploma completed at an appropriately accredited/recognized high school (where the medium of instruction is English).

TAX DEDUCTIONS FOR EDUCATIONAL EXPENSES

U.S. Treasury Regulation 1.162.5 permits an income tax deduction for educational expenses (registration fees, costs of travel, meals and lodging) undertaken to:

- Maintain or improve skills required in one's employment or trade or business, or
- Meet specific requirements of an employer or law imposed as a condition to retention of employment, job status or rate of compensation. Please check with your tax preparer/ advisor/CPA and/or the Internal Revenue Service.

STUDENT RIGHTS

Students may appeal decisions of faculty and staff of the University and its policies by filing a formal grievance petition in the form of a letter addressed to the Director of Academic Affairs. The Director will review and research all facets of the student's concerns and prepare a report for the President and the Grievance Committee. The Director coordinates all review meetings and provides the student with a report of the findings of the Grievance Committee.

STUDENT LEAVE OF ABSENCE

A student may request a leave of absence by contacting the Registrar of the University, in writing and stating the reason and the expected date of reactivation. However, the student must continue to make tuition payments until the account is paid in full. All leaves of absence must be approved by the University in advance.

COAST CONNECTION

The University provides a web portal called Coast Connection, available to all active students and alumni. Coast Connection provides students with access to their records, including their Academic Plans identifying which courses have been completed and which course(s) remain in each student's academic program. Students can submit examinations and essays and can contact faculty or Student Services personnel. Coast Connection also provides links to the University's Rental Library, allowing students to request and rent course textbooks. Information links to discipline or course specific information and research sources are also available. Students can access archived e-newsletters, join the CCU Alumni Association or purchase CCU giftware or graduation memorabilia.

STUDENT SERVICES

Upon enrollment, students are provided additional information on the University through a new student orientation presentation available through Coast Connection. In addition, students have access to a Student Handbook with information on updating records, obtaining ID cards, attending graduation ceremonies, and joining the Honor Society.

COUNSELING AND/OR PLACEMENT

The University does not offer job placement services. Academic counseling is available on an as-needed basis. Students may contact the Student Services department for additional information.

GRADUATION

Petition for Graduation form

When a student is ready to graduate, he or she must submit a Petition for Graduation form. This form is available on-line by logging in to Coast Connection - the Student Portal. The Petition for Graduation form is also available in the Student Handbook.

Requirements for Graduation

A student may be awarded his or her certificate, associate, bachelor, master or doctorate degree when the following conditions have been met:

- The petition for graduation has been received by the Registrar's office.
- All official transcripts listed on the student's application has been received by California Coast University.
- All academic requirements in the program of study – as noted on the academic plan, i.e., courses, thesis, dissertation, etc., have been successfully completed.
- The student has an overall grade point average of:
 - C (2.0) at the undergraduate level; or
 - B (3.0) at the graduate level.
- The student has been enrolled a minimum of:
 - Sixteen weeks for a certificate program; or
 - One academic year (9 months) for a degree program(excluding doctorate's); or
 - Three years for a doctorate degree.
- The student has satisfied all financial obligations. *Please note: No transcript or diploma will be ordered or released unless all financial obligations have been met.*

When all the above listed conditions have been met, the student must complete and submit a Petition for Graduation form via mail, email, or fax to:

Registrar, California Coast University
925 N. Spurgeon Street
Santa Ana, CA 92701
Fax: 714-547-5777
registrar@calcoast.edu

If the above requirements have not been met, CCU will not hold the Petition Form. Students will be required to resubmit this form once all requirements have been met.

VA TUITION ASSISTANCE

California Coast University is classified as an Institution of Higher Learning. This allows students to use their VA benefits and receive the maximum tuition reimbursement amounts. Students wishing to use his or her VA educational benefits must enroll in the Academic Term Program. Students may also be eligible to receive credit for their military training and prior learning experiences that have been evaluated by the American Council on Education (ACE). For more information about academic terms please view our academic calendar, which can be found on our website at www.calcoast.edu or you may contact your CCU Admissions Representative.

Undergraduate or graduate certificate programs do not qualify for VA tuition assistance.

Eligibility

For answers to questions regarding eligibility for various entitlement categories, simply phone the VA at 1-(888)-GIBILL1 - 888-442-4551.

Admissions

Veterans will only be certified for VA benefits once they are considered a registered student and have completed the application and enrollment process, including the payment of tuition and fees. Once CCU receives a certificate of eligibility a VA Form 22-1999 form will be submitted to the appropriate regional VA office. The VA office normally requires 6-8 weeks to complete their processing procedures.

Certification

If you are using Chapter 30, 33, 35, or 1606 benefits, the VA Certifying Official at CCU will electronically certify your enrollment in the next available VA term. This certification verifies the number of credits you are taking and the term dates.

Dropped Courses/Uncompleted Courses

Students who drop courses or do not complete their courses by the term end date may be required by the VA to repay benefits received.

Academic Credit Transcripts

California Coast University accepts transfer credit from accredited/approved academic institutions when the course content is deemed to be the equivalent to our own. For evaluation purposes unofficial copies of transcripts are acceptable. Official transcripts must be on file at CCU before students can begin their coursework.

PLEASE NOTE: VA does not pay for repeated course(s). Examples: Course(s) when credit may be awarded from another college; academic course credit(s) obtained through a military evaluation; academic credit(s) earned at technical school(s); or any other source where academic credit was granted.

YELLOW RIBBON PROGRAM PARTICIPANT

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution contributes a portion of those expenses and the VA will match the same amount as the institution. California Coast University contributes up to \$2,000 and the VA will match that amount.

The Institution of Higher Learning (IHL) must agree to:

- Provide contributions to eligible individuals who apply for the Yellow Ribbon Program on a first-come first-served basis, regardless of the rate at which the individual is pursuing training in any given academic year.
- Provide contributions during the current academic year and all subsequent academic years in which the IHL is participating in the Yellow Ribbon Program and the student maintains satisfactory progress, conduct, and attendance.
- Make contributions toward the program on behalf of the individual in the form of a grant, scholarship, etc.
- State the dollar amount that will be contributed for each participant during the academic year.
- State the maximum number of individuals for whom contributions will be made in any given academic year.

How Does the Yellow Ribbon Program Benefit Me?

The Post-9/11 GI Bill pays up to the highest public in-state undergraduate tuition and fees. You may have tuition and fees that exceed that amount if you are attending a private institution, graduate school or attending as a nonresident student. If you are enrolled at a Yellow Ribbon participating institution and the tuition and fees exceed the highest public in-state undergraduate tuition or fees, additional funds may be available for your education program without an additional charge to your entitlement. Institutions that voluntarily enter into a Yellow Ribbon Agreement with the VA choose the amount of tuition and fees that will be contributed. The VA will match that amount and issue payment directly to the institution.

Am I Eligible for the Yellow Ribbon Program?

Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, you may be eligible if:

- You served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- You were honorably discharged from active duty for a service connected disability and you served 30 continuous days after September 10, 2001;
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

How will I Know My School is Participating in the Yellow Ribbon Program?

You must be enrolled in an approved program offered by an IHL. You may search for institutions that are participating in the Yellow Ribbon Program.

When Will Benefits under the Yellow Ribbon Program Be Available?

Benefits are payable for training pursued on or after August 1, 2009. No payments can be made under this program for training pursued before that date.

How Much Money Will I Receive Under the Yellow Ribbon Program?

- Question: What portion of tuition and fees charges will be considered under the Yellow Ribbon Program?
- Answer: The difference of the amount charged to the student and what has been paid by the VA as educational assistance.

The following steps are provided to determine the difference for one student:

1. Student’s enrolled credit hours reported by the institution to the VA Maximum Credit Hour Charge for the State = Maximum Tuition Payable.
2. Compare the Maximum Tuition Payable with the amount charged the student the VA will pay the institution the lesser amount.
3. Compare the Maximum Single Term Fees for your State with what the institution has charged the student. The VA will pay the institution the lesser amount
4. Add the amounts the VA has paid for tuition and fees and compare that with the total amount charged to the student. Institution charges that exceed what has already been paid by VA are the difference that could be applied to the Yellow Ribbon Program.
5. California Coast University will contribute up to \$2,000 and the VA will match that amount.

Example: The student enrolled in 12 credit hours during the Fall term and the institution charged the student \$5,000 for tuition and \$1,200 in fees. The Maximum Charge Per Credit Hour for the State = \$250 and the Maximum Fees for a single term = \$1,000:

- 12 credit hours x \$250 = \$3,000 - VA will pay \$3,000 of the \$5,000 tuition charged
- VA will pay \$1,000 of the \$1,200 fees charged
- VA has paid \$4,000 of the \$6,200 charged the student. \$2,200 could be applied to the Yellow Ribbon Program
- Your institution can choose to contribute up to \$1,100 of this amount and VA will match that contribution.

How do I apply for the Yellow Ribbon Program?

Schools that intend to participate in the Yellow Ribbon Program will establish application procedures for eligible students. The school will determine the maximum number of students that may participate in the program and the percent of tuition that will be contributed. VA is currently accepting agreements from institutions for participation in the Yellow Ribbon Program. You may wish to inquire at your school about their intent to participate and the application procedures they plan to establish for the Yellow Ribbon Program. Please remember that you must be eligible for the Post-9/11 GI Bill at the 100% rate to be considered for the Yellow Ribbon Program.

How Do I Apply for Benefits under Post-9/11 GI Bill?

The Department of Veterans Affairs is now accepting and processing applications for the Post-9/11 GI Bill. You should complete and submit the application form available online and will receive written notification explaining VA's decision regarding your eligibility for the program. If you are eligible, your Certificate of Eligibility will also advise you if your service meets the requirements for the Yellow Ribbon Program. If your school has volunteered to participate in the Yellow Ribbon Program, you should take your Certificate of Eligibility to your school and ask your school to certify your enrollment to VA, including Yellow Ribbon. You cannot certify your participation in the Yellow Ribbon Program directly to the VA. Your school must report this information on your enrollment certification.

Remember, to receive benefits under the Yellow Ribbon Program:

- You must be eligible for the maximum benefit rate under the Post-9/11 GI Bill;
- Your school must agree to participate in the Yellow Program;
- Your school must have not offered Yellow Ribbon to more than the maximum number of individuals stated in their participation agreement;
- Your school must certify your enrollment to VA, including Yellow Ribbon program information.

Visit www.gibill.va.gov for additional information on the Yellow Ribbon Program or other benefits.

VA BENEFITS STEP-BY-STEP PROCEDURES FOR FIRST TIME BENEFITS

- Complete VA Form 22-1990 (Application for Benefits).

VA Form 22-1990 may be downloaded, completed, and mailed to the Muskogee Oklahoma VA Office. The Muskogee VA office will confirm benefits and include the Chapter ID the veteran will be receiving benefits from. VA Form 22-1990 may also be completed and submitted online through the Department of Veterans Affairs Online Application Website (VONAP).

VA Regional Office
 PO Box 8888
 Muskogee, OK 74402-8888

- Complete the California Coast University Application for Admission.

Reserves and members of the National Guard will normally supply Form DD 2384 or NOBE (Notice of Basic Eligibility). Veterans who are eligible for Chapter 34 entitlements must include VA Form 21 - 686C - Declaration of Status of Dependents.

- California Coast University will conduct a comprehensive evaluation of all prior academic credit and will contact the applicant to notify them of acceptance, then will forward the student a detailed Evaluation Report.
- Included with the CCU Evaluation Report will be an Enrollment Packet.
- Sign the CCU Enrollment Agreement included in the Enrollment Packet and return the form to the CCU Admission Department. In addition, applicants must follow the guidelines listed below regarding payment at the time of enrollment:
 - Chapter 30 - Student pays a down payment and enrolls in a monthly payment plan with CCU.
 - Chapter 33 - If benefits received are at 100%, student does not pay out-of-pocket.
 - Chapter 33 - If benefits are less than 90%, student pays down payment and enrolls in a monthly payment plan with CCU.
 - Chapter 34 - Student pays a down payment and enrolls in a monthly payment plan with CCU.
 - Chapter 35 - Student pays a down payment and enrolls in a monthly payment plan with CCU.
 - Chapter 1606 - Student pays a down payment and enrolls in a monthly payment plan with CCU.

All Chapters are responsible for paying an application fee

CCU will submit Form 22-1999 (Enrollment Certificate) to the appropriate Regional VA Office. The VA office normally requires 6-8 weeks to complete their processing procedures. Be sure to complete all forms accurately. Errors can make a difference in the amount of benefits you receive.

CCU must hold VA enrollment forms for a period of 10 days to comply with the “10 day cooling off” requirement.

STUDENTS WHO HAVE PREVIOUSLY USED VA BENEFITS

1. Complete the CCU Enrollment Agreement and return it to the CCU Admission Department, along with your CCU VA Supplement form. Students must also submit VA Form 22-1995 if the student is requesting a school transfer; or the student is requesting a change of programs.
2. Complete the California Coast University Application for Admission.
3. California Coast University will conduct a comprehensive evaluation of your prior academic credit and forward a detailed Evaluation Report in the Enrollment Packet.

Once CCU has received and processed all forms, and once the student has enrolled, a CCU Certifying Officer will forward the student’s paperwork to the appropriate VA Regional Office. The VA normally requires 6-8 weeks to complete their processing procedures. Be sure to complete all forms accurately. Errors can make a difference in the amount of benefits you receive. Benefit checks can be mailed to the veteran’s home address.

Chapter 30 and Chapter 1606 recipients now have the option of having their monthly checks deposited directly into their checking accounts. If you receive Chapter 30 or Chapter 1606 Benefits call 1-888-442-4551 to establish direct deposit.

Administration and Management Course Descriptions

BAM 105 INTRODUCTION TO BUSINESS - 3 Units

Introduction to Business introduces the business world and the contemporary environment in which it operates. How business operations are managed and organized will be explored and the basic ideas of marketing processes and consumer behavior will be discussed. Additionally, students will become aware of the changing face of business, with its current technological and management information system advances.

BAM 110 INTRODUCTION TO ACCOUNTING - 3 Units

This course reviews a basic approach to accounting emphasizing recording, measuring, and communicating the accounting data of business. Basic accounting concepts will be explored, including the effects of transactions on financial statements, payroll accounting, accounting for professional and merchandising operations, and state and federal income tax deductions.

BAM 118 COMPUTING CONCEPTS - 3 Units

This course serves as an introduction to computer terminology and computer equipment and provides fundamental concepts for using PC-based software. Topics covered include computer hardware operation, operating systems, application software, and the Internet. Emphasis is placed on the use of computers to assist with business issues. The impact of computers on our lives is also explored.

BAM 223 PRINCIPLES OF ECONOMICS - 3 Units

This foundational course demonstrates the relevance of economics through real-world business examples. The first part of the course presents microeconomic analysis such as consumer behavior, market structure, firm strategy, and corporate governance. The latter part of the course provides a comprehensive coverage of macroeconomic models, theory and policy issues including GDP, payroll employment, long-run growth, and business cycles.

BAM 225 INFORMATION MANAGEMENT - 3 Units

This is an introductory course designed to provide in-depth coverage of essential concepts and important terminologies. Course material covers cache memory, OS/2 and Macintosh OS, CD-ROM, CAD/CAM, desktop publishing, computer viruses and graphics. Topics include robotics, decision support systems, fifth-generation computers, expert systems, and artificial intelligence.

BAM 306 PRINCIPLES OF MARKETING - 3 Units

Principles of Marketing examines the various functions of modern marketing including the market, product and price systems, distribution structure and promotional activities. Specialty field marketing, planning and evaluation of the marketing effort, and socially responsible global marketing are also explored.

BAM 312 BUSINESS COMMUNICATIONS - 3 Units

Business Communications covers the fundamental dimensions of communication: language and behavior. Alternatives for conveying messages are discussed. The course also covers, in detail, the various channels and media for business communication, with guidelines for effective and successful use of each.

BAM 313 INTRODUCTION TO FINANCIAL MANAGEMENT - 3 Units

This course introduces students to the elementary principles and motives of financial management, and covers basic fundamental principles of short-term financing, time value of money, risk and value, and cost. Students will understand the interrelationships underlying the various data and techniques in which financial decisions are based, and will be able to analyze financial data and apply basic concepts to make confident financial decisions in their respective business futures.

BAM 315 PRINCIPLES OF MANAGEMENT - 3 Units

This course serves as an introduction to the discipline of management. It is designed to integrate the accepted theories in the area with real world applications to provide students with the basic knowledge and skills needed for managing others. This course begins with a discussion of the current issues in management and then proceeds to cover the traditional functions of management: planning, organizing, leading, and controlling. By the end of this course, students should have an understanding of the needs of modern public and private organizations, including emerging national and international trends.

BAM 317 BUSINESS LAW - 3 Units

The concept of preventive law is central to a law course designed for business students. Business Law discusses law in a business context rather than in the abstract, employing the practical approach that using the law makes it easier to reach business objectives.

BAM 401 INTERNATIONAL BUSINESS - 3 Units

This course reviews the key concepts of international trade and the way it affects the nature of global economic activity. Concepts such as globalization, cultural and political environments, world financial environments, and global strategies are all explored to help students gain a global perspective and to be confident and familiar with international business operations.

BAM 402 PUBLIC RELATIONS - 3 Units

This course introduces the foundations, history, and process of public relations. Students will be exposed to the dynamics of the various populations that public relations personnel work with, and will be able to apply basic systems and communication theory to be able to effectively arrive at solutions to deal with the situations which distinguish the field.

BAM 406 BUSINESS AND SOCIETY - 3 Units

Business and Society explores both market and nonmarket components of the business world. While interrelated, managers must understand how the market and nonmarket environments interact and address those issues to achieve superior performance. To do this, the course combines the disciplines of economics, political science, and law to provide students with a deeper understanding of the complex managerial issues involved. The focus is on strategy and its implementation within the context of social, governmental and legal constraints.

BAM 410 ORGANIZATIONAL THEORY AND BEHAVIOR - 3 Units

This course emphasizes the relationships among individuals, groups, organizations, and society. It presents a dynamic, systems approach to understanding and facilitating work relationships. Emphasis is given to the interaction of individual values, attitudes, needs, abilities, traits, and motivation within teams and organizations.

BAM 411 HUMAN RESOURCE MANAGEMENT - 3 Units

This course provides a thorough review of essential human resource management concepts and techniques. Current research and developments in the field are covered and trends in human resource management are presented. Reliability, validity, generalizability, utility, person job fit, and bias are also discussed in this course.

BAM 418 SMALL BUSINESS MANAGEMENT - 3 Units

This course presents an overview of entrepreneurship, including launching a new venture, managing an on-going venture, financial planning, taxation, and other topics specific to entrepreneurs. Students will learn the necessary elements to successfully start, run, and manage a small business and will be able to apply those concepts and ideas within their business careers, even if they do not choose the entrepreneurial route.

BAM 421 OPERATIONS MANAGEMENT - 3 Units

This course introduces the theory and practice of operations management, and explores the systems approach to tie information together. Students will explore issues in operations strategy, development, and implementation, and will be able to apply various management tools such as inventory management, supply-chain management, and others to effectively contribute to managing operations.

BAM 501 HUMAN RELATIONS - 3 Units

Human Relations reviews the basics of human interaction, the organizational framework, organizational activity, and strategies for improving organizational behavior and performance. Business and organizational leaders repeatedly stress the need for increased worker education and preparedness in communication, interpersonal skills, teamwork, leadership, and ethics.

BAM 509 MANAGEMENT INFORMATION SYSTEMS - 3 Units

Management Information Systems is designed for business students who want an in-depth look at how business firms use information technologies and systems to achieve corporate objectives. Information systems are one of the major tools available to business managers for achieving operational excellence, developing new products and services, improving decision-making, and achieving competitive advantage.

BAM 510 HUMAN RESOURCE MANAGEMENT - 3 Units

This course examines the concepts, models, procedures, tools, and techniques of human resource management. Aspects of the individual and how the work environment influences people at work is explored, and the emphasis on recent and relevant findings from the behavioral sciences and other disciplines is discussed to help students apply appropriate human resource approaches in their organizational settings.

BAM 511 MARKETING MANAGEMENT - 3 Units

This course introduces basic marketing principles and policies and explores various marketing functions with an emphasis on marketing strategy planning and the integration of marketing with other business activities and functions. Price policies and controls are discussed, as well as the various trade channels, merchandising, market research, government regulations, and competitive practices.

BAM 513 FINANCIAL MANAGEMENT - 3 Units

Financial Management is intended to be a practical guide for students, with little to no prior knowledge in financial management. Through the use of real-world examples and case studies, financial concepts are applied and reviewed as they relate to various areas of business. Finally, the course is designed to help aspiring nonfinancial managers and executives to communicate better with financial managers, accountants, and controllers within their organizations.

BAM 514 INTERNATIONAL BUSINESS MANAGEMENT - 3 Units

This course examines a variety of international business issues. Topics include national economic and cultural differences, international trade policies and institutions, foreign direct investment, global competition, outsourcing, and current international business trends and developments. New theories of international trade are explored and the unique challenges organizations face in the global marketplace are discussed.

BAM 515 ORGANIZATIONAL BEHAVIOR - 3 Units

This course provides students an in-depth review of available theory and research on the behavior, structure, and process of organizations. Formal organizations and their structure will be critically examined, and human motivations and their constructive application to oneself and others will be discussed. Applicable behavioral science theories will be explored and students will be able to effectively apply the relevant concepts to the management of organizations.

BAM 521 BUSINESS LAW - 3 Units

Business Law provides coverage of traditional business law topics and addresses the legal environment in which business must operate. The study of ethics, social responsibility, policy, diversity, economics, and technology are integrated as they support the study of the legal environment of business.

BAM 530 BUSINESS ETHICS - 3 Units

Business Ethics provides a managerial framework for integrating ethics into strategic business decisions. The framework provides an overview of the concepts, processes, and best practices associated with successful business ethics programs. This course also prepares students for the ethical dilemmas they may face in their business careers.

BAM 532 ORGANIZATIONAL THEORY - 3 Units

Business is changing at break-neck speed, so managers must be increasingly active in reorganizing their firms to gain a competitive edge. This course will provide you with the most up-to-date and contemporary treatment of the way managers attempt to increase organizational effectiveness. This course will also focus on organizational theory, organizational design and organization change. The origins of organizational culture, stakeholder approach to organizations, and recent developments in organizational structure will also be covered.

BAM 535 ADVANCED HUMAN RESOURCE MANAGEMENT - 3 Units

Advanced Human Resource Management covers the contexts of human resource management, staffing, employee development, and compensation with emphasis on developing employee relations, working with organized labor, managing workplace safety and health, and international human resource management challenges.

BAM 540 PROJECT MANAGEMENT - 3 Units

This course takes a decision-making, business-oriented approach to the management of projects, which is reinforced with current examples of project management in action. It emphasizes not only individual project execution, but also provides a strategic perspective, demonstrating means to manage projects at the program and portfolio levels. This course also addresses project management within the context of a variety of successful organizations, whether publicly held, private or not-for-profit.

BAM 545 STRATEGIC COMPENSATION - 3 Units

This course examines the importance of employees as a key element of strategic compensation programs. More specifically, the course explores how human resource professionals, along with other business professionals, design strategic compensation programs to promote companies' success in competitive markets.

BAM 547 CONFLICT MANAGEMENT - 3 Units

The overall purpose of the course is to enhance and strengthen skills when managing conflict. The course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. Both theory and application will be reviewed, with an emphasis on their interrelation.

BAM 550 LEADERSHIP - 3 Units

The course focuses on leadership theories that seek to explain how traits, behaviors, or situational factors influence leadership style and effectiveness. Students will develop the competencies and skills to immediately start using these principles in their personal and professional lives. The course also explores the critical question of how well a leader is able to influence followers to achieve group objectives—this is what distinguishes effective from ineffective leaders.

BAM 554 EMPLOYEE TRAINING AND DEVELOPMENT - 3 Units

Employee training and development plays a key role in helping companies meet competitive challenges. This course explores the use of innovative training and development practices. As a result, both employees and companies are concerned with developing future skills and managing careers. These new relationships and trends are explored in this course.

BAM 562 MODERN MANAGEMENT - 3 Units

Modern Management is a comprehensive approach to the skills of business management. Traditional concepts, theories, contemporary issues and practical applications are examined with the goal of improving organizational efficiency.

BAM 570 E-COMMERCE MANAGEMENT - 3 Units

This course provides students with an in-depth introduction to e-commerce. Students will examine the different concepts ranging from infrastructure, business models, marketing, security and social networks.

BAM 599 STRATEGIC MANAGEMENT: CAPSTONE - 3 Units

Strategic Management: Capstone is designed to challenge students to integrate knowledge they have acquired across the breadth and depth of the master's program. Students learn new strategy formulation, implementation, and evaluation concepts and techniques. Utilizing this new knowledge, coupled with knowledge acquired from other courses, students will be able to chart the future direction of different organizations. Knowledge of strategic management will enable students to analyze firms in different industries, make objective strategic decisions for companies, and justify those decisions through oral or written communication.

HCA 200 THE UNITED STATES HEALTH CARE SYSTEM - 3 Units

This course is designed to introduce students to the organization, structure, and operation of the nation's health care system. This is done to help students identify more effectively their present and future roles as consumer, provider, manager, decision maker, and analyst. The class examines an overview of the health care system, causes and characteristics of health service utilization, nature of wellness and disease, individual provider settings, financial and nonfinancial resources used and needed, measurement of quality of care, and current issues in delivery.

HCA 305 INTRODUCTION TO COMMUNITY HEALTH - 3 Units

This course will allow the student to reflect on the latest trends and statistics in community health in an effort to effectively address the health issues facing today's communities. With emphasis on developing the knowledge and skills necessary for a career in health care. The course covers such topics as epidemiology, community organization, program planning, minority health, health care, mental health, environmental health, drugs, safety, and occupational health.

HCA 310 INFORMATION TECHNOLOGY FOR HEALTH PROFESSIONALS - 3 Units

Information Technology for Health Professionals provides a general introduction to computer literacy and information technology at a level appropriate for health care students. It includes discussions of hardware and software, communications and networking, ethical issues, and privacy concerns. In addition, it discusses how IT is transforming every aspect of health care-from administrative applications (such as the electronic medical record), to clinical systems involved in direct patient care, to special-purpose applications (such as simulation software used in the education of health care professionals).

HCA 320 ESSENTIALS OF MANAGED HEALTH CARE - 3 Units

This course provides a systematic overview of organizational principles, practices, and insights pertinent to the management of health services organizations. This course will go beyond the traditional focus of health care in hospitals and other provider organizations to include suppliers, buyers, regulators, public health and financing organizations.

HCA 340 CULTURAL DIVERSITY IN HEALTH & ILLNESS - 3 Units

This course promotes an awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The course reviews the latest information on the health care delivery system. It examines the differences existing within North America by probing the health care system and consumers, and explores examples of traditional health beliefs and practices among selected populations. An emphasis on the influences of recent social, political, and demographics changes helps to explore the issues and perceptions of health and illness today.

HCA 420 MEDICAL LAW AND ETHICS - 3 Units

Medical Law and Ethics explores the study of medical ethics, or applied ethics, for healthcare professionals who often face dilemmas that are not experienced by the general population. The fast-paced growth of medical technology has made the study of ethics even more relevant. The study of bioethics, or biomedical ethics, refers to moral dilemmas due to advances in medicine and medical research. Since medical law and ethics are often inter-related, students need to have a clear understanding of both in order to protect themselves, their employer, and the patient. The study of ethics includes many questions for which there is no one right answer.

HCA 501 HEALTH CARE IN AMERICA - 3 Units

Health Care in America provides a comprehensive overview of the basic structures and operations of the U.S. health system, from its historical origins and resources, to its individual services, cost, and quality. Using a unique “systems” approach, it brings together an extraordinary breadth of information and a solid overview of how the various components fit together.

HCA 503 ETHICAL AND LEGAL ISSUES FOR HEALTH CARE PROFESSIONALS - 3 Units

Ethical and Legal Issues for Health Care Professionals will help students prepare for the ethical issues they will experience on the job and teach them how to evaluate the right and wrong courses of action when faced with complicated legal problems. Through contemporary topics presented with a real-world perspective, students will develop the critical thinking skills needed for the moral decisions they will encounter in the health care environment.

HCA 505 MULTICULTURAL HEALTH CARE - 3 Units

Multicultural Health Care uses a historical perspective to explore multicultural models of health, illness, and treatments or therapies to deepen the student’s understanding of the scientific, sociocultural, philosophical, psychological, and spiritual foundations of various unconventional healing systems and their approaches to prevention, health promotion, healing, and maintenance of well-being. These multicultural or alternative approaches to health care and to modern conventional medicine are seen as complementary to the biomedical model as they blend body/mind/ spirit, science, tradition, and cross-cultural avenues of diagnosis.

HCA 507 ORGANIZATIONAL BEHAVIOR IN HEALTH CARE - 3 Units

Organizational Behavior in Health Care integrates the study of organizational behavior and organizational theory within the dynamic context of the healthcare industry. Students will explore healthcare organizations from both the micro-level (individual behavior in leadership, intrapersonal and interpersonal issues, groups and teams, and managing organizational change), as well as the macro-level (the organization as a whole). Future and practicing healthcare managers alike will benefit from this course, which draws deeply from current research articles, case studies, and healthcare management journals.

MKT 102 INTRODUCTION TO MARKETING - 3 Units

This course introduces leading marketing concepts on how customer value is the driving force behind every marketing strategy. Social, legal, economic, ethical and technological influences around the globe must be recognized and considered for effective marketing to occur. Students will learn how to recognize and implement these influences in their marketing strategies, and will be able to effectively navigate the complex world of marketing in a practical, approachable, and enjoyable way.

MKT 121 CUSTOMER SERVICE - 3 Units

This course focuses on building career success by applying proven principles that create customer satisfaction and loyalty. The text is skill based and offers practical, immediately applicable information. This course provides a clear and usable process for developing the skills, attitudes, and thinking patterns needed to overcome the challenges and take advantage of the opportunities in customer service.

MKT 230 CONSUMER BEHAVIOR - 3 Units

This course focuses on the examination and application of consumer behavior principles to the development and implementation of marketing strategies. The text explains how “new media” (e.g., the expansive internet, enhanced cell phones, specialized search engines, E-commerce-oriented websites, and TiVo-like devices) has greatly influenced the marketer’s ability to more precisely track and understand consumer behavior. Substantial attention is given to consumer online behavior, and the importance and power of the internet and other digital technologies in facilitating consumer communications, as well as their ability to purchase products online.

MKT 310 ADVERTISING AND PROMOTIONS - 3 Units

This course will allow students to see a collective picture of integrated marketing communications. Focus is placed on business-to-business marketing concepts, international marketing discussions, brand management, and various advertising and promotional tactics. This is an integrated approach with a solid advertising core.

MKT 330 ENTERTAINMENT MARKETING AND COMMUNICATIONS - 3 Units

This course reviews the current marketing principles that are used to sell performances, people, and places. The role of technology and new media is discussed. The different strategies that are used in effective communication and persuasion among audiences, consumers, and employees are also reviewed.

MKT 333 MARKETING MANAGEMENT - 3 Units

This course offers a streamlined approach of current marketing management practices and theory, with a focus on helping companies, groups, and individuals adapt their marketing strategies and management to the marketplace of the twenty-first century. Outside cases and simulations are presented to help students utilize their marketing knowledge for successful marketing practices, and to effectively solve marketing problems with the latest tools and techniques.

MKT 425 SOCIAL MEDIA MARKETING - 3 Units

Social Media Marketing explores the growing popularity of using digital technologies to reach consumers. This course aims to further students' working knowledge on the four zones of social media (community, publishing, entertainment and commerce). We explore how social media can be employed to build brands, conduct business, support causes, rally the masses, and forge and maintain relationships.

MKT 512 SALES MANAGEMENT - 3 Units

This course offers an in-depth analysis of professional selling practices with emphasis on the selling process and sales management. The development of territories, determining potentials and forecasts, and setting quotas is explored to help students become familiar with the issues and decisions companies face in developing and managing an effective sales force.

MKT 542 GLOBAL MARKETING - 3 Units

The importance of global marketing today can be seen in the company rankings compiled by the Wall Street Journal, Fortune, Financial Times and other publications. Whether ranked by revenues, market capitalization or some other measure, most of the world's major corporations are active regionally or globally. The size of global markets for individual industries or product categories helps explain why companies "go global". Global markets for some product categories represent hundreds of billions of dollars in annual sales; while other markets are much smaller. Whatever the size of the opportunity, successful industry competitors find that increasing revenues and profits means seeking markets outside the home country.

MKT 552 VALUE MARKETING - 3 Units

This course focuses on essential marketing concepts including creating, planning, strategies, research, consumer behavior, target marketing and evaluation. The role of marketing in the organization and the role of marketing in society are also explored with an emphasis on helping students learn how to develop responsive and effective marketing strategies that meet customer needs.

MKT 555 RETAIL MANAGEMENT - 3 Units

This course focuses on the exciting and dynamic aspects of retailing. It was designed to seamlessly meld the traditional framework of retailing with the realities of the competitive environment and the emergence of high-tech as a backbone for retailing. Key retail management concepts are reinforced with current, real-world examples that bridge the gap between theory and practice.

Behavioral Science Course Descriptions

PSY 102 INTRODUCTION TO PSYCHOLOGY - 3 Units

This course introduces the methods and findings of contemporary psychology. Topics include a survey of biology and behavior, sensory process, human development, perception, learning and motivation. Emotion, personality, abnormal behavior, therapy and social interaction are also examined to provide students with a solid understanding of the facts, principles and theories which make up the field of psychology.

PSY 116 PSYCHOLOGY OF GENDER - 3 Units

This course examines the biological, cultural, and historical factors that influence the development of gender roles and identities. Stereotypes of masculinity and femininity are examined, and the impact that these ideas have on our lives at the personal, social, and institutional levels are explored.

PSY 150 HEALTH PSYCHOLOGY - 3 Units

This course surveys the correlation between health, illness, and optimal health care with behavioral medicine. The relationship between health and behavior is explored through an integration of relevant research and findings, and the biopsychosocial health psychology model is explicitly contrasted and compared to the traditional biomedical model to help students effectively navigate and apply concepts and ideas from the science of health psychology.

PSY 180 INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY - 3 Units

This course provides an introduction to industrial/organizational psychology and emphasizes the connections between theory and practice across the full spectrum of organizational behavior. Students will examine personnel issues including job analysis, employee selection, and training and performance appraisal. Common worker issues are covered including motivation, job satisfaction, and stress. Group dynamics in the workplace including communication and group processes are explored, and topics such as leadership and power are considered as they relate to organizational structure.

PSY 220 DEVELOPMENTAL PSYCHOLOGY - 3 Units

This course introduces students to the scientific study of patterns of change and stability that occur as we move through the process of human development from conception to death. Various theories of development will be presented, and an emphasis on physical, emotional, cognitive, and psychosocial changes throughout the life span will be discussed.

PSY 228 SOCIAL PSYCHOLOGY - 3 Units

This course offers students an in-depth look at how people come to understand themselves and others in a social context, with considerable emphasis on sociology's role in social psychology. Students will be given detailed examples of current research studies relating to each of the topics covered in this course such as stratification, deviance, mental health and illness. Each chapter of the text covered in this course will also introduce students to key sociological social psychologists whose research has made a significant contribution to the field.

PSY 270 LEARNING THEORIES - 3 Units

This course offers a presentation of learning and behavior theory, methodology, and research relating to how and why humans and animals learn and behave as they do. Classical conditioning, instrumental conditioning, verbal learning, encoding, retention and various learning styles will all be explored to help students confidently understand the learning process and its effect on behavior.

PSY 280 MARRIAGE AND FAMILY - 3 Units

This course presents a representative summary of the literature of family therapy and the complex and changing social unit known as the family. Contemporary theories and issues in marriage and family therapy including communication, gender identity, love, choosing a partner, parenting, divorce, remarriage and stepfamilies are all covered to help students be familiar with the context of the ever changing context of the American family.

PSY 312 TESTS AND MEASUREMENTS IN PSYCHOLOGY - 3 Units

This course introduces students to the study of psychological tests. The basic concepts and operations of testing are explored, and the theoretical considerations and applications of testing data are discussed. Students will become familiar with the various types of psychological tests and will have a basic understanding of how to administer and effectively apply them in their careers.

PSY 330 HISTORY AND SYSTEMS OF PSYCHOLOGY - 3 Units

This course offers a biographical approach to the history, methods, theories, and data of psychology. The philosophical and scientific roots of psychology are explored and modern theories and concepts are introduced to help students have a solid understanding of the roots of psychology and the development of the field in the modern day.

PSY 380 PERSONALITY THEORIES - 3 Units

This course presents an in-depth look at a number of classical and current personality theories, providing an explanation and interpretation of personality development from several different theoretical approaches. Classic theory is integrated with the latest research and current topics, preparing students to apply theoretical approaches to better understand the particular individuals and personalities they may encounter in their professional and personal lives.

PSY 408 ABNORMAL PSYCHOLOGY - 3 Units

This course offers students an eclectic, multicultural approach to abnormal behavior, drawing on contributions from various disciplines and theoretical stances. The psychosocial and psychophysiological factors of abnormal behavior are examined, and the causes and classifications are discussed. Case vignettes and client experiences will be explored and combined with research based explanations of abnormal behavior.

PSY 418 COUNSELING PSYCHOLOGY - 3 Units

This course encompasses all that counseling is today by addressing the history of counseling and the theory behind its practice; exploring the multicultural, ethical, legal environments in which counselors operate; and examining the variety of skills today's counselors are expected to utilize.

PSY 430 EDUCATIONAL PSYCHOLOGY - 3 Units

This course focuses on the principles and theories related to human learning and motivation, child and adolescent development, individual and group differences, and psychological assessment related to classroom practice. The emphasis is placed on identifying, discussing, and summarizing core concepts and principles relevant in the American education system today.

PSY 501 DEVELOPMENTAL PSYCHOLOGY - 3 Units

This course utilizes current research and examples from around the world to help students understand how culture impacts human development over the life span and why it matters. Students will be challenged to think culturally about their own development and see how it applies to their own lives and future careers. Whether you travel the globe or remain in your home towns, in a culturally diverse and globalized world, you will benefit from being able to think culturally about human development.

PSY 503 HUMAN SEXUALITY - 3 Units

This course presents the role of sexuality in human growth and relationships. Practical methods of dealing with sexual problems, sexual communication, evaluation of research, child-rearing practices, life cycle sexuality, and cross cultural variations are explored.

PSY 505 PSYCHOPATHOLOGY - 3 Units

This course offers students the chance to investigate the causes of abnormal behavior and to learn various methods for therapeutic change. The nature of knowledge is explored, experimental design is examined, and the interplay between theory and data is discussed.

PSY 509 THEORIES OF MARRIAGE AND FAMILY - 3 Units

This course explores all major schools and developments in family therapy, and includes brief biographies of some of the leading family therapists of the twentieth century. Current research and developments in the field are covered and trends in family therapy are presented. Ethical standards for the practice of marriage and family therapy are also included.

PSY 511 PROFESSIONAL ETHICS AND THE LAW - 3 Units

Professional Ethics and the Law helps current and future professionals deal with ethical issues that they will confront at the various stages in their career. Central issues in ethical practice are presented, diverse views on these issues are explored, and students are encouraged to refine their own thinking and to actively develop their own position. The role of the therapist's personal values in the counseling relationship is discussed, the ethical responsibilities and rights of clients and therapists are presented, and the considerations involved in adapting counseling practice to diverse client populations are explored.

PSY 517 ALCOHOL AND CHEMICAL SUBSTANCE ABUSE - 3 Units

Based on major counseling theories, this course focuses on practical treatment techniques used by professionals working in the field of substance abuse and addiction. Utilizing a case study approach, the course will examine basic concepts of substance abuse, addiction counseling, and intervention from a variety of theoretical perspectives. Each theory is examined based on its strengths and limitations, with consideration given to multicultural and ethical issues.

PSY 525 COUNSELING SYSTEMS AND TECHNIQUES - 3 Units

This course reviews counseling theory and practice. Role and function of counseling, preparation of counselors and licensing, history of counseling, impact on the social sciences, and the traits of counselors and clients are analyzed. Major counseling theories and counseling of special populations are reviewed.

PSY 527 ASSESSMENT TECHNIQUES - 3 Units

The goal of this course is to teach the principles of psychological tests and measurements with an emphasis on psychometric theories and principles. The course provides comprehensive coverage of the full array of the assessment techniques commonly used in modern psychological settings. This course will also address prominent assessment issues such as test bias and assessment accommodations. We will conclude with an examination of "Best Practices" in measurement and assessment in education.

PSY 530 PSYCHOLOGY OF AGING - 3 Units

This course takes a multidisciplinary perspective on highlighting the diversities of the aging experience related to the cultural, biological, physiological, emotional, cognitive, economic, and social aspects of aging. Special emphasis is given to understanding the dynamic interactions between older people and the physical, psychological and social dimensions of their lives.

PSY 540 PHYSIOLOGICAL PSYCHOLOGY - 3 Units

Physiological Psychology is an introductory survey of physiological processes underlying behavior, with an emphasis on the impact that physiological psychology has within the larger realm of psychology. Contemporary research in the role of hormonal and neurotransmitter influences in behavior are discussed to help students gain a solid understanding of the biological influences which effect and determine behavior.

PSY 550 GROUP PSYCHOTHERAPY - 3 Units

This course introduces students to the current theories, research and trends specific to group psychotherapy. The unique values of group counseling for special populations are explored, and the issues and cases which deal with the ethics of group work are addressed. Additionally, various theories such as Adlerian, Gestalt, Existential and Reality Therapy are explored as they relate to group process.

PSY 599 CLINICAL PSYCHOLOGY: CAPSTONE - 3 Units

Clinical Psychology: Capstone course requires students to integrate knowledge acquired across the master's program. For this course, students will demonstrate the ability to present varying theories, research, prevention, assessment, clinical applications and ethical issues relevant to the field in an integrated holistic manner.

Criminal Justice Course Descriptions

BCJ 100 INTRODUCTION TO CRIMINAL JUSTICE - 3 Units

This course provides an introduction to the criminal justice system. The primary goal of this course is to develop a general understanding of the criminal justice system's response to crime in society. It is important to note that the general theme of this course involves the delicate balance between community interests and individual rights that criminal justice decision making requires. This theme will be explored by examining the criminal justice process in some detail, focusing on how the system is structured to respond to crime.

BCJ 210 JUVENILE JUSTICE - 3 Units

This course explores the history of juvenile justice, the juvenile justice system and special populations. It focuses on the system itself, the processes within it and the young people who become involved in it. A historical view of the juvenile justice system and how it relates to the entire criminal justice system is also presented.

BCJ 230 CRIMINAL INVESTIGATION - 3 Units

This course is an overview of the criminal investigation field. To gain information related to crimes, course topics cover specific techniques for conducting a preliminary investigation, gather evidence and make arrests. Students also learn the procedures for interviewing witnesses and suspects, processing crime scenes and conducting a basic forensic examination of evidence. The course includes information on writing up reports from crime scenes.

BCJ 240 PROCEDURES IN THE JUSTICE SYSTEM - 3 Units

This course introduces students to the procedural aspects of the criminal justice system systematically, making the concepts easy to apply to any state's specific procedural laws. Detailed coverage of the Exclusionary Rule and Miranda procedures will be presented, and a balanced coverage of consensual encounter, detention, and arrests is explored.

BCJ 245 COMPUTER FORENSICS AND CYBER CRIME - 3 Units

Computer Forensics and Cyber Crime discusses computer crime in non-technological language while presenting all basic modern procedures needed to investigate and prosecute it. It covers both forensic and legal issues, addressing the First and Fourth Amendments, U.S. Patriot Act, international collaborations, identity theft, and much more.

BCJ 303 TERRORISM - 3 Units

To a great many people the terrorist attacks on the World Trade Center in New York and the Pentagon in Washington, D.C., on September 11th, 2001, were a defining moment for terrorism in North America. However, terrorism has been around much longer than that. This course will examine the history and definitions of terrorism from a global perspective to allow the student to get a very broad view of this major topic.

BCJ 340 CRIMINAL BEHAVIOR - 3 Units

This course provides a detailed look at crime, what may lead to it, and how criminal behavior may be prevented—all from a psychological perspective. This course offers a comprehensive look at this complex field by focusing on serious crimes, particularly those involving violence.

BCJ 351 FORENSIC SCIENCE - 3 Units

This course is designed to make the subject of forensic science comprehensible to a wide variety of students who are, or plan to be, aligned with the forensic science profession.

BCJ 355 HOMELAND SECURITY - 3 Units

Homeland Security reviews basic issues of homeland security, the history and context of the field, and what the future of the field might hold. Central issues surrounding homeland security including policy concepts and political and legal responses will be covered.

BCJ 360 CRIMINAL LAW - 3 Units

This course provides students with an appreciation for the fundamental nature of law, an overview of general legal principles, and a special understanding of the historical development of criminal law and its contemporary form and function in American society today.

BCJ 400 THEORY AND PRACTICES OF LAW ENFORCEMENT - 3 Units

This course presents a global and detailed view of law enforcement philosophies, operations, tactics, strategies and processes as well as introduces students to the historical background and the development of the law enforcement field as we know it today. This course promotes a vision for law enforcement and other justice system personnel that integrates essential critical thinking, problem-solving, and communications skill development with the need to deploy ethical practitioners and peacekeepers that demonstrate effective leadership capabilities in the diverse post-9/11 society of the twenty-first century.

BCJ 403 THEORY AND PRACTICES OF CORRECTIONS - 3 Units

This course is an overview of the corrections field—courts, detention, sentencing, adult institutions, probation, parole, and staffing and personnel issues. This course will be an active and interactive learning experience. Students will be able to build a framework for understanding current sentencing and correctional practices.

BCJ 450 DOMESTIC VIOLENCE - 3 Units

This course serves as an introduction to the field of family violence. It focuses on the criminal justice perspective, bringing together the causes and consequences of family violence and the criminal justice response.

BCJ 470 - RESEARCH METHODS IN CRIMINAL JUSTICE AND CRIMINOLOGY - 3 Units

This course provides an introduction to the techniques used in criminal justice research. The goal of this course is to help students develop an understanding of the kinds of research conducted in the criminal justice field, the role of the researcher, general steps in the research process, and research design and statistical analysis. In addition, attention will be given to the ethical issues the researcher must consider when designing research. Finally, the course will explore the application of research findings to real world situations.

BCJ 501 CRIMINOLOGICAL THEORY - 3 Units

This course examines crime and criminological theory by taking a direct approach to the question of why people commit crimes. It begins with an overview of the key elements of the study of crime and criminology including law, public policy, research literature and the philosophical origins of crime theories. These theories are then broken down to their basic elements and causal processes in order to be explored. The course further examines the practical implications and applications each theory has on the administration of justice and also looks at the future of crime theory by speculating whether or not new research designs, theories and paradigms are needed.

BCJ 510 DRUGS, JUSTICE AND SOCIETY - 3 Units

This course incorporates fields of sociology, criminology and public policy and provides a complete understanding of the issues surrounding drugs. This course will review the dynamics of drugs (both legal and illegal) in American society while providing a look at historical law creation and current law enforcement. Topics such as the history of drugs in the U.S., the integral role of race in the creation of drug laws, the elaboration of the global trade in drugs, the U.S. drug control policies, and the impact of the U.S. drug war on international relations is reviewed.

BCJ 530 MULTICULTURAL ISSUES IN LAW ENFORCEMENT - 3 Units

This course surveys the variety of issues relating to law enforcement in our multi-racial, multi-ethnic and multicultural society. It addresses strategies for refining law enforcement attitudes, behaviors, methods and tools for social advancement, community betterment and conflict reduction.

BCJ 545 COMPUTER CRIME - 3 Units

Computer Crime surveys the nature and characteristics of the many dimensions of digital crime and digital terrorism, terms which have emerged and grown rapidly since the World Wide Web has become the basis for global information, business, and government transactions.

BCJ 553 SUPERVISION IN LAW ENFORCEMENT - 3 Units

Supervision in Law Enforcement focuses on leadership theories and practices in police supervision. Students will develop the competencies and skills to confidently utilize these principles in their personal and professional lives. This course also emphasizes methods and techniques in leadership for successful and effective supervision in law enforcement.

BCJ 562 POLICE ADMINISTRATION AND MANAGEMENT - 3 Units

This course explores a historical and contemporary point of view, from both the managerial and organizational role, of the police in American society.

BCJ 563 CRIMINAL JUSTICE POLICY - 3 Units

This course investigates the public policy process and applies it directly to crime and criminal justice. It examines each of the various actors in the public policy process at the federal, state and local level. By the end of the course, students will be able to evaluate the justification, logic and evidence for specific crime policies as well as analyze the factors that influence policymaking, including the development of programs and policies.

BCJ 565 DEVIANT BEHAVIOR - 3 Units

This course seeks to understand deviance from key sociological perspectives and theories. The text provides real-world examples of deviance throughout to encourage critical thinking about deviant behavior and its impact.

BCJ 575 TERRORISM AND HOMELAND SECURITY - 3 Units

This course provides a theoretical and conceptual framework that enables students to understand how terrorism arises and how it functions. The most sophisticated theories by the best terrorist analysts in the world are discussed, while still focusing on the domestic and international threat of terrorism and the basic security issues surrounding terrorism today.

BCJ 582 CORRECTIONAL COUNSELING - 3 Units

This course offers a strong practitioner orientation, enabling students to become proficient in providing basic correctional counseling services to the offender population. This course provides basic information on underlying theoretical perspectives among a variety of counseling approaches and addresses the details of the counseling and treatment process itself, explaining exactly how correctional counseling is done in the field.

BCJ 599 CRIMINAL JUSTICE ADMINISTRATION: CAPSTONE - 3 Units

Criminal Justice Administration: Capstone examines administrative issues and practices for all three branches: police, courts and corrections. Students will demonstrate the ability to integrate knowledge acquired across the master's program to address the practical aspects of justice administration. In addition, the course will examine technological advances, future trends, and issues faced by the courts and justice system today.

Education Course Descriptions

EDU 501 INTEGRATING TECHNOLOGY INTO TEACHING - 3 Units

This course provides students with information about using the internet and other technological resources when designing curriculum. New technology trends in learning environments, data collection tools, and productivity software are explored, and how to use modern technology in professional development and teaching various subject areas will be discussed.

EDU 507 CULTURAL ISSUES IN EDUCATION - 3 Units

This course will review the importance of culturally responsive teaching in schools today. Specifically this course will focus on the impact of diversity, including race, culture, ethnicity, gender and exceptionality. Additionally, this course will review class and socioeconomic status, sexual orientation, language, religion, geography, and age.

EDU 510 MODELS OF TEACHING - 3 Units

This course explores a variety of teaching models and curriculum theories to help increase student capacity for personal growth, social growth, and academic learning. Application of theories to classroom utilization is emphasized to help educators be able to construct vital and effective learning environments for their students.

EDU 520 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR - 3 Units

This course reviews major leadership behavior patterns and strategies that promote effectiveness in organizations. Students will be challenged to become more self-aware of their personal leadership style and will be able to develop their abilities to influence others, whether or not they have positional or hierarchical authority over them.

EDU 521 PSYCHOLOGY APPLIED TO TEACHING - 3 Units

This course provides an overview of theories and research of educational psychology. The student is encouraged to develop an understanding of personal paradigms of teachers and students. Learning theories, stages of human development, educational opportunities, and teaching strategies that support a diverse student population are reviewed.

EDU 524 CURRICULUM DESIGN AND INSTRUCTION - 3 Units

This course provides an analysis of curriculum development and methods for aligning course content to goals and evaluation procedures. The philosophical, historical, psychological, and social foundations of curriculum will be explored to help students better understand how curriculum models might be utilized in an ever changing and emerging educational environment.

EDU 526 SUPERVISION OF INSTRUCTION - 3 Units

Supervision of Instruction reviews ways to improve educational programs in diverse classrooms through the use of supervision and leadership. Basic concepts of curriculum development, measurement, policies of inclusion, the achievement gap, and the effects of culture are explained. Administrative skills that promote equal learning opportunities in the classroom are also reviewed.

EDU 529 EDUCATIONAL PERSONNEL MANAGEMENT - 3 Units

This course utilizes a management approach that examines the processes and procedures necessary for implementing effective human resources administration in an educational setting. In particular, this course will cover the essential dimensions of the human resources function from planning to performance evaluation and compensation.

EDU 532 SCHOOL - COMMUNITY RELATIONS - 3 Units

This course explores how various social and political forces impact effective school and community relations with an emphasis on diversity. Methods of implementing educational change with community support, and cultural pluralism and its effects on school-community dynamics are also reviewed.

EDU 540 CAREER DEVELOPMENT - 3 Units

The purpose of this course is to survey the field of career information, career development and career counseling. The information provided will enable the student to conceptualize the three major aspects of the field: career development, career counseling and the changing field of careers and job opportunities. This course emphasizes multicultural considerations and provides for a global perspective.

EDU 545 LEADERSHIP AND TECHNOLOGY - 3 Units

This course provides an administrative perspective on instructional technology. It reviews methods of using technology to improve administrative functions, legal and ethical issues regarding educational technology, and funding sources for educational technology.

EDU 546 PUBLIC POLICY - 3 Units

This course reviews educational policy from a micro and macro perspective. It reviews the general concepts of public policy, and looks at the socioeconomic context of the school, as it relates to economics, demographics, politics, culture and values. It also analyzes the policy process, the key players, and the typical issues involved, as well as a historical perspective to aid in understanding the current education reform climate.

EDU 547 LEGAL ASPECTS OF EDUCATION - 3 Units

This course covers the historical and contemporary legal issues affecting the organization and administration of schools in America. School safety, cyberbullying, copyright law and use of media are covered extensively. Additionally, isolation and restraining laws involving students with disabilities, landmark cases involving equal pay, strip searches, and freedom of expression, truancy and school vouchers—virtually every topic of concern to today’s educators—is covered with integrated cases.

EDU 548 GLOBAL PERSPECTIVES IN CURRICULUM - 3 Units

This course emphasizes diversity within and across ethnic groups to help educators understand the interactions between students’ cultural and individual differences. Multicultural education focuses on culture, class, race, and gender as a foundation of ethnic diversity and community in the United States, with an emphasis on global connections.

EDU 591 PUBLIC POLICY - 3 Units

This course reviews educational policy from a micro and macro perspective. It reviews the general concepts of public policy, and looks at the socioeconomic context of the school, as it relates to economics, demographics, politics, culture and values. It also analyzes the policy process, the key players, and the typical issues involved, as well as a historical perspective to aid in understanding the current education reform climate.

EDU 592 LEGAL ASPECTS OF EDUCATION - 3 Units

This course covers the historical and contemporary legal issues affecting the organization and administration of schools in America. School safety, cyberbullying, copyright law and use of media are covered extensively. Additionally, isolation and restraining laws involving students with disabilities, landmark cases involving equal pay, strip searches, and freedom of expression, truancy and school vouchers—virtually every topic of concern to today's educators—is covered with integrated cases.

EDU 599 STRATEGIC ISSUES MANAGEMENT: CAPSTONE - 3 Units

Strategic Issues Management: Capstone focuses on the processes of change confronting today's education professionals. Students will integrate knowledge acquired across the master's program and demonstrate an understanding of the various theories, research in the field and methods utilized by educational administrators today. In addition, the course provides methods for administrators to identify the educational needs of society, implications for schooling, and practical applications for the educational institution.

EDU 602 PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 4 Units

This course provides an overview of the dominant philosophical perspectives which have framed the evolution of education, from the time of Plato to the present day. The major philosophers throughout history have included the nature and purpose of education in their writings. This course illustrates the historical, social, cultural, and educational contexts of the most prominent of those writings, and discusses their implications for the evolution of education.

EDU 610 LEARNING THEORY - 4 Units

This course examines theories of learning and the functions of the human brain which have evolved over the past century. Information processing, memory, conditioning, motivation, developmental characteristics, transfer, problem-solving, social aspects of learning, and classroom applications are covered comprehensively.

EDU 614 HISTORY OF EDUCATION - 4 Units

This course provides an overview of the history of American education, including the most important persons, dates, events, and movements that shaped the nation's system of education. Students are introduced to historical research through engaging historical studies. The basic concepts and theories that underlie current educational practice are presented in comprehensive form. Also included is treatment of new educational delivery systems such as distance learning, online resources, computer based research, emerging educational technologies, as well as international and global influences and trends in education.

EDU 615 QUALIFYING EXAMINATION - Pass/No Pass

Upon completion of the three qualifying courses, candidates will complete a written Qualifying Examination based on materials covered in the three qualifying courses.

EDU 618 ANALYSIS OF CURRENT ISSUES IN EDUCATION - 4 Units

This course provides the student with an opportunity to examine controversial topics in education such as finance, zero tolerance school discipline, and school reform. Emphasis is placed on uncovering the underlying social and ideological philosophies that lie below the surface of each issue.

EDU 621 ORGANIZATIONAL BEHAVIOR AND ADAPTIVE LEADERSHIP - 4 Units

This course relates the study of organizational behavior and how it impacts educational leadership and how leaders can embrace the challenge of effective school reform. The course encompasses the paradigms of the evolution of educational thought, organizational theory, human capital and decision-making that educational leaders face in a hypercompetitive global educational environment.

EDU 624 GROUP DYNAMICS - 4 Units

Group Dynamics provides a comprehensive analysis of theory and research related to group dynamics. It begins with an examination of the current theory and research findings needed in order to make groups function effectively and provides exercises to practice the skills required to apply that knowledge in practical situations. Throughout the course there is an emphasis on the integration of knowledge and skills toward the goal of developing expertise in working with groups. This course provides a balanced approach to group dynamics and focuses on the characteristic dynamics found in virtually all groups and in all walks of life.

EDU 625 FOUNDATIONS IN LEADERSHIP - 4 Units

This course is designed to provide a foundational overview of the leadership and administrative issues with which educational leaders are confronted. In a context of strategic planning, data-based decision-making and successful practice, the student is guided toward the criteria for a successful strategic leader who must deal with challenges in such areas as organization, finance, law, operations, curriculum and multiple constituencies.

EDU 627 MANAGING HUMAN RESOURCES - 4 Units

This course involves the management of people in organizations. The human resource function, information systems and enrollment projections will be explored. Strategic planning and recruitment and retention will enable educational leaders to plan the day-to-day utilization of people as organizational resources to achieve optimal productivity, satisfaction and continuous improvement. Performance appraisal will be reviewed in lieu of compensation and the employee review process. Continuity of employment considerations pertaining to enhancing the employment life of individuals as employees will be addressed along with employee development and unionism.

EDU 629 DIVERSITY IN GLOBAL AND MULTICULTURAL ORGANIZATIONS - 4 Units

The purpose of this course is to expand and deepen awareness for the educational leader of the global and multicultural society in which we live. Educational leaders must be prepared to deal with issues of cultural diversity, racism, global consciousness and the challenges raised by individuals and groups whose roots lie in countries, cultures and belief systems which increasingly define the American experience. Understanding these areas will enhance the effectiveness of an educational leader.

EDU 630 EDUCATIONAL FINANCE - 4 Units

Educational finance is concerned with the process of understanding that resources, social progress, technological advancement and wealth are created through a sound and continuously improving educational system. Such a system itself depends upon many kinds of inputs, one of the most important of which is adequate funding. This course examines the sources of educational funding, and the issues surrounding how that funding is acquired, administered, and dispersed by the federal government, states, communities and local school districts.

EDU 640 MOTIVATION AND LEARNING - 4 Units

Motivation and Learning is designed as an overview of motivational research in psychology and education. The course focuses specifically on different theories of motivation and how classroom, school, work, and social environments shape and influence individuals' motivation. Students explore what motivates individuals to learn and examine strategies, techniques, and interventions that promote and sustain learner motivation.

EDU 642 MANAGING CONFLICT IN ORGANIZATIONS - 4 Units

This course deals with the dynamics of conflict as a phenomenon. The management of conflict has developed into an interdisciplinary synthesis of human relations skills and strategies, which can be used to more effectively deal with dysfunctional interactions in the workplace, and in society itself. Using a variety of models which have been developed to explore the causes and resolution of discord among individuals and groups, this course explores the specific dimensions of managing conflict.

EDU 645 ADVANCED CURRICULUM DEVELOPMENT - 4 Units

Advanced Curriculum Development examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one.

EDU 646 EDUCATIONAL MEASUREMENT - 4 Units

This course will focus on five major concepts – Objectivity, Standardization, Reliability, Validity and Score Reporting. How these major concepts are applied in major domains of testing and by specific, major, commercially-available tests will also be reviewed.

EDU 647 EDUCATIONAL STANDARDS AND ACCOUNTABILITY - 4 Units

This course is designed to provide a comprehensive analysis of the accountability movement, its dimensions and its implications. It is designed to facilitate leadership in the promotion of educational accountability and in the development of further research and scholarship in the accountability movement.

EDU 649 ADVANCED EDUCATIONAL PSYCHOLOGY - 4 Units

This course provides a comprehensive analysis of the concepts and theories of psychology related to instructional practice and offers a wide variety of classroom strategies to help students of all ages succeed in the classroom. The course focuses on aspects of psychology such as thinking, learning, human development, motivation, and assessment that have particular relevance to classroom practice. Emphasis is placed on the importance of the use of research evidence in planning, implementing, and assessing instruction.

EDU 650 LEADING THROUGH AND BY CHANGE - 4 Units

This course is concerned with understanding and facilitating the change process in organizational and educational settings. While change occurs naturally in the world, through economic, demographic, political, and technological shifts over which there is little control, this course deals with those elements of anticipating and adapting to those external changes, which organizations can design and implement internally.

EDU 652 EDUCATIONAL RESEARCH - 4 Units

A required course completed by all doctoral students to prepare them for the development and writing of a proposal and dissertation. The course presents a balanced presentation of quantitative and qualitative research. It examines the fundamental issues of research so that students learn how to begin to conduct research as well as to read and evaluate research studies. By using the concepts and research techniques presented in this course, students and faculty will work together to develop the student's knowledge of the dissertation process.

EDU 653 QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH - 4 units

This course is designed to prepare students to understand the elements of research from the standpoint of both design and data analysis. To do this, the course presents information enabling students to judge the research of others and to design their own high-quality investigations. This course will also enable students to read, interpret, and critically evaluate quantitative results. From this, students will be able to solve problems and make knowledge-based decisions.

EDU 687, EDU 688, EDU 689 COMPREHENSIVE EXAMINATION - 4 Units

Candidates will complete a written Comprehensive Examination. This final requirement will be in the form of an essay examination, based upon major areas of education. Students are asked to integrate course information, professional experience and outside source materials into a comprehensive framework, reflecting their accumulated knowledge in the field of education.

General Education Course Descriptions

GED 102 THE HUMAN BODY - 3 Units

This course is intended for students who are interested in gaining a basic understanding of the human body—its shape, structure, parts—and how these various components work and function. With this knowledge, students will be able to see how such information can be used to diagnose and treat various diseases.

GED 108 ENVIRONMENTAL SCIENCE - 3 Units

This course is an interdisciplinary approach to environmental science, focusing on the interrelatedness of humans and the natural world. Historical perspectives, economic and political realities, varied social experiences and ethnic backgrounds are integrated into the identification of major issues and the search for possible solutions.

GED 120 INTRODUCTION TO HUMANITIES - 3 Units

This course explores the conduct of human life with emphasis on understanding the aesthetic sense—an important element in the art of being human. The course focuses on key events, styles, movements and figures of Western art, philosophy and religion, which are all essential to exploring the aesthetic human experience. Students will learn to think critically about how past themes, movements and creative geniuses have impacted, and still influence, the modern world which we live in today.

GED 130 INTRODUCTION TO CIVILIZATION - 3 Units

Introduction to Civilization is a presentation of civilization's major happenings including the cultural, social, political and economic development of the world from the 1400's to present. A survey of world civilizations is explored, and interactions between or among civilizations are stressed, leading to a better understanding of where man has been and where he is now.

GED 132 UNITED STATES GOVERNMENT - 3 Units

United States Government reviews and examines the institutions of the American political system: the presidency, Congress, the judiciary and state and local governments. It also examines political parties and the roles they have played in the development of the American polyarchy.

GED 150 MATHEMATICS - 3 Units

This course provides an introduction to college mathematics by building essential skills one at a time. The course starts with the basics of whole numbers, fractions and decimals, and then moves into basic geometry, statistics, and concludes with an introduction to algebra. This course is complete with examples, exercises, and practice problems to ensure your success.

GED 155 ENGLISH - 3 Units

This course will help students to develop the key skills that will make them good communicators and valued member of the workforce: reading and comprehending, building a substantial vocabulary, using grammatically correct English and speaking and writing the language that is necessary for success in the workplace. This course is designed to help all levels of students from those with language skill deficiencies, or English as a second language to professionals and businesspeople.

GED 210 INTRODUCTION TO CULTURAL ANTHROPOLOGY - 3 Units

This course presents observations and inferences of the human experience, and the corresponding role of anthropology. Students will examine and understand the ways in which human groups reflect upon their culture and social organization through the use of language and symbols, and will be able to deeper explore the relationship between biology, ecology and culture.

GED 215 PSYCHOLOGY OF ADJUSTMENT - 3 Units

This course explores major perspectives on psychology and provides opportunities for students to apply useful concepts to their personal lives. Content is drawn from theory and research in different areas of psychology, and covers personality development, stress management, health issues, relationships, work, life span development, and other areas of life.

GED 216 INTRODUCTION TO SOCIOLOGY - 3 Units

This course is a study of how society influences the way people act, think and feel. Culture, society, social interactions, social class and gender stratification all influence every part of who people are, how they behave, and how they participate in their existence on this earth. An introduction to social problems including minority inequality, aging and death, women’s rights and urban problems in general is also explored.

GED 232 EARLY UNITED STATES HISTORY - 3 Units

Early U.S. History explores the history of the United States from Native American societies before 1492 to the year 1877, with an in-depth analysis of the transition in United States history from pre-colonial beginnings to an independent national state. This course will survey the historical, cultural, political and economic events that shaped early United States history.

GED 240 ART HISTORY - 3 Units

This course examines the visual arts including painting, sculpture, printmaking, photography, and architecture from prehistory to the present. While emphasis is placed on the arts of Europe and the United States, those of Africa and Asia are also discussed.

GED 250 WORLD RELIGIONS - 3 Units

This is an introductory course in world religions. It places the world’s religions in historical context, illustrating the complex dynamic of each religion over time, while also presenting current beliefs, practices, and group formations. Conceptual, worship and social factors of religious experiences from the past to present are examined. Religion’s role in the environment of present and future crises is explored, as well as the challenges of ecology, technology, and globalization, all which have an impact on spirituality.

GED 260 CRIMINOLOGY - 3 Units

This course emphasizes the wide and interdisciplinary variety of academic perspectives that contribute to a thorough and well-informed understanding of the crime problem. It addresses the latest social issues and discusses innovative criminological perspectives within a well-grounded and traditional theoretical framework. Students will learn to think critically about the causes of crime and will discover the correlations between crime theory, crime policy, and crime prevention.

General Elective Courses

For each undergraduate degree program, students complete a combination of core courses, general education, and general elective courses to earn their degrees. After a student submits an application, an evaluation is done.

General elective transfer credit is awarded based on the following:

- Course work that was previously completed at other recognized colleges or universities. Students need to provide official transcripts to earn transfer credit. All transfer credit is noted on the student's academic plan.
- As previously noted, students may also earn elective credit based on documented specialized training, i.e. corporate training, P.O.S.T., professional development courses, certificate trainings hours, professional continuing education, etc.

If a student is required to complete elective courses at California Coast University, the academic plan completed during the evaluation will reflect the total number of elective courses needed. To satisfy this requirement, each student will receive a list of available elective courses to meet this requirement - based on his or her specific degree program. Available elective courses are comprised of a combination of courses from the schools of administration and management, behavioral science, and criminal justice.

Students are required to choose their electives prior to receiving their first course work.

Master's Level Research Course Descriptions

GRM 597 THE RESEARCH PROCESS - 3 Units

A required course for master's degree students to prepare them for the development and writing of a proposal for a thesis. This course will assist students in utilizing their natural curiosity in selection of a topic for research. It provides guidance in planning research strategy, the documentation of research data, and the design of a defensible study. In addition, it also explores and analyzes examples of research from many different disciplines, the development and use of computer-aided research and writing skills, and the logical argumentation techniques in stating and defending research data.

GRM 698 THE PROPOSAL FOR THE THESIS (Optional) - 3 Units

This course focuses on the preparation of a proposal for research: conceptual tools and techniques for conducting scientific research; evaluation of the value of research proposals; planning and executing research projects. The student will learn how to organize knowledge within his or her field for presentation in a standardized, scholarly fashion. The course requires that the student present an acceptable proposal for review and analysis in lieu of a final course examination.

GRM 699 THE MASTER THESIS (Optional) - 6 Units

The proposal (GRM 698) must have been successfully completed and approved before a student is permitted to begin work on this course. The candidate will develop and compile an original work demonstrating ability to add to the body of knowledge in his or her field for presentation to and acceptance by the University.

Doctoral Level Research Course Descriptions

GRM 712 PROPOSAL - 2 Units

This course focuses on the preparation of research. This includes conceptual tools, techniques for conducting scientific research, evaluation of the value of research proposals and planning and executing research projects. The student will learn how to organize knowledge within his/her field for presentation in a standardized, scholarly fashion. The student will develop the formal proposal based on established doctoral guidelines and under the supervision of the graduate review committee. This course requires that the student present an acceptable proposal for review and analysis in lieu of a final course examination.

GRM 715 DISSERTATION AND ORAL DEFENSE - 12 Units

The proposal (GRM 712) must have been successfully completed and approved before a student is permitted to begin work on the dissertation. The candidate will develop and compile an original work, demonstrating ability to add to the body of knowledge in his or her field for presentation to and acceptance by the University. After the student's dissertation is approved and bound, the candidate is responsible for appearing before their Dissertation Committee in person for the purpose of orally responding to committee member questions as they pertain to the candidate's dissertation.

Recognition of the University's Degrees

BUSINESS AND PROFESSIONAL RECOGNITION

The true recognition of any educational program comes from its voluntary acceptance by the business, the professional and the academic communities. The University has many substantial, affirmative testimonials from graduates and leaders in business, industry, and in the professions on file. Many of these attest to promotions, new positions, and salary increases directly related to completion of a course of study and receipt of a degree from the University.

Many corporations are continually seeking programs that will allow their supervisory, middle and top management personnel to improve and continue their education without sacrificing the productivity of the employee. Dozens of corporations have evaluated the University's Programs through their Personnel and Employee Relations Departments and have recognized the work and the Degree for advancement, salary increases, and entry qualifications for new positions.

3COM

ABB Vetco Gray

Able Building Inspections

Access to Education

Adolph Coors Company

Aerocology, Inc.

Aeronautical Systems Center

Aeronutronic Ford Corp.

Aerospace

ACS Defense Incorp.

ACS-GSG Inc.

A-K Associates, Inc.

AE Shemek Inc

Affiliated Home Health Services, Inc.

Afriliif USAF

AGFA Corp.

Airborne Express

Air Packaging Technologies

Airpax Corp.

Alabama Sheriffs Youth Ranches, Inc.

Alaska Auto Electric Rebuilders, Inc.

Albertsons

Alcan Smelter & Chemicals Ltd.

Alcoa/Minerals Jamaica, Inc.

Alexis Lybrook Taubert, Ph.D, Ltd.

All American Association

Allied Bendix Aerospace

Allied Processors

Allied Signal Aerospace

Allied Ins.

Allied Signal Automotive

Allina

Alltell Communications

Alpha Business Security Service

Alternative Dimensions

Alternative Rehabilitation Services, Inc.

Alyeska Pipeline SVC Co.

American Academy of Neurology

American Bankers Assoc.

American Legion Children's Home

American Lung Association of Iowa

American Motors Corporation

American Psychometric Consultants, Inc.

American Red Cross BioMed

American Samoa Government

American School of Milan

AMI American Medical, Inc.

Amoco Chemical Co.

Amphenol Analytics, Inc.

Ampro, Inc.

AMT

Amtec International

Antelope Memorial Hospital

Antelope Valley Language, Movement &
Speech Therapy Center

Anthony's Integrity Carpets

Aramark

Arden Hill Hospital

Aristotle Psychological and Biofeedback
Services, PLLC

Arizona State Department of Corrections

Armed Forces Bank

Armstrong Containers
 Army Engineers Civil
 ASC / YFMO
 Associates Corp of North America
 ASU Trading Corp.
 Atchison, Topeka & Santa Fe Railway
 Athol Murray College of Notre Dame
 Atlantic Engineering Services, Inc.
 Atmos Energy Services, Inc.
 AT&T Telephone & Telegraph
 Auto-trol Technology
 Aurand, Bowers & Associates, Inc.
 Avera - St. Lukes
 A&T

 Bache Halsey Stuart Shields, Inc.
 Bactssa
 Bailey Controls Company
 Bair Foundation, The
 Ball Corporation
 Baltimore's Intl. Culinary Arts Institute
 Bombardier Corporation
 Bank of America
 Bannock Coal Company
 Basic Medical Level Training
 Basin Electric Power Cooperative
 Batchewana First Nation
 Bayer Corp.
 Beaver Creek Coal Company
 Beckham Enterprises
 Beckman Research Institute
 Behavioral Health Consultants, Inc.
 Behring International, Inc.
 Bekins Van Lines Company
 Bell & Howell
 Bell Helicopter Textron, Inc.
 Bell South Communication Systems
 Bergen Passaic Psychological
 Association
 Bermudez & Beniamino Associates
 Bently Nevada
 Berkaert Corp
 Best Products Co., Inc.
 Betec, Inc.
 Bethlehem Steel Corp

Betty Ford Center, The
 Big Valley Christian School
 Biodecision Laboratories, Inc.
 Biotelemetry, Inc.
 Biovail Corporation International
 Black Hawk College
 Bloss Memorial Healthcare District
 Blue Cross-Blue Shield
 Blue Ridge Health Care
 Blue Sky Personal Development, LLC
 Bluffs Imaging Associates, P.C.
 BMO Nesbitt Burns
 BNR, Inc.
 Board of County Commissioners
 Boeing
 Boise State University
 Bombardier Aerospace Corp.
 Boston Children's Service Assoc.
 Bradford White Corp
 Brayton Carnot Thermodynamics
 Breakey Prosthetics Inc.
 Brinks, Inc.
 Bristol Myers Squibb
 Brown & Root, Inc.
 Brownsville Surgical Hospital
 B&S Medical Rentals, Inc.
 Burger Queen Enterprises, Inc.
 Burke Hospice and Palliative Care, Inc.
 Burlington-Edison Schools
 Business Advisors, Inc.
 Butler & Associations
 BWIP

 C&H Refinery
 CA Blood & Cancer Care
 Cabot Corporation
 Cactus Fashion, Inc.
 CAEL/Colgate-Palmolive Corp.
 CAEL/Verizon Tuition Assistance Program
 Calaveras Park Medical-Dental
 Caldwell College
 California Dept. of Justice, Office of the
 Attorney General
 California Highway Patrol
 California Institute of Business Management

- California National Guard
- California Pacific Medical Center
- California State Parks
- California T&L
- Calkins Electric
- Camp, Inc.
- Camran Corp.
- Canada Government
- Canadian Forces
- Capital Data Systems Inc.
- Capital Planning Group
- Capricorn Computing, Inc.
- Caramar, Inc.
- Carbon Based Corporation
- Cardiovascular Concepts
- Caribbean Bankers Life Insurance Company
- Carib-X, Inc.
- Carlson Wagonlit Travel
- Cassels, Brock, & Blackwell
- Cast Industrial Products
- Catholic Charities
- Catholic Social Service
- CCA/MCRAE Correctional Facility
- Cedar Lake Academy Center for Stress Management
- Central Fellowship Christian Academy
- Central Islip Public Schools
- Central OK CAA
- Century Plaza
- Century West Engineering Corp.
- Ceres Advisory Corporation
- Champion International
- Chardonal Corporation
- Charles Schwab
- Charles Weinreich, Co.
- Charter North Behavioral Health System
- Chartered Bank, The
- Charter Behavioral Health System
- Chatham-Kent Integrated Children's Service
- Chemac, Inc.
- Chemeketa Community College
- Chemical Bank, New York
- Chesapeake Directory of Sales
- Chesapeake Packaging Company
- Chevrolet Motor Division of General Motors Corp.
- Chevron Products Co.
- Chevron Oil Corp.
- Chicopee, Inc.
- Child Care & Development Services
- Childrens Farm Home
- Chilson's Management Controls, Inc.
- Chinle Valley School
- Chiquita Brands International Inc.
- Choices Counseling Center
- Christian City Convalescent Center, Inc.
- Christian Education Enterprises
- Christian Home Missions
- Christian Life College
- Christopher Charity, Inc.
- Chromalloy/L.A. Water Treatment Division
- Chrysler Corp., San Bernardino, CA
- Church of Jesus Christ of Latter Day Saints
- Ciba-Geigy Corp.
- Cimco
- Circle Seal Controls
- Circuit Design, Inc.
- CIRI Foundation
- Citigroup
- City of Altamonte Springs, FL
- City of Carson
- City of Corona
- City of Hope National Medical Center
- City of Jacksonville, FL
- City of Montrose, CA
- City of Pasadena, CA
- City of Redding, CA
- City of San Diego, CA
- City of Winters, TX
- Clarendon National Insurance Company
- Clark Axle Division
- Clearfield Hospital
- Clear Creek
- CNA
- CNMI Public Schools
- Coeur D'Alene Garbage Service
- Colgate-Palmolive
- Colt Industries/Firearms Division
- Columbia HCA

- Comcast
- Commercial Aircraft Integrated Product Team
- Commonwealth of Virginia
- Communications Workers of America
- Community Connection
- Community Memorial Hospital
- Compaq Computer
- Component Concept, Inc.
- Comprehensive Health Services Plan, Inc.
- Computer Associates
- Computer Sciences Corp
- Computing Information Services, Inc.
- Computone Systems, Inc.
- Conestoga Valley School
- Confidential Financial Group & Multi Services
- Consultants & Actuaries, Inc.
- Consumer Credit Counselors
- Continental Casualty Insurance Co.
- Continuing Care No. 2, Inc.
- Coon Rapids Christian Church
- Cornell Forge Company
- Corrections Corp of America
- Corry Micronics, Inc.
- Counseling Associates, P.A.
- County Care Medical Clinic & Pharmacy, LLC
- County of Monterey, CA
- County of San Bernardino, CA
- County of San Diego, CA
- County of Sonoma, CA
- CP Railroad
- Customer Development Corporation
- Crane Electric, Inc.
- Credit Union National Association, Inc.
- Credit Union System
- Cross Creek Manor, LLC
- Crossroads Community Services
- CRS Serrine Engineers
- CSB Bank
- CSU Sacramento
- CSX Transportation
- CU of the Pacific
- Customer Development Corp.
- CVA Consulting Services
- D.C. Public Schools
- Dacor Distinctive Appliances, Inc.
- Dade International
- Dana Corp
- Danville Area School District
- Davis College, Ohio
- Davy McKee
- Dawson Learning Center
- DCMA Phoenix Two Renaissance Square
- DE County Vets Serv Comm
- Debary Manor
- Deco Manufacturing, Inc.
- Defense Commissary Agency
- Defense Contract Management Agency
- Del Norte Technology, Inc.
- Del Taco Corporation
- Delaware Association for Children of Alcoholics
- Delta Industries
- Delta-Montrose Electric Association
- Deluxe Check Printers, Inc.
- Deno Morris Group, Inc.
- Department of Interior National Park Service
- Department of Justice, Bureau of Prisons
- Department of the Army/TN National Guard
- Department of Mineral Mgt. Services
- Department of Transportation/Federal Railroad
Admin. (FRA)
- Dept. of the Air Force
- Dept. of Defense
- Dept. of Defense Army
- Dept. of Defense Education Activity
- Dept. of Justice U.S.
- Dept. of Veterans Affairs
- Design-Build Team, Inc.
- DFAS
- Dialectics, Inc.
- Diebold, Inc.
- Display Data
- Dolphin Technology Inc.
- Donaldson Lufin Jenrette
- Douglas County Board of Education
- Douglas County, Washington
- Dr. Kroes & Associates
- Dragonfli, Inc.

- Dupont
- Dupont Residential Care, Inc.
- Duracell
- EG & G
- EG & G Mound Applied Tech.
- Eagle Technology
- East Coast Transportation Consultants
- Eastman Kodak Company
- Eaton, Corp.
- Eddor
- Edison International
- Education Advancement Institute
- Educators Mutual Life
- Edwards AFB
- Eisenhower Medical Center
- Eldercare Advocates, Inc.
- Electrofilm, Inc.
- Electro Motive Division, General Motors Corp.
- Elektra Commercial
- Ellis Foster Chartered Accountants
- Energy Products, Division of Royal Industries, Inc.
- Endiko, Inc.
- Environmental Health Screening Laboratories
- Environmental Systems Design, Inc.
- ERM Inc.
- Ernst & Young, LLP
- ESA Foundation
- Esco Development Co.
- E-Systems Inc., Montek Division
- ETMS Web
- Essex County Work Injury Center
- Evans Transportation Co.
- Everhealth Foundation, The
- Exhibitron
- EZEM, Inc.
- Fabral Inc
- Fairbank Native Association
- Fairchild Control Systems
- Fairchild/Stratos Division
- Fairfield City School District
- Fall Mountain Reg. School District
- Family Bible Ministries, Inc.
- Family Therapy Service
- Farm Bureau Mutual Insurance
- Farmers & Traders Life Insurance Co.
- Farr Associates, Inc.
- Federal Express
- Federal Pacific Electric Company
- Federal Prison Indus. Lompoc
- Federal Railroad Administration
- Federal Signal Corp.
- Fellowship House Psycho-Social Rehabilitation
- FIGNA
- Firma Sven G. Soderberg
- First Data Resources
- First Federal S&L
- Fisher Scientific International, Inc.
- Fison Pharmaceuticals
- Flanders International, Inc.
- Flatiron Industrial Park Company
- Fletcher Challenge Canada
- Flexex
- Flint, Ink
- Flower Hospital
- Fluidmaster, Inc.
- Fluor Daniel
- Fluor Engineers and Constructors, Inc.
- Fort Bliss Officers', Civilians' Spouses' Association
- Foundation of Pennsylvania
- FPL
- Fr. Flanagan's Boystown
- Franklin Pierce College
- Franklin Township Police Dept.
- Fremont Christian School
- FSM Development Bank
- Fujitsu Computer Products of America
- Fun Factory Preschool Center, Inc.
- Furmante
- FWS Construction, Ltd.
- Galtech Enterprises
- Garden State Air Conditioning & Refrigeration
- Gartner, Inc.
- Gateway Center for Addiction
- GC Services
- General Atomics

- General Conference of Seventh-Day Adventists Africa-Indian Ocean Division
- General Electric Medical Systems
- General Foods Corporation
- General Motors Acceptance Corporation
- General Motors Central Foundry Division
- General Motors Corporation
- General Motors Corporation/Packard Electric Division
- General Motors Electromotive Division
- General Services Administration
- General Systems International, Inc.
- Genesis Electric
- Gentelco Federal Credit Union
- Georgia Pacific
- Gervais School District #1
- Glaxo Wellcome
- GM Corp
- Gold Flame Enterprises, Inc.
- Golden State Family Services, Inc.
- Golden State Mutual Life
- Golden State Scholar Share Trust
- Golden Valley Electric Assoc., Inc.
- Good Samaritan Hospital
- Good Will Home Association
- Goodwill Hinkley
- Goudall Pur Chemical Co.
- Gould, Inc.
- Government of Canada
- Government of Kiribatti
- Government of the Province of Alberta
- GPU Service
- Graduate School, USDA
- Grantley Adams International Airport
- Great Plains
- Great Western Financial
- Greater Cleveland Hospital Assoc., The
- Greater Miami Academy
- Group Health Cooperative
- Greater Miami Academy
- Greca, Inc.
- Green Farms Academy
- Green Horizons Holding, Inc.
- Griffin Technologies
- G.S. Parson Company, Subsidiary of Cubic Corp.
- G.S. Services
- GTE
- GTE Vantage
- Guardian Products
- Guided Therapy Systems, Inc.
- Guident
- Gulf Oil Co.
- Gulf Science & Technology
- Gurr & Associates
- Guss Manufacturing
- Hachinohe Junior College
- Hampton Mgt. Group, Inc.
- Harbor Area High Gain Program
- Hardin Memorial Hospital
- Harley Davidson
- Harmarville Rehab
- Harney County
- Harrahs Operating Co.
- Harris Originals, Inc.
- Harrison Community Hospital
- Hawaii Center for Children
- HBA Corp
- Head Start Program
- HealthPlan Services
- Health Screening Research Foundation
- Heinz, U.S.A.
- Heirs
- Heraeus Electro-Nite Company
- Heritage Village Church & Missionary Fellowship, Inc.
- Highmark Blue Cross
- Hill Country Home Health
- Hills Pet Nutrition, Inc.
- Hilton Anaheim and Towers
- Hoerner Civic & Recreation Center
- Hoffman-LaRoche, Inc.
- Holman Oil Company
- Holy Family Catholic Community
- Home Box Office Services, Inc.
- Home Health Services, Inc.
- Horizon Intl. Human Relations & Training Institute
- Hughes Aircraft Co.

Human Service Center
 Human Services Foundation
 Huron Extruded Products Corporation
 Hyatt Hotel
 Hypnosis Clinics of America

IAA Trust
 IBM Corp.
 IBMS, Inc.
 IDSI
 Idaho Falls Battery Co., Inc.
 Identity Research Institute, Inc.
 Indiana Medical Clinic, Inc.
 Inductoheat
 Infinity Health Systems
 Informs
 Initial Contract Services
 Ins. Nuclear Power Operations
 Institute of Env Eng Research
 Institute for Scientific Analysis
 Insulated Wire Co.
 Insurance Investigations, Inc.
 Integrated Waste Control, LLC
 Intermatic, Inc.
 Intermec Corp.
 Intermedics
 Intermountain Healthcare
 International Aerospace Technologies, Inc.
 International Business Machines Corp.
 International Christian School
 International Paper Co.
 International Resource Development, Inc.
 Interstate Electronics
 Int'l Science Information Services Corp.
 Intersil, Inc.
 Iomega Corp.
 IRS Financial Services, Inc.
 Isiran Company
 Isle of Capri Casino
 Its Service, Inc.
 ITT Avionics Division
 ITT Pomona Electronics Division

Jameco Home Health Agency, Inc.
 J & B Properties
 J.C. Morlan Co.
 JDS Livestock, LLC
 J.E. Love Company
 Jeld-Wen, Inc.
 Jesco Marketing Services, Inc.
 Jewelcor Incorporated
 John Grogian Family Foundation
 John Spencer Ellis Enterprises
 Johnson Controls
 Johnson Controls World Services
 Johnson & Johnson Company
 Johnson Products Co.
 Joy Manufacturing
 Judicial Council of CA San Bernardino
 Superior Court

Kapalua Land Company, Ltd.
 Kaiser Permanente
 Kansas City School District
 Kapron, Inc.
 Katherine Gibbs School
 Kennett Ent Clinic
 Kentron Hawaii, Ltd.
 Kern Hospice
 Kerr Glass Manufacturing Corporation
 Key Tronic Corporation
 K.G. Consultants, Inc.
 Kiana Corporation
 Kinetic Concepts, Inc.
 King, Erickson & Associates
 King Kullen Grocery Co.
 Kingsview
 Kinko's of Illinois, Inc.
 Klein Bottle Youth Programs
 Koch Hydrocarbon Co.
 Koch Industries
 Kolisman Instruments
 KONE, Inc.
 KPMG
 Kraft Industries

- L-3 Communications
- LaBelle Industries, Inc.
- La Compagne Seagram - Seagram Co. Ltd.
- LA County DPSS
- LA Unified School District
- Lab Corp. of America
- Lake Havasu City
- Lametro Transportation Authority
- Lane Community College
- Lasertech CNC
- Laurel Canyon Medical Clinic, Inc.
- Lawrence Township Board of Education
- LDS Hospital
- Lehigh Valley Hospital
- Lenior City Utilities Board
- Leveraged Systems, Inc.
- Levi's Strauss & Co.
- Lewis Construction Co.
- Liberty Mutual Group
- Lifeways Behavioral
- Lincoln School, San Jose, Costa Rica
- Lindsay Hospital
- Link Transit
- Living Center of America
- Lockhead Aircraft Co.
- Lockheed Martin
- Logistic Services INTL., Inc.
- Long Beach Gentelco FCU
- Lotus Development
- Lubeco, Inc.
- Lummus Company, The
- Luther Rice Seminary
- Lutheran General Hospital
- Lutheran Social Services of Colorado
- Lutz Data Systems
- Lynwood Unified
- M/A-Com Linkabit, Inc.
- Macaw Electronics International Corporation
- Madison State Hospital
- Management & Training Corporation
- Manalapan Twp.
- Marine Corps. Community Services
- Markim International Corporation
- Marking Applications, Inc.
- Marriott Courtyard
- Martin Supply Company, Inc.
- Marymount College
- Master Traders International
- Mayo Foundation
- McGuinness Associates
- Medcath
- Medi Serve Insurance Services, Inc.
- Medtronic, Inc.
- Memorial Healthcare System
- Memorial Hospital
- Memorial Hospital & Medical Center
- Memory Test Systems Division
- Merck
- Mercy Hospital
- Meridian Health Systems
- Metal Fabricators, Inc.
- Metco, Inc
- Methodist Healthcare
- Metropolitan Water District
- Mexican American Cultural Center
- M.H.Z. Physical Therapy, PC
- Micro-Leasing, Inc.
- Micronomics International, Inc.
- Micro Technology Inc.
- Microsemi, Corp.
- Microsoft Corporation
- Midland Ross Corporation
- Midstate Behavioral
- Midwest Cardiac
- Mighty Distribution System of Florida Gulf, Inc.
- Millenium Career College, Inc.
- Miller Technology & Communications Corp.
- Miners Memorial Education Fund
- Minneapolis Public Schools
- Minolta Corp.
- Missouri Pacific Railroad Company
- Mitel Corp.
- Mitterling Method, Inc.
- MJM Colleges, Inc.
- MJM Colleges, Inc.
- MK & Associates
- Modern Power Systems, Inc.

- Modern Century Soft, Inc.
- Monastery of St. Gertrude
- Monsanto Canada, Inc.
- Montverde Academy
- Montgomery Area School District
- Montgomery College
- Morton International
- Mother's Cake & Cookie Co.
- Munroe Regional Medical Centers

- Nabisco Food Group
- Nachi Robotic Systems
- Nash, Inc.
- National American Insurance Co. of California
- National American University
- National Business Marketing Consultants, Inc.
- National Guard
- National Superstars, Inc.
- Nationwide Trade Show Services, Inc.
- Naval Air Warfare Center
- Naval Military Personnel Command
- NAVSEA
- NBD Bank
- Nelson's Vocational Consulting
- Nel-Tech Development, Inc.
- Nero & Associates, Inc.
- Newark Electronics
- New Brunwicks Board of Education
- New Castle Lubrication Corp.
- New Hall X-Rays
- New Mexico Dept. of Finance & Administration
- Niehs
- Nine Star Enterprises, Inc.
- NJM Bank
- N-Link Corp
- Nobel Biocare
- Nocacae Outpatient Rehab
- Nortel Networks
- North American Operation General Motors Corp.
- Northeast Washington Family Counseling
- Northern Diabetes Health Network
- Northside Hospital
- Northland
- Northwestern Bell Telephone Company

- Novell
- Nuevo Amanecer Latino Children's Services
- N.W. Team Economic Development Counsel

- Oakland Unified School District
- Oklahoma Neuroscience and Addiction Association
- Offshore Procurement Corporation
- Olivecrest Treatment Centers
- Ontario-Minnesota Pulp & Paper Co. Ltd.
- Optrel AG
- Oregon Health & Science University
- Orica Argentina
- Osborne & Johnson, Inc.

- Pacific Bell
- Pacific Corporate Filings, Inc.
- Pacific Medical Imaging, Inc.
- Pacific Scientific
- Pacific Fidelity Securities Corporation
- Pacific Gas & Electric
- Pacific Northwest Agencies
- Packard Electric
- Palm West Publishing, Inc.
- Palo Verde Child & Family Services, Inc.
- Pan American Business College
- Pan Oceanic Trading Company
- Parkview Julian Convalescent
- Parkway Regional Medical Center
- Pars Transport, Inc.
- Parsons Corp
- Parker-Hannifin Corporation
- Parkson Corporation
- Pediatrix
- Peoples Industries, Inc.
- Pekt Marketing
- Penn West Petroleum, Ltd.
- Permeable Contact Lenses, Inc.
- Personal Assistance Counseling Center
- Personal Systems Publications
- Petaluma Valley Hospital
- Pettee Group, Inc., The
- Pfizer, Inc.
- PG&E
- Phelps-Stokes

- Philco-Ford Corp. Communications Systems
- Phillips Consumer Electric
- Phillips Petroleum Company/Fiber Division
- PHPCo LtdRyadhasaud Arabia
- Piedmont Financial Company, Inc.
- Pillsbury Company
- Pinecrest Schools, Inc.
- Pinnacle
- Pitney Bowes Company
- Plamex, S.A. de C.V.
- Pleasant Valley School Dist. (MN)
- Plumas Bank
- Pocono Medical Center
- Pohnpei State Government
- Polychrome Corporation
- Poly Prep Country Day School
- Poly-Tech/Division of U.S. Industries
- Port of San Francisco
- Porter Memorial Hospital
- Pratt & Whitney
- Precision Components Corporation
- Precision Dynamics Corporation
- Presto Food Products, Inc.
- Prison Industry Authority
- Private Healthcare Systems, Inc.
- Procurement & Expediting Services, Inc.
- Product Dynamics, Ltd.
- Professional Athletes Foundation
- Professional Business Marketing, Inc.
- Prosper Management, Inc.
- Providence Health and Services
- Province of Prince Edward Island
- Provincial Networking Group
- P.T. First Indonesian Finance & Investment Corp.
- Pt Freeport Indonesia, Inc.
- Puerto Rico National Guard
- Putnam Trust
- Pure Carbon Company
- Quest Diagnostics
- Rancho Pacific Real Estate & Development Co.
- Random House, Inc.
- R.B. Pamplin Corporation
- RCF Information Systems
- RD Business Services, Inc.
- Real Estate Unlimited, Inc.
- Redding Specialty Hospital
- Redlands - Yucaipa Guidance Clinic Assoc. Inc.
- Refugio Para Ninos
- Rehab, Inc.
- Regina Health District
- Rensselaer at Hartford
- Rescare, Inc.
- Research Foundation of State University of New York
- Research Institute
- Rinker
- Riverside Cement Division of Amcord, Inc.
- River Hills Community Association, Inc.
- Rixon/Subsidiary of Sangamo Weston
- Rhone Poulenc
- Rimrock Foundation
- Robinson Realty, Inc.
- Rockwell Hanford Co.
- Rockwell International/Collins Radio Group
- Rockwell International/Tulsa Division
- Rogers Group of Companies
- Roseville/Mainesburg United Methodist Parish
- Rowe Price Prime Reserve Fund, Inc.
- Royal Bank of Canada
- RR Donnelley & Sons Company
- Rural Human Services
- Rustling Winds, Inc.
- Safe Haven, Inc.
- Saint Agnes Hospital
- Saint Juliana School
- Sallie Mae / Commerce Bank
- Sallie Mae Servicing Corp.-Fl.
- Salt Lake School District
- Salvation Army Corps.
- Sanbra, Inc.
- Sandia National Laboratories
- San Angelo Communications & Electronics, Inc.

San Diego Insurance Company
 San Diego Sockers
 San Diego Zoo
 San Francisco Unified Schools
 Santa Maria Bonita School
 Santa Monica Hospital
 Sante Fe
 Saskatchewan Research Council
 Saturn Corporation
 Schiller International University
 Science Applications International Corp.
 Scientific Columbus, Inc.
 Schaller Anderson
 Scott Paper Co.
 SCT Boces
 SDRC
 Sears Roebuck
 Securicor Malawi Limited
 Seismograph Service Corporation
 Sekely Industrial Tool and Mfg., Inc.
 Sentara Healthcare
 Sentury Schlumberger Memory Test Systems
 Div.
 ServiceMaster
 Seventh-Day Adventists
 Shared Services Group
 Shasta County
 Shaw Corporation Monango Valley Medical
 Center
 Sheeatika Benefits Trust
 Shenango Valley Medical Center
 Shore Memorial Hospital
 Siemens
 Siemens Medical Systems
 Sierra Health Services
 Silicon Labs Isolation, Inc.
 Singer Company
 Sinte Gleska University
 Skytronics, Inc.
 Slagle Company
 Smith, Hinchman & Grylis Associates, Inc.
 SmithKlein Beecham
 Snead Management Systems, Inc.
 Social Service Consultants, Inc.

Solacium Fulshear, LLC
 Solectron Tech, Inc.
 Southcorp USA, Inc.
 Southern Bell Telephone
 Southern California Edison
 Southern California International Programs
 Southern Energy
 Southwest Business Corp
 Sperry Univac Corporation
 Spiritual Life Church, Inc.
 Springview Christian Preschool
 Sprint
 Squibb-Novo, Inc.
 St. Charles School District
 St. Charles Preparatory School
 St. Elizabeth Med Center
 St. John Medical Center
 St. Johns Regional Medical Center
 St. Juliana School
 St. Mary's Hospital, Inc.
 St. Regis Mohawk Tribe
 Stahl Consolidated Mfg.
 Stanly Community College
 Star View Community Services
 State Compensation Insurance Fund of
 California
 State Farm Insurance
 State of Alaska
 State of California Camarillo State Hospital
 State of California General Fund
 State of California, Patton State Hospital
 State of California Rehabilitation Department
 State of Colorado, Adams County
 State of Minnesota
 State of New Mexico
 State of Oklahoma
 State of Utah
 State of Virginia
 State of Washington
 State University of New York
 Stone & Webster Engineering
 Steel Buildings Consultants
 Stratford Academy
 Strayer University

Suburban Water Systems
 Sugden Engineering Corporation
 Sullivan County Community Services
 Suntrust Bank
 Superior Cable Corporation
 Superior National Suspa, Inc.
 SW Div NavFacil Eng Comm
 Sybron/Erie Scientific
 Sycuan Casino
 Sylvania
 Symbol Technologies
 Synergistic Systems, Inc.
 Systems Application & Technologies, Inc.
 Systems Research Laboratories, Inc.
 S&K Electronics, Inc.

Taco Bell
 Tampa General Health Care, dba; Florida
 Health Service Center, Inc.

Target
 TD Williamson, Inc.
 Teamwork Technology
 Technicon Electronic Corporation
 Technilab Pharm, Inc.
 Teleflex, Inc.
 Teletype Corporation
 Telxon Corporation
 Templeton Unified
 Tenet Corporation
 Texas Instruments
 TGD Enterprises
 Thales Raytheon Systems Company
 The Atlantic Group
 The Bair Foundation
 The Buckley School
 The Christian & Missionary Alliance-Quinto
 Alliance Co.
 The Church of Jesus Christ of Latter-Day
 Saints
 The Clorox Co.
 The Congregation of the Sisters of Charity of
 the Incarnate World
 The Impact Dynamix Group
 The Rockport Co.
 The Salvation Army

The Seagram Company Ltd.
 The UpJohn Co.
 Therapy Associates
 Thomas Painting & Decr
 Thrifty Payless Drug Stores
 Timothy Lutheran Church
 T.M. Cobb Company
 Todd Shipyards Corporation
 Torch Operating Co.
 Tourism Authority of Thailand
 Toyota of Canada
 Trafalgar Commercial Bank, Ltd.
 Training & Consulting Solutions LLC (T.C.S.)
 Transactional Analysis Mgmt. Institute
 Transamericans Cash Reserve, Inc.
 Travel Expense Claim
 Travelers Indemnity Co.
 Tri-Business Services, Inc.
 Tri-Gas, Inc.
 Trigon Industries, Inc.
 Tri-State Management Company
 Tule River Tribal Council
 Turnbull, Inc.
 Twin Cities Community Hospital

UAW-GM Center for Human Resources
 UCLA
 UCO, Inc.
 Ultimate Home Furnishings
 Undersea System, Inc.
 Union Carbide
 Union Pacific Corporation
 Union Rescue Mission
 UNISYS
 United Artists Entertainment Co.
 United California Bank
 United Dynamics
 United Dynasty Corporation
 United Healthcare/i3 Research
 United Methodist Camps & Conf.
 United Space Alliance
 United States Air Force
 United States Steel Corporation
 United States Treasury; Army Finance
 United States Treasury; Navy

- United Tech Corporation
- United Technology
- Universidade R. Preto
- University of California
- University of California, Davis
- University of California, San Diego
- University of Dayton Research
- University of Louisville Hospital
- University of St. Thomas
- University of Texas, Galveston
- UPS
- U.S. Air Force
- U.S. Army
- U.S. Borax & Chemical Corporation
- U.S. Coast Guard
- U.S. Dept. of Commerce, National Oceanic & Atmospheric Administration
- U.S. Department of Interior National Park Service
- U.S. Department of Justice
- U.S. Department of Labor OSHA
- U.S. Department of Transportation/Federal Highway Administration
- U.S. Environmental Protection Agency
- U.S. Information Agency
- U.S. Management Development Corporation
- U.S. Marine Corps
- U.S. Navy
- U.S. Office of Education
- U.S. Postal Service
- U.S. Postal Service, Denver, Colorado
- U.S. Postal Service, San Mateo, California
- U.S. Treasury Army Finance
- U.S. Treasury, Austin, Texas
- U.S. Treasury, Bureau of Govern. Financial Operations
- U.S. Treasury, Defense Finance
- U.S. Treasury, DFAS Pensacola
- U.S. Treasury, VA Comp.
- USPS
- Utah Small Business Association
- Ute Indian Tribe
- Van Nuys Community Hospital
- Valley-Todeco, Inc.
- Ventura County
- Ventura County Sheriff
- Verizon
- Veterans Administration Rehabilitation Program
- Vicom Systems, Inc.
- Vincentian Parish Missions
- Vital Aire
- Vivra Inc.
- Volkswagen of America, Inc.
- Volunteers of America
- Wabco/Westinghouse Air Brake Company
- Waesco Construction
- Wahlco, Inc.
- Wake Forest University
- Walden Family Services
- Walla Walla General Hospital
- Walt Disney World Co.
- Wang Global
- Wang Laboratories, Inc.
- Warthan Group, Inc.
- Washington St. CC
- Watlow AOV, Inc.
- Wausau Insurance Companies
- Wayland Baptist University
- W&C Contracting
- Weinberg Associates
- Wells Fargo Bank, N.A.
- Westborough Water District
- West American Rubber Corporation
- West Des Moines Family Medical Center
- Westerly School Dept.
- Western Bank
- Western Recovery Counseling Services
- Western Seniors Housing, Inc.
- Western Sign Corporation
- Western Virginia Emergency Med. Services Council, Inc.
- Western Worldwide Enterprises
- Weyerhaeuser Company
- Wexco International Corporation
- White Plains Hospital
- Willamette Industries
- Windsor Community Living Support Services

Winter Industries, A Unit of Whittaker Corp.
Wishram School District No. 94
Witco Corp
W.N. Linger Associates, Inc.
Woodbury Center for H.C.
Wolstein Equipment, Inc.
Worcester Public Schools
Workmen's Circle Home & Geriatric Center

Xerox Corporation
Yellowstone Boys & Girls Ranch
YMCA
YWCA
Zielek's Company
Zoological Society of San Diego
Zurich Personal Ins.



General Policies

WITHDRAWAL, TERMINATION AND REINSTATEMENT POLICIES

STUDENT'S RIGHTS TO CANCEL: You have the right to cancel this Agreement for educational service, any equipment or other goods and services, if notice of cancellation is made through the seventh day after enrollment. Cancellation occurs when you give written notice of cancellation to California Coast University 925 N. Spurgeon Street, Santa Ana, California 92701. Cancellation is effective when deposited in the mail, properly addressed with postage prepaid. This notification need not take any particular form; it needs only to state you wish to cancel this Agreement. If you cancel this Agreement, the University will refund any money that you have paid, less a registration fee of \$75.00 within 30 days after your notice is received. If the student is rejected for admission, or if a course/ program is canceled, the student will receive a refund of all monies paid. Although California Coast University does not participate in federal financial aid programs, California regulations require that we notify students that if the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Distance Educational Programs (Specific Provision for Instruction Not in Real Time)

An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to the student within seven days after the institution accepts the student for admission.

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 30 days after receipt of the student's request.

(1) An institution shall transmit all of the lessons and other materials to the student if the student:

- a. has fully paid for the educational program; and
- b. after having received the first lesson and initial materials, requests in writing that all of the material be sent.

(2) If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

REFUNDS:

Refunds: The University's refund policy is in compliance with the guidelines prepared by the Distance Education Accrediting Commission (DEAC) and the Bureau of Private Postsecondary Education and is as follows:

When a student cancels after submitting at least one unit assignment, but less than 60 percent of all graded assignments required for the program, the institution may retain the application fee plus a percentage of tuition paid by the student per course in accordance with the following schedule:

Percentage completed by the student	Percentage of the refundable tuition returned to the student minus the application and/or registration fee	Percentage of the refundable tuition retained by the institution
Up to 10% (no coursework completed)	100%	0%
10% - 25% (of course submitted, 1 unit)	75%	25%
25% - 50% (of course submitted, 2 units)	50%	50%
50% - 100% (of course submitted, 3+ units)	0%	100%

The amount of the course completed shall be the ratio of completed lesson assignments received by the institution to the total lesson assignments required for to complete the course. No refund will be given after the Enrollment Agreement period has expired.

Sample refund calculation for an undergraduate student who has completed less than 60% of the program. Sample based on one course only.

Tuition Charged* Undergraduate (\$150.00/unit)	Percentage of Course Completed	Total Amount Paid to Date by Student**	Non-Refundable Fees***	Total Amount of Refund Due
\$450.00	Up to 10%	\$575.00	\$75.00	\$455.00
\$450.00	10 – 25%	\$575.00	\$75.00	\$387.50
\$450.00	25 – 50%	\$575.00	\$75.00	\$275.00
\$450.00	>50%	\$575.00	\$75.00	\$50.00

*Sample is undergraduate tuition only. Graduate tuition is \$230.00/unit and Doctoral tuition is \$290.00/unit.

** Tuition payments may vary by student and are calculated upon withdrawal.

*** Non-refundable fees may vary by student and are calculated upon withdrawal.

Refunds will be processed within 30 days upon receipt of written request.

Student residing in the State of Maryland: The minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date or Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

A refund due to a Maryland student shall be based on the date of withdrawal or termination and paid within 30 days from the date of withdrawal or termination.

TERMINATION OF ENROLLMENT - ACADEMIC INTEGRITY

Students are expected to conduct themselves in a mature, professional, and ethical manner. Students may be terminated or disqualified from their program of study for any of the following reasons:

- Deceit, fraudulence, cheating, unethical or disruptive behavior, forgery or vandalism.
- Falsification of records, transcripts, or coursework documents submitted for review or credit.
- Plagiarism of other’s work.
- Failure to demonstrate reasonable and successful academic progress. Students completing coursework must complete a minimum of one course every six months for a minimum of two courses per year. Students completing a thesis or dissertation must submit evidence of progress in writing at least once a year. A waiver may be requested by writing to the Director of Academic Affairs stating the reason for the request and the specific time when progress will resume.
- Failure to submit work according to the standards specified in the manuals and instructions provided by the University.
- Failure to maintain the tuition payment agreement.

REQUEST FOR REINSTATEMENT

If a student is placed on hold from his/her program for failure to meet financial or academic requirements and wishes to be reinstated to an active status, he/she will be assessed a \$75 non-refundable fee, plus any tuition increases that may have occurred since their original enrollment. Students will be required to meet the current academic requirements and standards established by the University. Any previously completed coursework may be transferred into the current program, when possible and applicable. Students seeking reinstatement will need to write the University and request an Application for Reinstatement. California Coast University reserves the right to refuse admission or continuation to any student.

DISPUTE RESOLUTION

The University encourages students to contact staff and faculty directly with questions or concerns in regard to their program and/or course materials. The University is committed to resolving any complaints that may arise during the educational program completion process. It is the policy of the University to address student complaints in an objective and timely fashion. It is also the policy of the University to resolve all student concerns and complaints at the department level whenever possible. All student complaints that cannot be resolved at the department level are referred to the Director of Academic Affairs for investigation and resolution.

Once complaints are classified into the general categories of academic issues, student service issues, or administrative issues, an internal investigation is initiated. If the Chief Academic Officer deems it appropriate, a meeting of the Grievance Committee may be held to discuss alternatives and to suggest a course of action. When a decision has been reached, the Director of Academic Affairs or Chief Academic Officer communicates in writing to the student and retains material related to the complaint in a student complaint file.

Students have the right to appeal decisions made by the Academic Department and Student Services Department. To appeal a decision, students must file a formal grievance petition in the form of a letter addressed to the Chief Academic Officer who will review and research all facets of the student’s concern, and prepare a report for the President and the Grievance Committee. The Chief Academic Officer coordinates all review meetings and provides the student with a report of the findings of the Grievance Committee.

Students who feel the University is not complying with accreditation standards may contact the Distance Education Accrediting Commission (1601 18th Street N.W., Suite 2, Washington, DC 20009-2529, phone 202-234-5100). Students will find additional information on filing a formal complaint on the DEAC website - www.deac.org.

Students may also contact the Bureau for Private Postsecondary Education regarding any compliance concerns by calling (888) 370-7589 toll-free or by completing a complaint form which can be found at www.bppe.ca.gov.

Any dispute concerning any matter under a student Enrollment Agreement and any courses and services provided by California Coast University shall be governed by California law and any proceedings, judicial or arbitration, shall take place in the County of Orange, State of California. Students residing in the state of Maryland should direct complaints to:

Maryland Attorney General
 Consumer Protection Division
 200 St. Paul St.
 Baltimore, MD 21202
 410-528-8662/888-743-0023 (toll free)

The University is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission.

STUDENT TUITION RECOVERY FUND (STRF)

The Student Tuition Recovery Fund (STRF) was established by the California State Legislature to protect any California resident who attends a private postsecondary institution from suffering a loss of prepaid tuition as a result of a school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

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

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

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

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

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

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

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

- Students should retain copies of enrollment agreements, receipts, financial aid documents or any other information that documents monies paid to an institution.
- Questions regarding STRF may be directed to the Bureau for Private Postsecondary Education, 1625 North Market Boulevard • Suite S202, Sacramento, CA 95834

THE TEST CENTER

CLEP® (College-Level Examination Program)

CCU is designated as an open national testing center for the CLEP. There are 2,900 colleges and universities that grant credit and/or advanced standing for CLEP exams. CLEP exams are administered through an internet based testing platform. CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. A complete listing of available exams can be found on the CLEP website at clep.collegeboard.org.

CLEP exams are given in the Test Center by appointment only. For more information about CLEP Exams please visit www.calcoast.edu, scroll down to the bottom of the page and choose CCU Test Center. You can also email the Test Center Administrator at testcenter@calcoast.edu.

DANTES Subject Standardized (DSST®)

CCU is designated as an open national testing center for the DANTES Subject Standardized Tests (DSST). DANTES tests allow the examinee to earn college credit in a wide range of subject areas. A complete listing of available examinations available through the DANTES Subject Standardized Tests (DSST) may be found on the DANTES website at: www.getcollegecredit.com.

The Test Center is located at the Administrative Offices of CCU. DANTES tests are given in the Testing Center by appointment only. For more information about the Subject Standardized Tests (DSST), please email testcenter@calcoast.edu.

GLOBAL PEARSON VUE TESTING NETWORK

California Coast University has signed an agreement with Pearson VUE®, the electronic testing business of Pearson, to provide Information Technology certification test delivery using the Pearson VUE® Testing System. The Pearson VUE® advanced computer-based testing system administers exams for leading IT certification programs such as Microsoft, Cisco Systems®, Comp TIA, IBM and others through a global network of quality test centers. The Pearson VUE® Testing System is the most powerful available. We are pleased to partner with a company whose breakthrough technology and passion for service will allow us to provide even greater service for our customers. Among the technological advances of the Pearson VUE® System is the ability of test candidates to register and reschedule their tests at the test center, on the Pearson VUE® website or through a Pearson VUE® call center, all in real time via the Internet. The Pearson VUE® Testing System gives us unparalleled control and flexibility over our ability to manage our business, our way. The growing list of IT certification tests accessible through the Pearson VUE® system are delivered directly from the test sponsors. Test results are quickly transmitted back, ensuring the candidate's certification status is promptly updated.

The Test Center is located at the Administrative Offices of CCU. Pearson VUE® Exams are given in the Testing Center by appointment only. For more information about Pearson VUE Testing Services, you can visit the Pearson VUE website at www.vue.com, or email the testing coordinator at testcenter@calcoast.edu.

MISCELLANEOUS

ACADEMIC CALENDAR

The University utilizes an open entry/open exit system. Students may enroll during anytime of the year and finish educational programs based on established time limits. For undergraduate and master's programs, students may complete a degree program in a minimum of one academic year. For certificate programs, students may complete program requires in a minimum of sixteen weeks. For the doctoral program, students may complete a program in a minimum of three years.

Students work at their own pace and submit assignments on their own schedule, with a minimum of one course every 6 months required to remain active.

Faculty are available via email or by phone consultation throughout the week based on their individual schedules. Students are encouraged to contact the Testing Department to find out the best time to contact a faculty member.

ARCHIVED CATALOGS

The University maintains archived records of past catalogs. For additional information, students or graduates may contact the Registrar's office.

THE ALUMNI ASSOCIATION

The California Coast University Alumni Association, in which all graduates and students are invited to actively participate, publishes a newsletter informing members of the association and public at large of the growth and changes occurring at the University, and the accomplishments of students and graduates. The Alumni Association also encourages the publication of research related to alternative education.

HOURS OF OPERATION

The University's hours of operation are Monday through Friday, 8:00am to 4:30pm Pacific Standard time.

The University is closed for the following holidays: New Years Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, and Christmas Day.

Right to change - In an effort to provide the most current and up to date instructional materials, the University retains the right to change course materials, titles, tuition, and textbook charges at any time without notice.



CALIFORNIA COAST UNIVERSITY
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(714) 547-9625 • 1(888) CCU-UNIV (228-8648)
www.calcoast.edu

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