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Graduate

EEO Statement

California Lutheran University admits qualified students of any race, color, gender, sexual orientation, religion, national or ethnic origin, marital status, disability, medical condition, or veteran status to all of the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, gender, sexual orientation, religion, national and ethnic origin, marital status, disability, medical condition, or veteran status in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other university administered programs. California Lutheran University will maintain a policy of non-discrimination for students in compliance with all current and future federal regulations.

The information provided in this catalog reflects an accurate picture of California Lutheran University at the time of publication. The university reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Every effort has been made to ensure the accuracy of the information presented in this catalog. However, all courses, course descriptions, materials, schedules, sequences of courses in programs, instructor designations, curricular degree requirements, methods of instruction, locations of instruction, and fees described herein are subject to change or elimination without notice. This information is provided solely for the convenience of the reader and does not constitute or create a contract between prospective or current students and California Lutheran University. Students should consult the appropriate department, school, or college as well as for any special or temporary rules or requirements imposed by the department, school or college.

Admission Office

60 West Olsen Road #1350
 Thousand Oaks, CA 91360-2700
 805-493-3135
 877-CLU-FORU (258-3678)
 FAX 805-493-3114
 E-mail: cluadm@callutheran.edu
www.callutheran.edu (<http://www.callutheran.edu/>)

Student Grievance and Complaint Procedures

I. Definitions

A grievance arises when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner by a university department or a representative of the university.

II. Grievances Covered by This Policy

A grievance against a university official arises when a student believes he or she has been treated unfairly by a department or university representative (faculty or staff) acting within their role and duty.

A grievance of personal misconduct by a faculty member or other university employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee's role and duties within the university.

III. Grievances Not Covered by This Policy Include:

Grade disputes, academic evaluation disputes and other matters related to a faculty member's assigned duties. The grievance process for these disputes is found in the Academic Policies section of the University Catalog (p. 16).

Sexual Harassment prohibited by Title IX. Title IX prohibits sexual harassment in education programs and activities at universities that receive federal financial assistance. Sexual harassment includes sexual assault, unwelcome conduct, stalking or dating/domestic violence. For reporting information, please contact (805) 493-3630 or titleix@CalLutheran.edu or visit [callutheran.edu/titleix](https://www.callutheran.edu/title-ix/) (<https://www.callutheran.edu/title-ix/>).

IV. Informal Grievance Resolution

Prior to bringing a grievance forward against a university office or representative acting within their role or duty, students are encouraged to attempt a good-faith resolution of the grievance. This attempt may be made with the party directly involved with the disputed matter, or with the head of the department or unit in which the grievance arises. Please note that there are cases when it is appropriate to go directly to the formal grievance resolution process.

Attempts at informal resolution should be initiated within 30 days of the incident in dispute.

V. Formal Grievance Resolution

Should a situation arise in which a student is unable to resolve his or her grievance informally, the university's formal grievance process may be employed. This process, outlined below, should also be initiated within 30 days of the failed informal resolution if applicable.

Step I

A formal grievance is presented by the student in writing to the Provost Office. This written grievance must include the following:

- Name, address, phone number and email of the person making the grievance;
- Identification of the office or individual against whom the grievance is brought;
- A description of the specific university action or individual behavior resulting in this grievance;
- The date or period of time in which the behavior occurred and the location of the incident; and
- A listing of all individuals who witnessed any part of the incident in dispute.

If a grievance is against the Provost or staff in the Office of the Provost, then the formal grievance is presented by the student in writing to the Vice President for Student Affairs.

Step II

Upon receipt of the formal grievance, a designee is appointed by the Provost to investigate the dispute. Pertinent data (documents, interviews, etc.) will be gathered by the investigator and the matter will be handled in a timely manner.

If the grievance involves a university office or representative acting within their role or duty, the investigator will determine the involvement of pertinent supervisors, department chairs and deans, and present a report to the appropriate department for decision.

If the grievance is based on personal misconduct by a faculty member or other university employee, the investigator gathers pertinent information and presents it to either the pertinent dean (faculty complaint) or the Assistant Vice President for Human Resources (staff complaint).

Complaint Procedure

Students who have a complaint about their educational experience at California Lutheran University, which is not resolved through the above outlined internal University procedures, may contact the following California State agency for assistance. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Address: 2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: (916) 431-6924

FAX: (916) 263-1897

Website: <http://www.bppe.ca.gov>

University Profile

Mission Statement

California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the university encourages critical inquiry into matters of both faith and reason. The mission of the university is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation and committed to service and justice.

Academic Excellence

California Lutheran University is a selective comprehensive institution offering undergraduate and graduate degrees in the liberal arts and sciences and professional fields. Central to the university's academic excellence is a dedicated teaching faculty, who come to Cal Lutheran from some of the finest universities in the country.

Cal Lutheran offers undergraduate, graduate and professional programs through the College of Arts and Sciences, School of Management, Graduate School of Education, Graduate School of Psychology and Pacific Lutheran Theological Seminary (PLTS).

The university's highly regarded graduate programs include doctorates in educational leadership, higher education leadership and clinical psychology, and master's degrees in business administration, computer science, education, psychology, information systems and technology, economics, and public policy and administration. International programs include a full-time MBA for international students and an MBA in Europe. A number of post-graduate credential and certification programs are also offered. Graduate and certification programs are offered at PLTS.

Technology and the Quest for Knowledge

Information Technology and Services (ITS) delivers and supports high quality research and information technology tools for the Cal Lutheran community. The MyCLU portal provides a single gateway to many of the online resources available to students.

The university supports a mixed platform of Mac and PC computers in several labs on campus. In addition to open computer labs, Cal Lutheran provides wired and wireless network access to students free of charge through CLUnet. All residence halls are equipped with WiFi and wired network connections for student use.

CLUWnet provides wireless coverage to all buildings on campus and some outdoor areas. Students can connect their personal computer devices to the wireless network using their personal CLUnet account and password. The Help Desk offers support for CLUnet accounts including scheduling and trouble shooting for wired and wireless hookups.

Pearson Library is an integral part of ITS. The professional staff provides reference assistance as well as information literacy instruction for undergraduate and graduate level courses. One-on-one appointments and virtual one-on-one assistance is available, as well as the usual walk-up research and technology usage assistance. Library reference services that include real-time chat service, e-mail reference, and SMS messaging and mobile initiatives provide students with access to information wherever they are, whenever they need it.

Items not available in the library can be requested through Interlibrary Loan. The library's online catalog, OCLC's WMS, provides access to library collections via the Internet, offers a powerful discovery and delivery tool, and student-initiated functions like self renewal of books and placing holds on print resources.

For detailed information on ISS and Pearson Library, visit www.callutheran.edu/iss.

Prime Locations

Cal Lutheran's main campus is located in the City of Thousand Oaks, situated midway between Santa Barbara and Los Angeles. This convenient location puts students within reach of a variety of cultural and recreational experiences, the beach and mountains, airports and the international business community.

The university's proximity to the 101 technology corridor provides a highly skilled workforce the opportunity to pursue bachelor's, master's and doctoral degrees near their places of employment.

Cal Lutheran has established off-campus centers in Woodland Hills, Westlake Village, Oxnard and Santa Maria to better serve working adults who live in and around Los Angeles, the San Fernando Valley, northern Ventura County and the Central Coast. Pacific Lutheran Theological Seminary is located in Berkeley.

Off-campus Centers

For several decades, Cal Lutheran has provided the opportunity to complete graduate and teacher preparation course work in locations convenient to the working adult student. Graduate courses that are offered at the off-campus centers are identical to those offered on the main campus, and the various degree program requirements are also the same. A site coordinator is available at each of the off-campus centers to provide support and assistance to students and faculty.

The School of Management offers master's degree programs at the Oxnard, Woodland Hills and Westlake centers as well as online. The Graduate School of Psychology offers master's degrees in counseling and clinical psychology and a doctorate in clinical psychology at the Oxnard Center. The Graduate School of Education offers master's degrees and credential programs at the centers in Oxnard, Woodland Hills and Santa Maria. PLTS offers master's degrees in divinity and theological studies, certification programs in theological studies and theological education for emerging ministries, and doctoral programs through Graduate Theological Union.

Westlake Center
31416 Agoura Road #110
Westlake Village, CA 91361

Oxnard Center
The Palms
2201 Outlet Center Drive, Suite 600
Oxnard, CA 93036
(805) 485-6426

Santa Maria Center
708 S. Miller St.
Santa Maria, CA 93454

Pacific Lutheran Theological Seminary

2000 Center Street
Berkeley, CA 94704
(800) 235-7587 • (510) 524-5264

For information regarding offerings at these centers, please consult the Graduate Schedule of Classes published each semester, email clugrad@callutheran.edu or visit www.callutheran.edu/graduate (<http://www.callutheran.edu/graduate/>).

The Thousand Oaks Campus

The main campus spans 225 acres set against scenic Mount Clef Ridge in the city of Thousand Oaks. At the heart of the beautifully landscaped campus is Kingsmen Park, surrounded by the university's academic and residential facilities.

Since the turn of the century, the university has added 13 major facilities on the main campus including the Spies-Bornemann Center for Education and Technology in 2002 and the Swenson Center for the Social and Behavioral Sciences in 2010, Cal Lutheran's first LEED-certified structure.

The athletics complex on the north side of campus continues to grow with venues for intercollegiate and intramural sports, exercise science classrooms and laboratories, and athletic and fitness areas. William Rolland Stadium opened in fall 2011 as a venue for football, soccer and intramural matches. The 16,000-square-foot facility also houses the William Rolland Gallery of Fine art.

The LEED-certified Ullman Commons, completed in fall 2014, transforms the heart of the campus. The \$15 million, 20,000-square-foot environmentally friendly two-level dining commons with adjoining Starbucks coffee bar provides a gathering place for undergraduate and graduate students, faculty, staff and visitors.

A new Student Union Building is slated to open by the end of 2015 on the site of the old Dining Commons. The 18,000-square-foot facility will house student life, student government and experiential learning, and expanded areas for student recreation.

Cal Lutheran's strategic plan envisions new facilities for the creative arts, new and renovated science facilities, and new housing for the School of Management. The university focuses on environmental sustainability and responsible building practices in all facilities and operations.

History

In 1959 the Pederson Ranch, nestled against the rolling hills of the Conejo Valley, began its transformation to today's dynamic learning community of California Lutheran University.

Richard Pederson, the son of Norwegian immigrants, donated his scenic ranch to be used "to cultivate a new crop of fertile, inquiring minds." The ranch now forms the heart of the Thousand Oaks campus.

California Lutheran College welcomed its first students in 1961. The young college's early commitment to excellence led to its being granted accreditation by the Western Association of Schools and Colleges (WASC) during its first academic year.

In 1986 the name was changed from California Lutheran College to California Lutheran University to better reflect its breadth of undergraduate, graduate and professional programs.

Educational Objectives

As a comprehensive university rooted in the Lutheran tradition, California Lutheran University views liberal learning, professional preparation, and character development as mutually supportive pillars of its educational excellence.

The liberal arts establish the essential foundations for defining challenges, integrating perspectives and articulating solutions, all of which comprise the cornerstone of lifelong learning. Professional programs provide the theoretical and practical framework for students to excel in specialized careers. Finally, a Cal Lutheran education must instill in students both the habits of heart and the convictions that will lead them to use their knowledge for service in their immediate communities and in society.

With varying degrees of emphasis, these basic elements undergird all of Cal Lutheran's educational activities. They are delivered to students through academic and co-curricular programs, but also through pedagogical practices and the culture that permeates the campus.

The success of our academic and co-curricular programs will ultimately be measured not only by what our students learn in the classroom but also by their success in realizing and pursuing their individual passions. The distinction of a Cal Lutheran education is that its graduates are exceptionally well prepared for meaningful lives directed by a sense of vocation, leadership and service.

Accreditations/Affiliations

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

The Graduate School of Education is accredited by the California Commission on Teacher Credentialing (CCTC) to offer credentials. Pacific Lutheran Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS). The School of Management is

accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Cal Lutheran's program in Financial Planning has been registered with the Certified Financial Planner (CFP) Board of Standards Inc. The Graduate School of Psychology is accredited by the American Psychological Association (APA).

The university is a member of the Council of Independent Colleges (CIC), Association of American Colleges and Universities (AAC&U), New American Colleges and Universities (NAC&U), American Council on Education (ACE), Alliance for Hispanic Serving Institution Educators (AHSIE), Council for the Advancement and Support of Education (CASE), and the National Association of College and University Business Officers (NACUBO).

California Lutheran University is one of 26 colleges and universities affiliated with the Evangelical Lutheran Church in America (ELCA), and is a member of the Lutheran Educational Conference of North America (LECNA).

The University's intercollegiate athletic programs compete in the Southern California Intercollegiate Athletic Conference (SCIAC), NCAA Division III.

For information regarding WSCUC accreditation, contact:

WASC Senior College and University Commission
1001 Marina Village Parkway, Suite 402

Alameda, CA 94501
Phone: (510) 748-9001
Email: wascsr@wascsenior.org

Admission

Admission to Graduate Study

California Lutheran University seeks graduate students who possess qualities of intellect and character which will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, creed, color, age, sex, gender, sexual orientation, national origin, religion, disability, medical condition, marital status, or veteran status. An otherwise qualified individual will not be excluded from admission solely by reason of differing physical ability.

California Lutheran University maintains a Graduate Admission Office staffed with admission counselors who are available to assist students with graduate admission planning. Prospective graduate students, including those seeking advanced credentials in education, should contact the Graduate Admission Office at (805) 493-3325 or (888) CLU-GRAD for an admission packet and enrollment information or go to www.callutheran.edu/admission/graduate (<http://www.callutheran.edu/admission/graduate/>).

The decision to admit a student to graduate study is made by the appropriate program director and the graduate admission committee. All persons seeking admission to graduate study will meet with an admission counselor and/or an adviser in the proposed program before a final admission decision is made.

Note: Admission decisions are based on the overall consideration of each application. The elective choices, academic major and relative difficulty of undergraduate work are considered.

Regular Graduate Standing Admission Requirements

Applicants are admitted to regular graduate standing when the following requirements are met:

1. The applicant has completed the bachelor's (or higher) degree at a regionally accredited college or university. Normally, a minimum grade point average of 3.0 (on a 4.0 scale) is required.
2. The applicant has an acceptable score on the Graduate Record Examination or Graduate Management Admission Test, when required.
3. The applicant has completed all prerequisite courses required for the program in which the advanced degree is sought, and has completed all specific departmental or program admission requirements.
4. The applicant's completed admission portfolio has been reviewed and the applicant has been recommended for acceptance by the program adviser and/or the graduate admission committee.

Provisional Acceptance

1. With the approval of an adviser during the interview/advisement process, an applicant may be permitted to enroll in graduate level courses on a provisional basis before all file materials have been received. The candidate must submit an application and application fee along with transcript information prior to enrollment. Students who are eligible for provisional admission must complete all the requirements for admission to regular graduate standing during the first semester of enrollment or upon the completion of six credits. Students will not be permitted to enroll for subsequent semesters if all admission requirements have not been completed.
2. Applicants who have not completed a bachelor's degree but have no more than 12 units remaining for degree completion may be provisionally admitted for one semester. A grade point of 3.0 must be earned in the bachelor's degree program.

3. Students who are provisionally admitted are not eligible for financial aid until they have been placed on regular standing.
4. Students may be admitted for graduate study on a conditional basis subject to special conditions which are determined by the program director. Students who successfully complete the special requirements will be placed on regular standing. Students not meeting these conditions will not be permitted to continue in the program.

Provisional Acceptance - 4 + 1 Program

CLU Undergraduates who have not yet completed a bachelor's degree and are in their final year may be provisionally admitted to a 4+1 participating graduate program. Students may complete a maximum of three courses or nine credits as graduate credit in provisional admission status. This policy applies to graduate courses taken as graduate credit only.

Program Requirements:

1. Must have no more than 24-30 credits remaining toward their bachelor's degree.
2. Must maintain a cumulative grade point average of 3.0 in the bachelor's degree program.
3. Traditional undergraduates may take graduate course work in qualifying terms provided they maintain a full-time course load of undergraduate course work (12 credits) for each semester they participate in the 4+1 program. In addition, combined credits for undergraduate and graduate course work for the semester and qualifying term(s) should not exceed 18 credits. Qualifying terms are defined as follows:
 - Fall Semester qualifying terms are Fall Term (11-week), and Term 1 and 2 (online).
 - Spring Semester qualifying terms are Spring Term (11-week) and Term 4 (online).

Enrollment outside of the program requirements and qualifying terms may impact financial aid eligibility and tuition charges. Students enrolled in graduate courses through the 4+1 program are not eligible for graduate financial aid until their bachelor's degree has posted.

MBA Assured Admission

Cal Lutheran Alumni with business degrees are assured admittance into the MBA program if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses. Current graduating seniors will be provisionally admitted pending final degree posting. Assured Admission decisions are based on a review of the following materials:

1. Application (<https://www.callutheran.edu/admission/apply.html>) for Admission to Graduate Study
2. Interview with an admission counselor
3. Letters of Recommendation
Depending on the academic program, two letters of recommendation by associates who can attest to the candidate's suitability for graduate work are required.

Special Status Admission Requirements

Special Status standing is intended for those students who wish to enroll in graduate level courses but are not seeking a CLU graduate degree or credential. For example, Special Status is available for students who wish to take courses for transfer to another institution. Students applying for Special Status should meet with an admission counselor and academic adviser and submit the following materials to the Graduate Admission Office:

1. Application for admission
2. Application fee of \$25
3. Official transcript verifying bachelor's degree (or higher) with an acceptable GPA

If a person who has been admitted to Special Status later decides to apply for Regular Graduate Standing, all admission requirements as described under regular graduate standing must be met. No more than 12 credits may be taken under Special Status and later applied to the master's degree. Grades lower than 'B' cannot be applied to the degree.

Right to Withdraw Offer of Admission

By applying for admission to California Lutheran University, applicants certify that the information they provide in their applications is their own work and, to the best of their knowledge, is complete and accurate. As also noted in the application materials, California Lutheran University reserves the right to withdraw an offer of admission under certain circumstances, including but not limited to:

1. If there is a significant drop in academic performance, a failure to graduate (in the applicant's current program), or a failure to satisfy a prerequisite or condition of admission;
2. If there has been a misrepresentation in or a violation of any of the terms of the application process; or
3. Discovery of prior conduct by the applicant that is inconsistent with California Lutheran University's mission and values, including its commitment to build a nurturing and inclusive community.

Doctorate in Clinical Psychology Admission Requirements

PLEASE REFER TO THE DOCTORATE IN PSYCHOLOGY PAGE (<https://catalog.callutheran.edu/grad/graduateschoolofpsychology/doctorateinclinicalpsychology/>).

General Application Procedures

International applicants should also refer to "Admission Procedures for International Applicants" (below) which describes additional requirements for applicants who are not citizens or permanent residents of the United States.

1. Application (<https://www.callutheran.edu/admission/apply.html>) for Admission to Graduate Study

Applicants must complete an application for admission and submit the nonrefundable application fee of \$25.

2. Transcripts

An official transcript from the college or university granting the applicant's bachelor's degree is required.

Official transcripts reflecting records of any graduate work previously undertaken or completed should also be sent. Additional transcripts may be requested for programs with prerequisite course that were completed at other colleges or universities attended.

Only degrees granted by regionally accredited U.S. institutions will be considered for acceptance. Applicants who are U.S. citizens or permanent residents and hold non-U.S. degrees may be required to have their transcripts evaluated for equivalency to a U.S. bachelor's degree. For further information, applicants should contact the Office of Graduate Admission.

Students undertaking work for teaching credentials must also submit official transcripts, including transcripts which reflect all undergraduate course work taken at any college or university.

3. Letters of Recommendation

Depending on the academic program, two letters of recommendation by associates who can attest to the candidate's suitability for graduate work are required.

4. Personal Statement

Persons applying for admission to one of California Lutheran University's graduate programs must submit an essay. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills that speak to individual departmental principles.

5. Test Scores

Applicants with academic records which do not satisfy items listed below under "Waiver of Test Requirement" must submit appropriate test scores to demonstrate their potential to successfully complete a program of graduate study. Those seeking a program in Education or Psychology should submit scores for the Graduate Record Examination (GRE). Applicants for the Master of Business Administration, Financial Planning, or Master of Science in Management programs should submit scores for the Graduate Management Admission Test (GMAT). Applicants for the MSIT, MSQE, and MPPA programs may submit either GRE or GMAT scores. Applicants who are U.S. citizens or permanent residents who earned degrees from universities outside the U.S. may be required to take either the GMAT or GRE depending upon the requirements for the individual program to which they applied.

6. Waiver of Test Requirement

The GRE or GMAT admission requirement **may** be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

- a. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
- b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
- c. A minimum of nine credits of graduate course work completed with a 3.5 grade point average; or
- d. A previously earned master's degree.

Candidates who meet any of the above criteria and wish to have the test score requirement waived should complete and submit the "Petition to Waive the GRE or GMAT" form which is included with the application material.

7. Admission Interview

Applicants must arrange to meet with an admission counselor and/or program adviser prior to registering for courses.

8. Specific Department or Program Requirements

Some of the University's advanced degree programs and the Teacher Preparation Program have requirements for admission in addition to the general requirements for admission to graduate study which are listed here. Applicants should consult the section of this catalog which pertains to their program to determine if any additional admission requirements exist.

9. Notification of Admission Decision

Candidates are notified of the admission decision soon after their admission portfolio is complete and all of the requirements of the admission process are satisfied.

Admission Procedures for International Applicants

International students seeking admission to graduate studies at CLU should submit the following:

1. A completed Application along with the \$25 application fee.
2. An English translation of official transcripts and degree or graduation certificates sent directly from the institution granting the bachelor's degree, as well as transcripts of any graduate work previously undertaken. Photocopies sent directly by the applicant are not acceptable. A detailed transcript evaluation may be required. For further information, please contact the CLU International Admission Office.
3. Applicants from countries whose *primary* language is not English are required to take any one of the following English language exams: Duolingo English Test with a minimum score of 120; Test of English as a Foreign Language (TOEFL) with a minimum Internet-based score of 88; the International English Language test (IELTS) with a minimum score of 6.5, or the Pearson Test of English (PTE) with a minimum score of 58. Students may be required to enroll in English classes after arrival in the United States if it is deemed necessary. Students who are graduates of an accredited college or university in the United States, or who have a degree from a college or university outside the United States in which the language of instruction is English, may request that the English examination requirement be waived. Additionally, students who successfully complete the university's designated English language affiliate program may be eligible for an examination waiver.
4. Required admission tests appropriate to the degree program (GRE or GMAT). This requirement may be waived.
5. A current statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending California Lutheran University.
6. A personal statement of no more than two typewritten pages, describing the reason for pursuing a graduate degree with California Lutheran University. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills, specify examples of leadership and discuss career goals. Applicants may also provide pertinent information that will assist program directors in selecting candidates who can most benefit from and contribute to the program.
7. Depending on the academic program two letters of recommendation.
8. A \$250 nonrefundable deposit toward the student's first semester tuition to be sent after notification of official acceptance. This must be received at least 60 days prior to the start of classes as confirmation of the student's intent to enroll. Once the deposit is received, the Form I-20 will be mailed to the student which will enable the student to secure a visa from the nearest United States embassy or consulate.

Financial Aid

Introduction

Financial assistance is available to graduate, seminary and credential students who have been officially admitted into their programs and maintain satisfactory academic progress toward their degree. The purpose of financial aid is to assist qualified individuals in achieving their educational and professional goals. Aid is awarded based on academic merits, financial need, availability of funds, and individual eligibility criteria of students. Sources include federal, state, institutional and private resources in the form of grants, scholarships, loans and employment opportunities.

We encourage all students to research multiple sources of aid, including civic organizations, local businesses, and foundations. For seminarian students, most synods and districts and some congregations offer grants and/or loans for theological education. Seminarians should investigate and apply for such grants and/or loans directly to the respective agencies.

All Cal Lutheran students are encouraged to apply for financial aid. Cal Lutheran does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

For complete information on all available awards and financial aid policies please visit the Cal Lutheran Financial Aid website (<https://www.callutheran.edu/financial-aid/>).

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, California Lutheran University will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student's enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); **or**
- Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).
- A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill benefits; and
- All additional information requested by the School Certifying Official to properly certify enrollment to the VA.

- Intake Form
- Certification Request Form
- The following forms can be submitted at <https://www.callutheran.edu/veterans/forms.html>

For more information regarding this policy, contact your School Certifying Official, Rogelio Garcia at rogarcia@callutheran.edu or (805) 493-3648

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill> (<https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=02%7C01%7CLindsay.Blomberg%40CalVet.ca.gov%7C138d1a39a6f148fec9ec08d724d8eac7%7C5b77b8ed547d427cbeb158a7d93b1f81%7C0%7C0%7C637018386394055292&sdata=VdSY0mthx8k%2F17YqlrGzY%2B67jYr%2FxsseQU1DIW%2FNbg%3D&reserved=0>).

Application for Assistance

It is the responsibility of the student to indicate they wish to be considered and participate in financial aid programs offered through Cal Lutheran.

To qualify for assistance, all students must complete the Free Application for Federal Student Aid (FAFSA) and the CLU Graduate Financial Aid Application each academic year. The Title IV school code for California Lutheran University that students need to indicate on the FAFSA is **001133**. Financial aid is awarded on an annual basis therefore students must reapply each academic year.

International Seminary applicants must submit an International Financial Aid Application to receive consideration for Cal Lutheran-PLTS Tuition Assistance.

Application forms can be found at on the Cal Lutheran Financial Aid Forms (<https://www.callutheran.edu/financial-aid/forms/>) page.

Minimum Enrollment Requirements

To qualify for federal and state financial aid, including educational loan programs, all students must, at a minimum, be enrolled at least half-time in an eligible degree or certificate program. Graduate and teaching credential students must be enrolled full-time for majority of institutional based scholarships. Seminary students must be enrolled at least 3/4 time (9 credits) to qualify for institutional grants and scholarships. Unless otherwise instructed, students must be enrolled in at least one credit to receive private or outside scholarship funds. (Regardless of enrollment, students cannot receive more than the cost of attendance in total financial aid.) Minimum enrollment guidelines vary by program type. Students must also be enrolled for the specified semesters or terms they will be receiving funds.

Changes in enrollment may result in adjustments or loss of financial assistance. It is important that students report all enrollment changes (additions, withdrawals, etc.) to the financial aid office.

The following enrollment guidelines apply to the programs at CLU.

Teaching Credential Programs

Full-time = 12 Credits

Three-Quarter-time = 9 Credits

Half-time = 6 Credits

Graduate Programs

Full-time = 6 Credits

Half-time = 3 Credits

Seminary Programs

Full-time = 12 Credits

Three-Quarter-time = 9 Credits

Half-time = 6 Credits

Graduate Scholarships

Graduate scholarships are offered to graduate/credential students based on financial need, GPA, and at least half-time enrollment. In order to qualify for consideration, students must be officially admitted and have all required financial aid applications and documentation submitted prior to announced deadlines. See the Graduate Scholarship (<https://www.callutheran.edu/financial-aid/scholarships-grants/graduate.html>) page for more information.

PLTS Tuition Assistance

PLTS Tuition assistance grants are available to seminarians on the basis of need and availability of funds. The Financial Aid Office awards these grants based on the information provided in the seminarian's financial aid application materials.

PLTS Scholarships are awarded on the basis of merit, financial need, and availability of funds. The scholarships are awarded by the Financial Aid Office in conjunction with PLTS Admissions Office. Information is collected from admission application and financial aid application documents.

Graduate Assistantships

Each semester, a limited number of assistantships are offered to qualified graduate/credential students. The program was established as a method to provide qualified graduate/credential students with professional development experience, while completing their graduate/credential program.

A graduate assistantship provides a partial tuition remission award. Tuition remission of up to five credits per semester may be awarded in exchange for the student's assistance in an academic area or administrative office. (Students must be registered for at least one more credit per semester than the number of credits which will be waived.) Students are required to work 40 hours for each credit earned. Assistants are under direct and assigned supervision of regular faculty members or administrators. Typical duties include educational research and administrative responsibilities. Because of the time required to perform this service, students who are employed full time usually do not qualify for the award.

Information about all requirements and the application process for graduate assistantships is available on the CLU website. Click on the "Graduate" tab at: Work Opportunities (<https://www.callutheran.edu/financial-aid/work-opportunities.html#graduate>)

Student Employment

Students are provided with student employment opportunities funded by the University. Please see information on specific job opportunities through the CLU student employment website at: Student Employment (<https://www.callutheran.edu/students/employment/>)

Congregational Partnerships in Education (CPE) Award

This award allows any religious congregation to assist outstanding full-time graduate, seminary and credential students who have demonstrated a commitment to the life and work of their church. CLU will match gifts from the congregation in support of a student up to \$2,500 per academic year. Awards without specific instructions, will be applied to the student's account, in full, to the academic period selected by the Financial Aid Office. More information about the CPE Award is available on the CLU website at: Congregational Partners in Education (<https://www.callutheran.edu/financial-aid/scholarships-grants/details/cpe.html>)

Federal Loan Programs

Cal Lutheran participates in the federal Direct student loan program with two programs be available for graduate and seminary students. Eligibility is determined annually and is based on information provided on a seminarian's application for financial aid and on satisfactory academic progress.

Loans must be repaid with interest and there are multiple repayment options and plans. Interest rates are determined by the federal government on an annual basis. More information about Direct Loan programs and repayment options may be found online on the Department of Education's student loan webpage (<https://studentloans.gov/myDirectLoan/index.action/>).

Federal Unsubsidized Direct Loan

This fixed interest rate loan is available to students as determined by the FAFSA. The loan is certified by the school and funded by the U.S. Department of Education. A student must be enrolled at least half time to receive student loans. After the loan has been applied to charges owed, any remaining proceeds from the Stafford Loan will be issued as a refund after the end of the add/drop period or later for students who do not meet the priority deadline. More information on the loan program is available on the CLU Website at: Graduate Unsubsidized Direct Loan (<https://www.callutheran.edu/financial-aid/loans/loan-types/direct-loan.html#graduate>)

At the present time, the maximum amount that can be borrowed by a dependent student for an academic year is \$20,500 for graduates and seminarian students. (Note, certain teacher certification students are only eligible for undergraduate level loans. Please contact the Office of Financial Aid for more information.) Borrowers may not exceed the total Federal Stafford limits set by the federal government.

The Unsubsidized Direct Loan does accrue interest after funds are disbursed. The borrower is responsible for interest that accrues while in school. Students have the option of making interest-only payments or allowing interest to accrue. There are many types of loan repayment programs listed on the www.studentloans.gov (<https://www.studentloans.gov/myDirectLoan/index.action/>) website.

To apply for direct loans, students must complete a FAFSA form, accept the loan as part of the Financial Aid Award, and submit a Federal Master Promissory Note (MPN) and federal Entrance Counseling. These steps must be completed at [www.studentloans.gov](https://www.studentloans.gov/myDirectLoan/index.action/) (<https://www.studentloans.gov/myDirectLoan/index.action/>).

*Amounts are subject to change based on government regulations and allocations. Please contact the Office of Financial Aid for the most up-to-date information

Direct Graduate PLUS Loan

The Direct Graduate PLUS Loan is a federal loan program to assist in financing a college education. It is available to Graduate students enrolled at least half time (at least 3 units per semester). Generally, a student can borrow up to the Cost of Attendance less any other Financial Aid he or she is

receiving. The interest rate is sent annually by the federal government and interest begins to accrue on the loan following first disbursement of funds.

More information about this loan program is available on the CLU website at: Graduate PLUS Loan (<https://www.callutheran.edu/financial-aid/loans/loan-types/graduate-plus-loan.html>)

Veterans' Benefits and Responsibilities

Veteran's Benefits and Responsibilities

As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits through Veterans Affairs. All newly admitted students shall submit an Intake Form, (Located at www.callutheran.edu/veterans (<http://www.callutheran.edu/veterans/>)) and upload required documentation and attend a GI Bill Orientation. All students who wish to use their benefits shall submit a Certification Request Form (Located at www.callutheran.edu/veterans (<http://www.callutheran.edu/veterans/>)) each semester or term they wish to use GI Bill benefits. Students who receive VA benefits are responsible for promptly notifying the VA Certifying Official in the Ahmanson Veterans Resources Office of changes in academic program, course load, address, marital or dependent status, and of withdrawal from one or more classes. Questions about enrollment status should be directed to the VA Certifying Official in the Ahmanson Veterans Resources Office (805)493-3648. For information about benefits, contact the U.S. Department of Veterans Affairs (<https://benefits.va.gov/benefits/>) or the Ahmanson Veterans Resources Office.

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, California Lutheran University will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student's enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); **or**
- Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).
- A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill benefits; and
- All additional information requested by the School Certifying Official to properly certify enrollment to the VA.
 - Intake Form
 - Certification Request Form

The following forms can be submitted at <https://www.callutheran.edu/veterans/forms.html>

For more information regarding this policy, contact your School Certifying Official at (805) 493-3648

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill> (<https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=02%7C01%7CLindsay.Blomberg%40CalVet.ca.gov%7C138d1a39a6f148fec9ec08d724d8eac7%7C5b77b8ed547d427cbeb158a7d93b1f81%7C0%7C0%7C637018386394055292&sdata=VdSY0mthx8k%2F17YqlrGzY%2B67jIYr%2FxsseQU1DIW%2FNbg%3D&reserved=0>).

Additional Aid Opportunities

There are other scholarships and financial aid opportunities available through Cal Lutheran. Please refer to the Office of Financial Aid (<https://www.callutheran.edu/financial-aid/>) website for information on Cal Lutheran Scholarships, private resources and other opportunities.

Satisfactory Academic Progress

Federal regulations require that institutions establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress (SAP). Failure to meet the minimum standards following a review will result in loss of financial aid eligibility. Listed below are the minimum criteria students in their respective schools must maintain. The complete policies, including opportunities for reinstatement of aid eligibility, are available through the Cal Lutheran Financial Aid website on Financial Aid Eligibility (<https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html>).

SAP Requirements for Graduate and Credential Students:

Students must meet three components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid:

1. Qualitative requirement - Grade Point Average (GPA):

To remain eligible to receive financial aid, Graduate/Credential students must maintain a minimum cumulative GPA of 3.0

2. Quantitative requirement - Percentage of Completion (Pace):

The measurement of Pace is calculated using the total number of units successfully completed (passed) divided by the total number of units attempted.

Students must maintain a 67% course completion rate or pace.

Total units successfully completed ÷ Total units attempted = Pace (%)

3. Maximum Timeframe: Students must complete their programs within the timeframe established in their Degree Requirements as outlined in the Graduate School catalog. To remain eligible for financial aid, graduate/credential students may not attempt more than 150% of the units required to receive a graduate degree /credential (for example, if 60 units are required to complete the degree, multiply that number by 1.5 in order to calculate the 150% maximum of 90 units that may be attempted).

The complete policy is available on the CLU website at: Graduate SAP Policy (<https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html>)

SAP Requirements for PLTS Seminary Students:

Students must meet the following components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid, though not the minimum requirement necessary to meet progress, PLTS strongly encourages seminarians to maintain a 3.0 or better cumulative GPA throughout their tenure at the Seminary:

1. Qualitative requirement - Grade Point Average (GPA):

Must maintain a cumulative minimum 2.50 GPA. Successful completion of a course requires a grade of "C" or better. Repeated courses are treated per the institution's standard Repeated Coursework Policy.

2. Satisfactory Contextual Education and Formation Requirements Completion: Completion of contextual education and formation requirements of the program with a Pass (P) grade;

3. Quantitative requirement - Percentage of Completion (Pace):

Students must achieve a 67% successful completion rate of their cumulative coursework in order to remain eligible for financial aid. This is measured in terms of total units completed divided by total units attempted.

4) Maximum Timeframe:

Completion of the certificate or degree in the maximum time allotted to complete the program; 150% of the units required to receive the degree or certificate.

MDiv: $79.5 \times 150\% = 119$ maximum attempted units;

MTS: $49.5 \times 150\% = 74$ maximum attempted units;

CATS $24 \times 150\% = 36$ maximum attempted units.

The complete policy is available on the CLU website on the: PLTS SAP Policy (<https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html>)

Withdrawal Policy as it applies to Return of Title IV Aid

Students should refer to the official academic withdrawal policy described in the current course catalog (Undergraduate Catalog (<http://catalog.callutheran.edu/undergraduate/academicpolicies/>), Graduate Catalog (<http://catalog.callutheran.edu/grad/academicpolicies/>)). Students are considered to be recipients of Title IV federal financial aid if they are eligible to receive or have received funds from one or more of the following programs for the academic term in questions: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Students should be aware that federal aid is earned on a pro-rata basis determined by the amount of time that they are enrolled in their courses for a given academic period. For students who are receiving federal aid who withdraw from all courses before attending at least 60 percent of the semester, CLU is required by federal regulations to calculate how much federal aid funds the student has earned and how much of the aid must be returned. The amount of the federal aid 'earned' is determined by the withdrawal date provided by the Registrar's Office and is plugged into a federal formula.

The portion of federal aid that was not earned by a student will be returned to the federal government. To satisfy federal regulations, return to Title IV financial aid programs must be made in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Please contact the Student Accounts Office to determine the amount that the student will be charged for the time they were enrolled, students will also be charged for any amounts that must be returned due to the calculation and these balances must be paid by the student.

If the calculation produces a credit to the student account (when the amount of aid earned is greater than the amount that has disbursed to the student's account) any grant funds will be applied to the account without notification. However, please note that if Stafford or Plus Loan funds are eligible to disburse under these conditions the borrower will be notified via email informing them of their eligibility and the borrower must confirm in writing that they want the loan to be disbursed. If no confirmation is received by the Office of Financial Aid within 30 days, the loan will be cancelled.

Non-Title IV programs (such as scholarships, grants, Cal Grant, and Alternative Loans) are not part of the Return of Title IV aid calculation; however they may be subject to reduction in cases of withdrawal based on institutional policy.

Important Note: Do Not Leave School With Out Officially Withdrawing.

If you 'walk away' from your courses and fail all of the classes you were enrolled in you will be considered 'unofficially withdrawn'. Federal regulations require that the Office of Financial Aid complete a Return of Title IV calculation based on the midpoint of the term, which will significantly affect the amount of aid you will retain for the term.

Students who receive federal aid are subject to Federal Return of Title IV funds policies. These policies state that a student is only eligible for the percentage of aid that corresponds to the percentage of the term in which a student was enrolled. Students who withdraw prior to the end of the term will have their financial aid adjusted accordingly and may owe funds depending on the date of withdrawal.

Falsification of Information

The types of information covered by this policy include all documentation and information submitted to the Office of Financial Aid. A school must report any credible information indicating that an applicant for Federal Student Aid may have engaged in fraud or other criminal misconduct in connection with his or her application. These documents and information include, but are not limited to the following:

- Free Application for Financial Aid (FAFSA)
- Student Aid Report (SAR)
- Student and/or Parent Federal Tax Forms
- Documentation of U.S. Citizenship or Eligible Non-Citizen Status
- Formal forms of identification (i.e. driver's license, social security cards, etc.)
- Academic documents relating to high school diploma or college course work
- Loan applications, Promissory Notes
- Scholarship applications
- Work Study authorization forms
- Work Study timesheets
- Any university financial aid forms and related documentation
- Any written, electronic, or verbal statements sent to or made to a university employee regarding the student's financial aid application or financially related documents.

The integrity of the information presented in the financial aid process is of the utmost importance. Students should be aware that they will be held responsible for the validity of the information that is submitted by them or on their behalf to the Office of Financial Aid. If the University determines that a student or parent has provided falsified information, or has submitted forged documents or signatures, the following steps may be taken without prior notification to the student or parent.

The Office of Financial Aid will review the infraction and if a violation of this policy has occurred, the consequences may include but are not limited to:

- The student will be required to make full restitution of any and all federal, state, grant, and loan or work funds to which he or she was not entitled to.
- If the student is determined to be ineligible for financial aid because of a basic eligibility criterion, no further federal, state, or university funds will be awarded to the student for the academic period in question.
- The student may be ineligible for future participation in some or all financial aid programs for a minimum of one year or longer.
- The student will not be awarded funds to replace those lost because the student is considered to be ineligible due to dishonesty.

As required by federal and state law, the CLU Office of Financial Aid will report any infraction to the appropriate office or agency. These include but are not limited to: the US Department of Education, Office of the Inspector General, state agencies, or other entities that may take whatever action is required by law.

The above is in accordance with 34 Code of Federal Regulation 668.16(g).

Student Consumer Rights and Responsibilities

Education is a significant investment. To help students make good choices and decisions, CLU provides a variety of information on academic programs, facilities, dropout rates, full cost of attendance, refund policies and financial aid programs.

Student Rights

Students have the right to ask:

- I have the right to know what student financial aid programs are available at Cal Lutheran.
- I have the right to know the deadlines (if any) for submitting applications for each financial aid program.
- I have the right to know how my financial need was determined, including how various expenses in my budget are considered.
- I have the right to know what resources are considered in the calculation of my awards.

- I have the right to request an explanation of the various programs in my financial aid package.
- I have the right to consult with persons in the Financial Aid Office concerning my application for assistance, budgeting and/or financial problems which might arise.
- I have the right to cancel any loan proceeds received via Electronic Funds Transfer up to fourteen days after the credit has been applied.

Student Responsibilities

Students have the following responsibilities:

- I will check my Cal Lutheran e-mail on a regular basis.
- I must complete all application forms accurately and submit them on time to the appropriate office.
- I must provide correct information. In most instances, misreporting information on financial aid forms is a violation of federal law and may be a criminal offense, which could result in indictment under the U.S. Criminal Code.
- I must provide any additional documentation, verification information, or corrections requested by the Financial Aid Office or the agency to which I submitted my application before any funds will be disbursed.
- I am responsible for reading, understanding, and retaining copies of all forms I am asked to sign.
- I must accept responsibility for all agreements I sign.
- I am responsible for knowing the sources of financial aid, which I receive and whether the aid is a loan, grant, or scholarship. If the aid is a loan, I must know to whom repayment is to be made and the terms of repayment.
- I must keep the Financial Aid Office informed of my correct address at all times - while I am in school and after graduation - while any loans are outstanding.
- It is my responsibility to complete an exit interview online, prior to my separation from Cal Lutheran either by graduation or withdrawal.

For further information, contact the CLU Office of Financial Aid at (805) 493-3115.

University Costs

The following costs are for the 2022-2023 academic year. Changes in costs will be listed on class schedules. The University reserves the right to change tuition and fees at any time.

Graduate Tuition

Activity	Cost
MBA	\$875 per credit
Executive MBA (Domestic)	\$1165 per credit
Executive MBA (Europe)	\$875 per Credit
MS-IT	\$875 per credit
MS-QECON	\$875 per credit
MS-Management	\$875 per credit
Financial Planning	\$875 per credit
IMBA	\$875 per credit
CFP Certificate Program	\$665 per credit
MA-E/MS-E/TPP/Credential	\$810 per credit
Masters ED Leadership	\$810 per credit
MPPA	\$805 per credit
MS-Psych	\$845 per credit
EdD	\$1025 per credit
PsyD	\$1085 per credit
PLTS	\$640 per credit
Post MBA Certificate	\$575 per credit; \$465 per credit if Cal Lutheran Alumni
Post MS-QECON	\$575 per credit; \$465 per credit if Cal Lutheran Alumni
Post MS Psych	\$575 per credit; \$465 credit if Cal Lutheran Alumni

Fees (Fees are non-refundable)

Activity	Cost
Application Fee (on-line all programs)	\$25
Application Fee (paper excluding PsyD)	\$50
Application Fee (paper PsyD)	\$75
Audit Fee	50% of tuition rate
Comprehensive Exam Fee MFT Clinical Competence	\$125
Comprehensive Exam Fee MFT Law and Ethics	\$125
Comprehensive Exam Fee for MS Clinical Psychology	\$250
Counseling Psychology Practicum Fee	\$450.00 per credit hour
Counseling & Guidance Comp Exam Fee	\$200
Counseling & Guidance Practicum Coordination Fee	\$100
Comprehensive Exam Fee (PSYD 7CW)	\$125
Counseling and Guidance Field Studies Fee	\$50 - \$150
Subject Matter Content Review Fee (per subtest)	\$99
Late Registration Fee (for registrations submitted after the first class meeting)	\$50
Late Transaction Fee (for employer reimbursement applications and/or employer policy received after the second week of the semester)	\$50
Teacher Prep Assessment Fee	\$200
Thesis/Dissertation Binding Fee (minimum of three copies required)	\$40 per copy
Transcript Fee	See www.callutheran.edu/registrar (http://www.callutheran.edu/registrar/)
Graduation Fee (prior to filing deadline)	\$125
Graduation Fee (after filing deadline)	\$150
MPPA Comprehensive Exam Fee	\$300
PSYC 599 Thesis Continuation Fee	\$100/semester
PsyD Assessment Lab Fee (Fall and Spring of Year 2)	\$500/semester
PsyD Practicum Fee (Fall and Spring of Year 2)	\$900/semester

Graduate Housing

Private apartments and rooms are available for rent in the surrounding communities. CLU's Director of Student Life may be contacted for housing assistance. Limited on-campus housing within the residence halls may be available for unmarried graduate and fifth-year students.

The Residence Life Office is able to assist graduate students in finding off-campus housing in the Conejo Valley area.

Payment Options

1. Payment in Full

Tuition is payable in full at the time of registration or during the first week of the semester using one of the following methods:

- Personal check payable to CLU; or
- WebChecks and ACH payments made through CLUpay

2. Monthly Payment Plan

Pay via ACH on an Automatic Monthly Payment Plan

- Enrollment fees apply
- No Interest
- Plans available for 15-week, 11 week and 8-week terms
- Employer Reimbursement participants do not qualify Email stuacct@callutheran.edu or call (805) 493-3180 to speak to a CLU representative who will help you estimate your costs.

Financial Responsibility

CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for the tuition charges. To officially drop a class and be eligible for a tuition adjustment, students must either complete and submit an add/drop form or complete the change online using Self-Service. The add/drop form will be dated by the site coordinators at off-campus centers or by the Registrar's Office on the Thousand Oaks campus.

Self-Service can be used to change your schedule through the first two weeks of the term. It is strongly suggested that you print a confirmation of the change for your records. In addition, you will receive a confirmation email at your CLU.net address, confirming the acceptance of the change in your registration status.

If, at any time, proof is required of a successful change in your enrollment, a copy of the confirmation and email will be required. The withdrawal date officially determines the tuition charges as follows:

All 15-week Semester Graduate Program

Drops or withdrawals within:

1st and 2nd week 100% Refund

3rd and 4th week 40% Refund

5th week 20% Refund

6th week No Refund

All 11-week Semester Programs

Withdrawal during the first two weeks of class allows a full refund of tuition charges. Withdrawal after the second week provides no tuition refund for students. A variation of this reduction policy may occur if the student has federal financial aid. Fees are not refundable. Please note that the dates used for reduction of charges are not the same dates used by the Registrar's Office as last date for withdrawing from a class.

Weekend-Only Courses

Drops or withdrawals within:

1st week of courses 100% refund of tuition charges

2nd week or later No refund of tuition charges

All 8-week Online Programs

Drops or withdrawals within:

1st week of courses 100% refund of tuition charges

2nd week or later No refund of tuition charges

Financial Obligations

Academic records will not be released and students will not be permitted to register for classes if financial obligations for a previous semester have not been met. For information regarding student accounts or billing procedures, students should contact the CLU Business Office at (805) 493-3176.

Employer Tuition Reimbursement

Students who receive tuition reimbursement from their employer may delay payment for up to **six** weeks after the last day of the term. To take advantage of this deferred payment plan, it is your responsibility to:

- Submit a confirmation letter or company policy from your employer one time, prior to the start of your first term.
- Submit a completed Employer Reimbursement application prior to the term you begin your enrollment and annually each fall term thereafter.
- Statements are only available electronically
- If the application and/or company policy are received in the Student Accounts Office after the second week of the term, a \$50 late transaction fee will be assessed.
- If your employer does not provide 100 percent reimbursement, you are responsible to pay the difference prior to the first class meeting.
- If your employer reimbursement plan has a maximum annual limit, CLU will cancel your deferral when that limit is reached. You will be responsible for payment of all tuition charges exceeding your policy limit prior to the first class meeting.

Applications are available on campus or under "Forms" on the Student Accounts Web page. The form may be downloaded and faxed to (805) 493-3886 or completed online and transmitted electronically to the Student Accounts Office.

Students are ultimately responsible for payment of their fees, tuition and costs. Payment of your account is expected when your employer reimburses you or no later than **six** weeks after the end of the term.

If full payment has not been received within **six** weeks from the end of the term, interest of 1.25 percent will accrue monthly on the entire unpaid balance. A hold will be placed on your account to prevent the release of transcripts and future registrations until your balance has been paid.

Rights and Responsibilities

Upon registration, the student agrees to accept the responsibility and legal obligation to pay all tuition costs, room and board fees (if applicable), and other special fees incurred or to be incurred for the student's education.

The University, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in campus publications.

Some or all instruction for all or part of Academic Year 2022-2023 may be delivered remotely or via a hybrid model. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely or via a hybrid model for any part of the Academic Year.

A student's failure to pay all university bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, including statements of honorable dismissal, transcripts of records, diplomas or registrations. The student shall also be denied admittance to classes and the use of university facilities.

Information regarding student account balances will be released to the student only. To release financial information to a third party, students must provide written authorization to the Student Accounts Office.

Pacific Lutheran Theological Seminary (PLTS)

Tuition

Activity	Cost
MDIV, MTS, CATS, CTS, Unclassified (per credit)	\$640
MA (per credit)	(set by GTU)
MA Continuing Fee (per semester)	(set by GTU)
TEEM (per course)	\$1025

Housing

Activity	Cost
PLTS (Single 450 sq ft) Apartment	\$9,540
PLTS (Single 450-500 sq ft) Apartment	\$9,630
PLTS (Single 500 sq ft/one bedroom) Apartment	\$9,720
PLTS (Family Studio/1 bedroom) Apartment	\$10,710
PLTS (Family 2 bedroom) Apartment	\$14,445
PLTS (Shared 2 bedroom) Apartment	\$6,750 (per student)

Housing Fees

Activity	Cost
Housing Application	\$0
Housing Deposit - 1 Bedroom (Footnote 2,3)	\$500
Housing Deposit - 2 Bedroom (Footnote 2,3)	\$500
Pet Deposit	\$500

¹ Per night dorm rate for intersession and summer non-dorm residents only

² Housing deposit refundable except as clarified in the rental agreement

³ PLTS students may elect to sign deposit waiver

Other Fees

Activity	Cost
Graduate and Professionals Student Council Activity Fee	\$10 one time fee
PLTS Tuition Deposit	\$100
Student Insurance (ELCA Seminary Requirement)	TBD
PLTS Student Association Fee	\$75 per semester

Technology Fee (per Term) ⁴	\$55
Audit Fee	50% of tuition rate
Late Registration Fee	\$50
Change of Enrollment Fee (per charge)	\$0
Transcripts (per copy)	See www.callutheran.edu/registrar/
Expedited Transcript Processing Fee	See www.callutheran.edu/registrar/
Graduation Fee - before filing deadline	\$75
Graduation Fee - after filing deadline	\$100
Replacement Diploma Fee	\$50
Monthly Payment Plan (per term)	\$50
Returned Payment Fee	\$25
Affiliation Fee (ELCA requirement)	\$1,000
Leave of Absence Fee	\$0
ID card Replacement	\$15
Campus Keycard Replacement	\$100

⁴ Technology fee applies to all Graduate Students enrolled in 3 or more credits. Not applicable to non-credit programs and during inter-term. Fee capped at \$250 maximum academic year.

Refund Policy

Activity	Cost
Termination on or before the Friday of the second week of classes	100%
Termination on or before the Friday of the fourth week of classes	40%
Termination after the Friday of the fifth week of classes	20%
Termination after the Friday of the fifth week of classes	0%

Academic Policies

Student Responsibility

It is the responsibility of each student to take the initiative to plan his or her own program and to meet graduation requirements in accordance with the University's policies described in the catalog. As changes occur, it is the student's responsibility to remain current. Advisers will assist the student in the task.

Student Access to Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, (FERPA, also known as the Buckley Amendment) is a federal law which allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records.

The law basically says that no one outside the institution shall have access to the student's education records nor will the institution disclose other than Directory Information from those records without the student's written consent, except in an emergency.

A copy of the full text of the law is available at the Registrar's Office. The only non-directory information California Lutheran University releases to a third party is academic standing, released only to parents of dependent students placed on academic probation or suspension.

Campus personnel who are allowed access to educational records are those who are acting in the student's educational interest. This group is defined by the University to include personnel in the Registrar's Office, Enrollment and Student Life, Financial Aid, Institutional Research and university officials with a legitimate educational interest as determined by the registrar. Faculty advisers are included under the latter category.

California Lutheran University's FERPA policy allows university employees to release Directory Information to anyone, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.).

Annually, California Lutheran University informs students of their rights under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA, also known as the Buckley Amendment).

The Act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide procedures to correct inaccurate or misleading information in those education records through the hearing process. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act.

The Act allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records.

At Cal Lutheran, no one outside the institution shall have access to a student's education records without the student's written consent with the exception of parents who claim the student as a dependent for tax purposes. The University will inform parents if there has been a change in the student's academic standing, specifically if the student is placed on probation or suspension or is removed from those statuses. A copy of the full text of the law is available in the Registrar's Office.

California Lutheran University's FERPA policy allows university employees to release Directory Information to anyone, including Scholarship donors, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.).

The items defined as Directory Information at California Lutheran University are:

- Name (includes Preferred First Name)
- Address (City and State only)
- E-mail address (California Lutheran University assigned only)
- Birth Date (date of birth is only released to official agencies as required for matching student records or as a validation of positive identification of a student when furnished by a person making an inquiry)
- Photographs and video recordings of students are permitted if there is not personally identifying information of the class or of the students in the class
- Dates of attendance
- Degree date
- Degrees awarded or anticipated; with honors and major
- Previous institution most recently attended (generally speaking released for athletes only)
- Participation in recognized campus activities or s

The only circumstances under which Cal Lutheran will disclose other than Directory Information is in cases of emergency or personal safety and to notify parents of changes in their student's academic standing. In all other cases, the institution may release only the items identified above.

Students have the right to have Directory Information withheld completely. This means the University will not release any information from education records, including the items listed above, without prior written consent. If a student withholds directory information, the student's name will not appear in the student directory. To request Directory Information be withheld, complete a "Request to Opt Out of Directory Information" form and file it with Academic Services. The form is in effect through the end of an academic year; it must be re-filed annually.

At Cal Lutheran, a school official may access education records as long as they have a legitimate education interest. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by Cal Lutheran in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff); a person or company with whom Cal Lutheran has contracted (such as an attorney, auditor, collection agent, degree conferral or enrollment verification processing agent, placement sites for internships or other similar placements); a person serving on the Board of Regents; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that it would otherwise use employees to perform. As allowed within FERPA guidelines Cal Lutheran may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll. Questions about access should be directed to the Registrar.

Statement on Academic Freedom

It is fundamental to the health of an academic institution and ultimately to the health of a society at large that individual persons and groups of persons exercise their responsibility and freedom to search for the truth and to speak the truth as it is discovered.

In a collegial community, the corporate person of the university institution and the persons of the faculty, administration and the student body bear mutual responsibility to exercise professional competence and to extend to one another the trust and respect which foster an environment for the exercise of academic freedom.

California Lutheran University endorses the principles of academic freedom. CLU's complete policy on academic freedom is contained in the Faculty Handbook.

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty.

Students, faculty, staff, and administration share the responsibility for maintaining high levels of scholarship and academic integrity on campus. Any behavior or act which might be defined as 'deceitful' or 'dishonest' will meet with appropriate disciplinary sanctions, including a grade of 'F' in a course, suspension, or dismissal from the university.

Definition of Academic Dishonesty

A general definition of academic dishonesty is "any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance." Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

Plagiarism

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can (a) find the source from the information in your reference and (b) immediately determine which information is your source's contribution to scholarship and which is yours. Specifically:

- If you quote directly, using three or more words from the original source, you must place quotation marks around the quoted material and cite the source.
- If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.

If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, and/or the Writing Center are prepared to assist students in proper documentation forms.

Cheating: Cheating covers a wide range of academically dishonest behaviors including but not limited to:

- Turning in someone else's work as your own
- Purchasing assignments or papers and claiming that work as your own
- Giving another student your work to pass off as his or her own
- Aiding other students by surreptitiously providing answers in an exam
- Copying another student's answers in an exam setting, even if that student willingly provided the answers
- Using unauthorized material or resources (paper or electronic) when taking an exam. This includes use of cell phones or any other electronic resource that may either contain downloaded information or be able to access information electronically
- Distributing material unauthorized by the course instructor about any exam or assignment
- Asking a tutor to do assignments, papers, or exams for you
- Providing dishonest rationales or excuses when requesting special circumstances, or treatment which results in delayed or incomplete course requirements.

Academic Bribery: Soliciting, offering or accepting money, gifts or favors in order to alter or influence grades.

Deception: Providing false information when engaging in formal academic work including research deadlines, assignments, and tests. This includes providing false identification, false disability information in order to gain additional time when taking tests, providing false excuses when seeking deadline extensions, and falsely claiming to have submitted assignments.

Fabrication: Providing false data, information or citations in any academic work. This includes altering or making up data for use in experimental research and providing fake or altered quotes or bibliographic references for research.

Facilitating Academic Dishonesty: Intentionally helping students engage in acts of academic dishonesty. This includes improper grading of written/oral exams, grade fraud, negligence regarding conditions that foster cheating, or knowingly abet/allow cheating.

Identity Fraud: Asking another individual (this need not be a student – it can also be an external source for academic papers) to assume one's identity for any academic purpose or offering to assume another student's identity for an academic purpose. This can be done in exchange for money, gifts, or favors.

Multiple Submissions: Submitting work done in a previous class with the claim that it is new and original. While previous work may provide the basis for subsequent work, the prior work must be made known to and approved by the instructor.

Paper Mills: Providing papers to suppliers of academic papers for sale ('Paper Mills') is no different than providing papers to other students to pass off as original work, and is viewed as a form of Facilitating Academic Dishonesty. Papers published in 'Open Access Journals' or otherwise made available to the public with the sole intent of publication are acceptable.

Sabotage: Engaging in any activity that hinders or prevents another student from being able to complete their work. This includes altering or deleting resources or disrupting experiments. This can also include creating a condition that hinders the ability for other students to take tests.

Unethical Computer Use: Unethical computer use includes the use of any technology (which can include computers, cell phones, tablets, watches, etc.) or computer software (programs, documentation, data bases) in violation of copyright law. It also includes unauthorized use of computer software or hardware, such as use for private business, breaking access codes, and pranks resulting in damage to software or hardware, breach of privacy or confidentiality, or violation of copyrights.

Procedure for Disciplining Student Dishonesty

Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his/her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible.

First Offense

If the Vice President for Academic Affairs determines this is a first offense, the disciplinary action will be handled by the professor. Possible sanctions may include an 'F' on the assignment or an 'F' in the course.

Policy Statement Pertaining To Graduate Students

Due to the serious nature of such an offense and the resulting questions regarding student ethics, doctoral programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the Department Chair/ Program Director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Second Offense

If the Vice President for Academic Affairs determines this is a second offense, in addition to the sanctions imposed by the professor, the Vice President for Academic Affairs may choose to impose additional sanctions such as academic probation or suspension from school.

Third Offense

A third report of academic dishonesty will automatically result in the student's suspension or dismissal from the university.

Appeals

An allegation of cheating or an imposed sanction may be appealed to the Vice President for Academic Affairs, who will then constitute a special evaluation committee using the same procedures identified for grade challenges. Such a committee will be composed of three faculty, one appointed by each of the following:

- Dean of the School/College
- Chairperson of the Faculty Affairs and Development Committee
- Vice President for Student Affairs

The committee will choose its own chairperson. The committee will solicit written statements from all concerned parties and evaluate all available evidence. The committee will report its recommendation to the Vice President for Academic Affairs whose decision is final.

Attendance at Classes

Regular attendance at all classes is essential. Students are expected to be punctual, do the work assigned and not be absent without good cause.

Registration Information

Course Load

Requirements for graduation are measured in terms of semester credit hours. Normally, each credit hour earned will require one hour of class time per week for 15 weeks during the semester (or its equivalent).

The class hours per week are appropriately adjusted for the 11-week and 8-week online programs. The student spends two or three hours in preparation for one hour of class time.

Most courses are assigned three credits. Six or more credits is considered full time in all graduate degree programs. Four to five credits are considered ¾ time. Three credits is considered half time. Less than three credits is considered less than half time.

PLTS: Twelve credits is considered full time. Six credits is considered half time. Less than six credits is considered less than half time.

Registration Procedures

Registration procedures are outlined on the Registrar's Office website at <http://www.callutheran.edu/registrar> (<http://www.callutheran.edu/registrar/>). Students who are enrolled in an online program should also refer to instructions on the website at <https://www.callutheran.edu/cif> (<https://www.callutheran.edu/cif/>). To be officially enrolled in class, students must have their financial standing cleared by the Business Office and admission requirements cleared by the Graduate and Adult Admissions Office. Student registration is contingent upon remaining in good academic standing.

PLTS registration procedures are subject to revision as program management migrates to SelfService. Please refer to the PLTS website for current registration procedures: <http://www.plts.edu/>

Course Additions

Students may not add courses after the second class meeting of the semester. To add a course after initial registration, students should submit an Add/Drop form to the Registrar's Office or use SelfService which can be found at <http://www.callutheran.edu>

Withdrawal from Courses

Withdrawal means withdrawing from one or more courses or separation from the University for the remainder of the semester. The Registrar provides the proper withdrawal forms which incorporate all the necessary procedures to clear the records at the time of withdrawal. Proper withdrawal protects the student's record, which remains on file in the Registrar's Office.

1. Students may drop courses or withdraw from the University through approximately the 10th week of the semester or equivalent percentage of an 8 or 11 week term (specific date listed in Academic Calendar) with a grade of W.
2. After the last date to withdraw, students may not officially withdraw from classes or from the University, except for medical reasons. Medical withdrawal forms are available through the office of the Vice President for Student Affairs.
3. With the privilege of admission to California Lutheran University, students accept the responsibility of clarifying the records (including financial records) if they withdraw from a course or from the University before the end of the semester.
4. Students who do not complete a course and do not officially withdraw from the University will receive a grade of UW for the semester (counted equivalent to a grade of F in the GPA). The university does not automatically drop students who register for a course and then choose not to attend.

Note: Academic withdrawal deadlines do not correspond to tuition reduction deadlines. Tuition reduction policies are outlined in the section on University Costs. The financial obligation for withdrawing from the University is usually severe.

Audit

A student may audit a course with the approval of the instructor. The student will earn no credit and receive no grade and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of "AU" on the student's transcript must be verified by the instructor. The charges for auditing are listed in the section of this catalog titled University Costs. Auditing a class does not grant access to a course's Blackboard page.

Grading Policies

Grades and Grade Points

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based on CLU and transferable course work. The CLU grade point average (CLU GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based on CLU course work. CLU policy does not allow for rounding up decimals when computing the GPA. When the GPA is recorded, it is truncated at the third decimal.

Only courses with grades of "C" (2.0) or better will be counted toward the total number of credits required for the degree. Courses resulting in a grade of C- or below must be repeated. A "B" (3.0) average is required for continued enrollment in the graduate program and for receiving the master's degree.

Students in the PsyD Program: Grades of B- or better are considered passing.

Graduate grades and grade points are assigned according to the following grading scale:

Grade	Grade points per attempted credit hour earned
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
WF	0.0
UW	0.0

The following grades are not used in computing the GPA:

Grade		Grade points per attempted credit hour earned
IN	Incomplete	No grade points, no credit given
IP	In Progress	No grade points, no credit given
PR	Progressing	No grade points, credit given
P	Passing	No grade points, credit given
NC	No Credit	No grade points, no credit given
FC	Failed Comprehensive Exam	No grade points, credit given
W	Withdrawal	No grade points, no credit given
AU	Audit	No grade points, no credit given
NR	No Report	No grade points, no grade report submitted by faculty

A grade of "IN" (Incomplete) may be assigned only in the case of a student who, for illness or other circumstances beyond his or her control, has missed a final examination or major piece of work. A student may not make up the Incomplete by repeating the course. Make-up work must be evaluated by the instructor who assigned the original grade of Incomplete. If not made up within one year's time, an "IN" automatically becomes an "NC." A student may petition in writing to extend an "IN" beyond one year if there are extenuating circumstances.

"IP" (In Progress) is given for theses, practica, internships and courses wherein the work has been evaluated and found to be satisfactory to date, but the assignment of a grade must await its completion. "IP" carries no credit until replaced by a permanent grade. The "IP" grade may be replaced by the appropriate final letter grade within one calendar year from the start of the class. "IP" grades which have not been resolved will be changed to "F" (undergraduate) or "NC" (graduate) at the time the student's degree is posted.

A grade of "PR" (Progressing) is intended for use in dissertations for the doctoral program in Psychology. The Progressing grade grants credit but reflects the work completed on the dissertation to date and not the final dissertation. "PR" is the default grade for all dissertation courses. The "PR" grade remains on transcripts and only requires a change to *Pass* for PSYD-704 (successfully defended dissertation proposal) and PSYD-7XP (dissertation completion).

Academic Probation and Disqualification

Academic Probation

A minimum 3.0 CLU GPA and cumulative GPA are required of all students enrolled in a graduate program or enrolled in the teacher preparation program. Students whose CLU or cumulative GPA falls below 3.0 will be placed on academic probation. Students on academic probation must bring their CLU GPA and cumulative GPA up to 3.0 in the following 15-week semester. Students in 8-week and 11-week programs are given two terms to bring their CLU GPA and cumulative GPA up to 3.0.

Students in Programs in the Graduate School of Psychology: Any single grade below a B- or No Credit in any course is considered failing and will result in academic probation and the convening of a faculty academic review meeting. Academic probation ends when the failed course has been repeated and passed.

Students in the Graduate School of Psychology Programs: Please refer to the policies in either the "Doctorate in Clinical Psychology" or the "Psychology Master's Programs" sections of this catalog for additional probation, remediation, and/or dismissal criteria that are program specific.

Students in Graduate Programs in the School of Management: A grade below a B- in any foundation course is considered failing. This will result in academic probation. Students may not repeat a foundation course more than once.

Students in a PLTS Program: A grade below a C is considered failing. This will result in academic warning or probation. Students may not repeat a core course more than once.

Academic Suspension

The following classes of students may be placed on academic suspension:

1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15-week semester, or within two terms in 1-week or 8-week programs.
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in programs in the Graduate School of Psychology who receive a grade of F.
4. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
5. Students who fail to fully participate in the Academic Support program.
6. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

Students on academic suspension may not take courses at Cal Lutheran. Students who have been suspended from the University must submit a letter of appeal to be considered for reinstatement. All students who have been reinstated following suspension will be subject to rules that apply to students in their second semester on probation.

In order to establish the conditions that may lead to readmission, the letter of appeal must include the following:

- A written rationale for readmission
- A tentative plan for success if readmission is granted
- Transcripts of all work completed since suspension

All petitions for readmission must receive final approval from the Provost.

Academic Disqualification

At the discretion of the appropriate committee, the following classes of students may be academically disqualified:

1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15 week semester, or next two 11 week term or 8 week terms;
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
4. Students who fail to fully participate in the Academic Support program;
5. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

If, following readmission on probation, a previously suspended student is suspended for a second time, that student is subject to academic disqualification.

Recommendations regarding student dismissal are made by the appropriate committee to the Dean. The Dean reviews any recommendation to dismiss and if in agreement, writes the letter of dismissal and sends it to the student (copying other relevant offices).

Students in the PsyD Program: Recommendations regarding student dismissal are made by the appropriate committee to the Dean. The Dean reviews any recommendation to dismiss and if in agreement, writes the letter of dismissal and sends it to the student (copying other relevant offices).

Students have one week to appeal academic disqualification. The appeal must be filed directly with the Provost. After one week, academic disqualification is not subject to appeal. Students on academic disqualification may not take any further courses at Cal Lutheran.

Repeated Courses

Students may repeat a course, unless otherwise specified, regardless of the grade received. Grades of C- or lower, however, cannot be used to meet degree program requirements and must be repeated. In calculating the GPA, grades for the initial attempt and all subsequent repeats will remain on the

student's academic record; however the higher grade will replace the lower grade in calculating the GPA. Credit for the course will be given only once and all repeated courses must be completed at CLU.

Students in the Graduate School of Psychology Programs: PsyD and Master's program grades below a B- must be repeated, and Master's program grades of No Credit must be repeated.

Students in the MBA Program: A grade below B- in any foundation course must be repeated. Foundation courses may only be repeated once.

Students in a PLTS Program: Grades of C- or below must be repeated.

Grade Reports and Transcripts

Grades for all courses, including those that may have ended prior to the last day of the semester, are processed at the semester's closing date. Grades are available online through SelfService at www.callutheran.edu (<http://www.callutheran.edu>). Grade reports will not automatically be mailed to students.

Official transcripts of a student's complete record must be requested on-line through www.callutheran.edu/transcripts (<http://www.callutheran.edu/transcripts/>). Students may request either paper or electronic copies for a fee. For electronic copies, California Lutheran University has appointed Credentials Inc. as the designated agent for processing and sending official electronic transcripts on behalf of California Lutheran University. The PDF transcript that is produced using this service contains the identical information as the printed transcript and can be certified as unaltered by uploading the file to the company's website that is provided during the delivery process. Credentials Inc. has been granted the authority to deliver all such electronic transcript requests on behalf of California Lutheran University and respond to any inquiries regarding the transactions.

The University reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the University.

Grade Challenges and Changes

The normal presumption in the administration of grades at California Lutheran University is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work.

If a student believes that a grade was assigned in error, he or she should approach the instructor immediately. If the instructor believes that the grade was assigned in error, he or she will submit a grade change form identifying the reason for the change. Grade Changes must be submitted within one semester following the term in which the initial grade was earned.

If a student believes that a particular grade was assigned in a manner that was arbitrary or unjust or that crucial evidence was not taken into account, the student may file a grade challenge. The challenge must be presented in writing to the instructor by the end of the semester in which the disputed grade was given. If an agreement cannot be reached, then the student may present a written appeal to the department chair or program director who is the instructor's immediate supervisor. If the conflict cannot be resolved at the departmental level, then the student may appeal in writing to the appropriate dean, who will follow the process described in the Faculty Handbook.

Transfer of Credit

Students may petition to transfer up to six semester credits of graduate course work taken at other regionally accredited colleges or universities to their program at CLU. Nine units may be transferred if the student has completed a previous master's degree. Transfer work must be:

1. graduate level (applicable to a graduate degree at the institution granting credit)
2. completed within program completion time limit set by the School.
3. completed with a grade of at least "B"
4. documented by official transcripts from the institution
5. listed on a "Petition for the Transfer of Credit"
6. approved by the appropriate program director and dean. Transfer of credit from CLU to another institution requires approval of the receiving institution.

Students in the PsyD Program: PsyD students may transfer 9 units of acceptable coursework and may waive an additional 15 units.

Transfer of credit or course waivers are not granted for practica, internships, theses, dissertation, or elective courses. We consider these courses fundamental to the program's character and must certify that students have received training according to those standards. Additionally, some topics in clinical psychology require ongoing training and development throughout our professional careers. These include ethics and cultural competency. As such, course transfers and waivers are not accepted for PSYD 763 – Ethics and PSYD 782 – Multicultural Psychology

Student in a PLTS Program: Please visit the PLTS website for a complete listing at: <http://www.plts.edu/>

Second Master's Degree

A person seeking to earn a graduate degree at CLU who has already earned a graduate degree may petition to transfer up to nine credits of equivalent course work into the second degree program. The candidate must present satisfactory official evidence of course work completed in the first graduate

program that would equate to the courses exempted in the CLU program. The final determination of degree requirements will be made by the program director and the appropriate dean.

Modification of Academic Requirements

Students who wish to modify courses or program academic requirements may submit a "Graduate Petition Form," available on the CLU website at www.callutheran.edu/registrar/forms (<http://www.callutheran.edu/registrar/forms>), to the appropriate graduate office. All requests are reviewed by the appropriate program director and dean. Waiving a course does not grant credit. It simply means the student does not have to enroll in the course and may substitute an elective course, if necessary.

Independent Study

Independent study is research in an area not covered by course work listed in the CLU catalog and is always listed with the appropriate department number as "Independent Study." Approval of independent study must be obtained by completing the appropriate request form available from the Registrar's Office. The form must be signed by the student, instructor and appropriate program director and submitted to the Registrar's Office by the last day to add a class. Standards and work requirements for independent study are the same as those for a course which is part of the regularly scheduled curriculum. Non-degree seeking students are not eligible to enroll in an Independent study.

Students in the PsyD Program: Independent studies are not permitted in the PsyD program to substitute for any course that is required for graduation. Additionally, students are not permitted to arrange tutorials with instructors to repeat failed courses. Failing a course requires one to retake the course when it is offered even if that means delaying internship or graduation. Students must take required courses at the times that they are offered and must take courses in their intended sequence.

Academic Limits

A student's program is limited to a maximum combination of 12 credits of course waivers, transfer of credit, credit by examination, tutorial work and independent study.

Students have seven years to complete a master's degree program after initial registration for courses, except for Pacific Lutheran Theological Seminary (PLTS) which does not have a limitation. Under special circumstances, prior to the end of the program completion time limit, students may petition for an extension of time. A student is considered to not have been continuously enrolled if she or he does not register for classes for one calendar year. Continuous enrollment or re-entry into a program requires normal progress toward a degree. Students who do not enroll continuously must meet with a university adviser prior to subsequent enrollments to determine if changes in the program have occurred. These students must also complete, with their adviser, a new program advisement form and admission application. Such students are subject to new program requirements and a review of course recency and transfer credit.

Student in a PLTS Program: Please see Transfer of Credits for more information regarding limits on the PLTS webpage.

Comprehensive Examinations

Comprehensive exams are part of the degree requirements of some master's programs. In addition, several programs include a comprehensive exam as an optional degree requirement. Given several times each year, these exams permit students to demonstrate their mastery of the knowledge and skills presented throughout their degree programs.

Students should see their program advisers for additional information about test schedules, formats, and preparation.

Thesis or Project

Students in the graduate programs in Education, Psychology, and Public Policy and Administration may be required or may elect to do a thesis or project as part of their degree program. Students registering for 599, 599A or 599B have one year to complete all thesis work. If more than one year is required, a student must re-register for the 599 Thesis course.

To be eligible for graduation in a given semester, a student must submit a minimum of three signed copies of the thesis or project for binding at least 15 days prior to the end of that semester.

Completion of a Degree Program

Students may graduate at various times during the year, depending on the program in which they are enrolled. MBA, MPPA, and MSCS students may graduate any one of four times during the year: May, August, November or February. Students in the Education or Psychology programs may graduate in May, August or December. The commencement ceremony is held once each year in May. Candidates for August graduation may participate in the May ceremony if they are within six credits of degree completion. Upon completion of all degree requirements, students are mailed an official copy of their transcript listing the degree earned. This is normally sent eight weeks after the semester ends. Diplomas are usually available within eight to 12 weeks of the end of the semester.

Two semesters prior to the semester in which candidates plan to complete the master's degree program, they should complete the following:

1. Make arrangements to take the comprehensive examination, if their program requires one
2. Submit the "Application for Degree" to the Registrar's Office. Refer to the Registrar's Office website at www.callutheran.edu/registrar/ for application deadlines.
3. Meet with an adviser to ensure all requirements are met (optional).
4. Education students must complete an exit interview with the appropriate program director.

Students in the PsyD Program:

- For students wishing to walk in the ceremony for the master's degree, students must have successfully completed all Year 1 coursework (fall, spring, and summer) and the Year 2 fall coursework, be on schedule to complete the PsyD Master's Competency Exam, and be enrolled in Year 2 spring semester courses.
- Students may walk in the ceremony for the doctoral degree if by March 15 the student has enrolled in or completed internship, passed PSYD 733 Dissertation Research Seminar 3, and a received a statement from their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.

Academic Programs

System of Course Descriptions

Courses of study and descriptions are arranged according to course numbers within the departments. All graduate courses and some upper division undergraduate courses are listed in this catalog. Other undergraduate courses may be applicable to a master's degree. For a complete listing of Cal Lutheran undergraduate courses, consult the University's undergraduate catalog. The course value in semester credits is indicated within parentheses after the course title.

Course Numbering System

Courses numbered 300-499 are upper division undergraduate level courses normally taken by juniors and seniors; however, approved courses in the 400-level may count as graduate credit if completed after admission to the graduate program.

Courses numbered 500-599 are graduate level. Not every university department offers a graduate program; however, all departments may offer the following graduate courses: 582 Selected Topics (1-4), 590 Independent Study (1-4).

Courses numbered 600-799 are doctoral level.

Courses numbered 800-899 are professional development courses designed to meet professional needs and to update and expand professional knowledge and skills. This upper division credit is available only to those who have at least a bachelor's degree. Credit is not applicable toward a degree and is based on 15 hours of satisfactory participation in an organized continuing education program. With prior approval from the Director of Adult Education, credit may be applied toward a credential. Courses are normally graded on a Pass/No Credit basis.

Courses numbered 900-999 are Continuing Education Units (CEU). The CEU is a means for measuring and recording noncredit, postsecondary level study. A CEU is based on 10 contact hours of satisfactory participation in an organized continuing education program. These courses are not designed for application to a degree or credential, but rather for recording of noncredit course work.

Courses numbered 1000-8999 are graduate level seminary courses.

Previous numbering

Prior to fall semester 2001, 600-699 numbered courses were offered for noncredit only and were ungraded. Prior to fall semester 2009, 700-799 numbered courses were offered for noncredit only and were ungraded. Participants in these courses were not able to claim credit or challenge the course for credit at a later date.

Prior to the fall semester 1975, all continuing education courses were numbered with upper division numbers (300 and 400 series) and a prefix of "C." These courses were applicable to credentials for persons eligible for Fisher credentials and were applicable to a degree at CLU when indicated on the transcript record.

From fall 1975 through summer 1977, continuing education courses were numbered in an 800 level series. These courses were upper division level and normally enrolled students had baccalaureate degrees. Although the courses were designed primarily for professional improvement or advancement and not applicable to a degree or credential, persons could apply them to a credential where appropriate and with approval of the Chair of the Education Department. Application of the courses to a degree was at the discretion of the department involved.

Graduate Programs

California Lutheran University offers master's degrees and credential programs both on campus and at off-campus centers. Information regarding specific locations and class schedules for each semester is available on the CLU website at www.callutheran.edu (<http://www.callutheran.edu>). The programs are as follows:

- **Doctorate in Educational Leadership**
- **Doctorate in Higher Educational Leadership**
- **Doctorate in Clinical Psychology**
- **Master of Arts**
 - Educational Leadership
 - Spirituality and Social Change
- **Master of Divinity**
- **Master of Education in Teacher Leadership**
- **Master of Science**
 - Clinical Psychology
 - Counseling and Guidance (with specializations in):
 - Pupil Personnel Services
 - College Student Personnel
 - Counseling Psychology (with an emphasis in):
 - Marital and Family Therapy
 - Education of the Deaf
 - Quantitative Economics
 - Financial Planning
 - Information Technology
 - Management
 - Special Education
- **Master of Theological Studies**
- **Master of Business Administration**
 - (with professional tracks in):
 - Enterprise Innovation and Entrepreneurship
 - Finance
 - Human Capital Management
 - Information Technology
 - International Business
 - Marketing
- **Executive Master of Business Administration**
- **Master of Business Administration in Financial Planning**
- **Master of Public Policy and Administration**

Credentials

- **Teaching**
 - Preliminary Multiple or Single Subject
- **Administrative Services**
 - Preliminary
- **Pupil Personnel Services**
 - Clear (School Counseling and Child Welfare and Attendance^{*} Authorizations)

^{*}Must complete PPS at CLU to be eligible for CWA Authorization

- **Education Specialist**
 - Preliminary (Deaf and Hard of Hearing Specialty)
 - Preliminary (Mild to Moderate Support Needs, Extensive Support Needs)

Certificates

- Advanced Theological Studies
- Cybersecurity
- Financial Planning
- Global Supply Chain Management
- Business Operations for Practitioners
- Post MBA Certificate Program Series
- Post MSQE Certificate in Financial Economics and Risk Management
- Theological Education for Emerging Ministries (T.E.E.M.)

Authorizations

- Bilingual

Undergraduate Programs

California Lutheran University offers 36 major and 34 minor programs of study within the University's three schools: School of Management, Graduate School of Education and College of Arts and Sciences.

Bachelor's Degree for Professionals

Bachelor's Degree for Professionals is a bachelor's degree program designed to meet the needs of part-time returning adult students who wish to complete their degree while juggling the time demands of work, family and other commitments. The bachelor's degree received through the Professionals program is the same high quality as that awarded in CLU's traditional undergraduate program; however, classes are held in the evenings and on Saturdays to accommodate the working adult. See the Bachelor's Degree for Professionals section of the Undergraduate catalog for additional information.

Institutes and Centers

The following CLU centers and institutes enhance scholarly activities, research opportunities and community outreach:

Autism and Communication Center

California Institute of Finance

Center for Academic Service Learning

Center for Economic Research and Forecasting

Center for Economics of Social Issues

Center for Entrepreneurship

Center for Equality and Justice

Center for Faith and Culture

Center for Non-Profit Leadership

Center for Performance Excellence

Center for Teaching and Learning

Community Counseling Services

Online Master of Business Administration in Financial Planning

The online MBA in financial planning is an accelerated program where students earn their MBA and become eligible to sit for the CFP® Certification Examination. The course work is fully online and has a financial services focus and dedication. Courses are offered year round in five 8-week terms. For convenience and schedule flexibility, the online program is available to students as their schedules permit. Courses are taught by dedicated field experts and tenured faculty. The accelerated nature of the program allows students to complete their MBA in about a year and a half if desired. The financial planning program is registered with Certified Financial Planner Board of Standards, Inc.

Continuing and Professional Education

- Information Systems
- Information Technology
- Professional Development
- Opportunities for Educators

Continuing and Professional Education programs at California Lutheran University bring adult professionals together to share their wealth of experience and talents. For more than two decades, professionals have taken these courses for professional training and personal enrichment in the unique learning environment of personal support and service for which California Lutheran University is known.

These programs extend the unique cultural and scholarly resources of the University to professional and community audiences and involve the University in collaborations with external organizations to present programs and events which are not normally part of either an undergraduate or graduate degree program. Courses are offered on the Thousand Oaks main campus and at several off-campus locations to accommodate adults pursuing course work on a part-time basis.

Formal admission to the University is not required for enrollment, and there is no limit to the number of courses a person may take. These low-cost courses are normally graded on a Pass/No Credit basis. Varied program formats include evening and weekend courses, seminars and one-day exam preparation courses. For further information on any Continuing and Professional Education program, call (805) 493-3130 or email cpe@callutheran.edu.

Student Affairs

<https://www.callutheran.edu/student-life/>

California Lutheran University provides a stimulating environment in which students learn and live as part of a community of scholars. Opportunities for individual growth are enhanced by campus involvement. CLU offers a broad range of opportunities so that students may pursue individual interests, as well as dedicate themselves in service to others.

Within CLU's community, there are opportunities for worship, as well as cultural, social, recreational, and service-oriented activities. Support services are also available to ensure students receive the assistance needed to have a successful and enriching experience. At CLU, each student is expected to contribute to the common good, promote the welfare of the institution, and strengthen CLU's academic life.

Campus Activities

A variety of activities are open to graduate students for free including athletic and cultural events. Please note, however, that events funded by ASCLU student fees are open to full-time traditional undergraduate students only.

Graduate and Professionals Student Council

The mission of the Graduate and Professionals Student Council is to serve as a voice to represent and advise California Lutheran University's Graduate and Bachelor's Degree for Professionals student body.

Meetings are open to everyone! If you are interested in attending meetings or possibly serving as a representative on the Council for your department or program, please visit the GPSC website at www.callutheran.edu/gpsc for more information.

Cultural Opportunities

CLU is an exciting place to be, with enthusiastic young artists preparing for careers in drama, music and the visual arts. Each year these students exhibit their fresh talents through numerous plays, concerts, recitals, and exhibitions. In addition to on-campus talent, visiting artists enrich CLU's array of cultural offerings. Most events on campus are free to CLU students.

Cultural Events Series

CLU's Cultural Events Series features a variety of talented guest lecturers and performers. Dance troupes, authors, poets and musicians are examples of the entertainment one can expect. Recent noted lecturers have included photojournalist Val Mazzenga and authors Tim O'Brien, Kao Kalia Yang and Lisa See.

Included in the fall lecture series are the Harold Stoner Clark lectures. Fascinated by a philosophical sense of wonder about what lies just beyond the reach of scientific research, the late Harold Stoner Clark endowed this annual lecture series. Ecologist Sandra Steingraber, theologian Nancy Murphy, theoretical physicist Brian Greene, and philosopher David Chalmers are among recent featured speakers.

Festivals and Special Events

The dynamic campus community is host to colorful celebrations throughout the year. Diverse cultures are explored and celebrated through a variety of annual events including Festival de Encuentros, the Asian Festival and national Black History Month.

Art Collections

CLU's collections include the La Boyteaux Collection of New Guinea Art, the Lou Grubb Collection of Native American Art and European Paintings, the Rev. Patty Hundley Photographic Archive, the Brosius Collection of Philippine Island ethnic materials and other contemporary works. In addition to CLU's own collection, the Kwan Fong gallery regularly displays art and special exhibits.

Recreation and Athletics

Intercollegiate

CLU competes in the Southern California Intercollegiate Athletic Conference (SCIAC). Founded in 1915, the SCIAC was one of the first athletic conferences formed in the United States. Membership includes:

- California Institute of Technology
- Claremont-Mudd-Scripps Colleges
- University of La Verne
- Occidental College
- Pomona-Pitzer Colleges
- University of Redlands
- Whittier College
- Chapman University

CLU is also a member of the National Collegiate Athletic Association (NCAA), Division III with an emphasis on the student in student athlete. This Division has the most student athletes participating in the nation and offers national championship opportunities.

The men's intercollegiate program includes:

- baseball
- basketball
- cross country
- football
- track and field
- soccer
- tennis
- golf
- water polo
- swimming and diving

Women's intercollegiate sports include:

- basketball
- cross country
- golf
- softball
- soccer
- track and field
- tennis
- volleyball
- water polo
- swimming and diving
- women's lacrosse

Intramural Sports and Fitness

With emphasis on campus-wide participation, Cal Lutheran's coed intramural sports program includes:

- basketball
- flag football
- softball
- volleyball

- innertube waterpolo
- indoor and outdoor soccer

In addition, there are many individual events including tournaments, outdoor recreation activities and a variety of other activities.

Recreational Facilities

There are a variety of campus recreational facilities available to graduate students enrolled in a minimum of six semester credits per semester. They include the Forrest Fitness Center and Soiland Recreation Center in the Gilbert Sports and Fitness Center, Samuelson Aquatics Center, and the Paulson tennis courts.

Service Opportunities

Cal Lutheran is committed to preparing its students to serve their communities, both local and global. As an extension of this commitment, there are several organizations that provide students with opportunities to serve others.

Community Service Center (CSC)

The Community Service Center organizes service projects and provides a learning environment beyond the classroom. Involvement in the center's programs promotes leadership, social responsibility and an understanding and appreciation of differences.

The CSC coordinates a campus wide Service Day in the fall semester. In addition to helping with student matching and placement with local service organizations, the Center coordinates a number of weekend and longer service trips in Southern California and beyond. A primary focus of the CSC is on co-curricular service learning.

Student Service Organizations

Habitat for Humanity and other student clubs are active in service projects from building homes for the poor to providing necessities to children in Mexican orphanages.

Worship Services

Sunday Night Worship

The Lord of Life Student Congregation gathers weekly for Sunday Night Worship at 5PM. This worship of Word and Sacrament recalls the many ways God works to change us. Lord of Life is the student congregation on campus and welcomes all to worship and a variety of activities. LOL is a worshipping, caring, witnessing and learning community that is open to all students regardless of their denomination.

Common Ground

Wednesday nights at 9:11, Common Ground is held. During this service of meditation and communion, students share their faith convictions, sing, and are offered a time of prayer.

University Chapel

Thursday mornings from 11:25am - 12:00pm, the Cal Lutheran community is invited to a worship service in Samuelson Chapel to nurture the spiritual life on campus and engage the dialogue with faith and reason. At the service, Christian faith is articulated and celebrated within the context of the university community.

Wennes Interfaith Meditation Chapel

People of all faith communities are invited to use the Wennes Interfaith Meditation Chapel located adjacent to Samuelson Chapel. It is open 24 hours a day for prayer and reflection.

Campus Pastors

The Campus Pastors provide worship leadership and pastoral care for the University. They are available for personal, vocation, and spiritual counseling.

Support Services

California Lutheran University provides students with the necessary support services to enhance their educational experience and create an environment that is encouraging, caring and conducive to their success.

Career Services

Career Services provides an array of individualized services and programs to students and alumni at no charge. We provide assistance in job and internship searches, including hundreds of weekly listings on internship, part-time, and full-time positions for all majors/programs at all career levels. Career Services works with more than 20,000 employer contacts and will help you target the employers you want to work for. We offer career assessments, counseling, resume/cover letter writing help, mock interviews, salary negotiations coaching. We offer formats in person and online. We

also host the CLU Career & Intern Expo in the Spring Semester and a graduate school fair every Fall along with graduate school advising for general programs and Pre-Med/Health and Pre-Law students. Complete a profile at www.clupostings.com (<http://www.clupostings.com>) to get started. Call our office with any questions M-F 8:00 a.m.-5:00 p.m. at 805-493-3200.

Website: <http://www.callutheran.edu/> (<http://www.callutheran.edu/students/career-services/>)career (<http://www.callutheran.edu/career/>)

Facebook: www.facebook.com/CLUcareer (<http://www.facebook.com/CLUcareer/>)

Twitter: www.twitter.com/CLUcareer (<http://twitter.com/CLUcareer/>)

Multicultural and International Programs

The Multicultural and International Programs Office provides support services to foreign students (on student or exchange visitor visas). Services include local transportation assistance for new students to the campus; an international student orientation program; personal, academic and immigration advisement; cultural events; workshops; advisement to international/multicultural student clubs; and the coordination of a friendship program with American families in the community.

In addition, the office provides programs and services to Latino, African-American, Asian-American and Native American students. Support services include orientation for new students, academic advising, financial aid and scholarship information, personal and career advising. Cultural programs are provided throughout the year to highlight the contributions of people of color.

The University recognizes the benefits of exchange between students of various cultures and backgrounds and encourages interaction among its diverse student body. It also recognizes that students of other cultures require services as they adjust to life at the University. These support services are provided by the Multicultural and International Programs Office located in the modular offices located between Swenson Center and F Building.

The Writing Center

The Writing Center, in the Pearson Library, helps students develop their writing abilities. Trained composition tutors are available to help students at all stages of the writing process. The staff at the center assists students in focusing, developing and organizing papers, as well as polishing and editing the final draft.

Academic Services

Academic Services at Cal Lutheran encompasses three main areas: Registrar Services, Student Success Services and Disability Support Services.

Registrar Services

Registrar Services supports all constituents of Cal Lutheran through the delivery of Grades, Class Scheduling, Classroom Scheduling, Student Registration, Federal and State Compliance Reporting, FERPA Compliance, Transfer Articulation, Academic Transcripts, University Catalogs, PLTS Support, and Parent Portal Access.

Student Success Services

Student Success Services serves the Cal Lutheran community. We also facilitate academic planning and support faculty advising and mentoring.

Additionally, every student is assigned a Student Success Counselor in Academic Services; each with their own alpha split listed on Academic Services website at callutheran.edu/academicservices.

- Work collaboratively with faculty in the advising and mentoring role
- Assist students with their academic records
- Provide academic support and resources
- Facilitate the academic planning process
- Answer questions about degree completion

Disability Support Services

California Lutheran University is committed to providing equal educational opportunities to students with various documented disabilities who choose to self-identify. Students must register with Disability Support Services (DSS) in order to formally request and receive disability-related aids and services.

The DSS staff works together with the student, administrators, and faculty to assure access to course materials, classrooms and other campus buildings as well as on-campus programs and events. Reasonable accommodations and services are determined based on disability information and individual need. These include but are not limited to note-taker services, extended test time, alternative test location, books in alternative formats, housing accommodations as well as resources and referrals to other campus services.

All services and accommodations are provided in a confidential manner that promotes independence, self-advocacy, and accountability. In addition, these services are provided in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, University policies, and state requirements.

DSS is located in the Academic Services building. For more information, please visit our website at www.callutheran.edu/disabilities (<http://www.callutheran.edu/disabilities/>) or email dss@callutheran.edu

Counseling and Psychology Services (CAPS)

Counseling and Psychological Services (CAPS) (www.callutheran.edu/studentcounseling) (<http://www.callutheran.edu/studentcounseling/>) provides currently-enrolled students with confidential, short-term therapy. CAPS is located at 3222 Luther Avenue on the main Thousand Oaks campus. All services are free, confidential, solution-focused, and culturally-affirming. Services include individual therapy, relationship therapy (only for enrolled students), group therapy, and outreach and consultation. Students may call or come to CAPS to schedule an appointment. For students experiencing psychological crisis, services are available without an appointment during office hours. Counseling is provided by licensed psychologists, post-doctoral residents, and practicum trainees. All trainees work under the clinical supervision of licensed psychologists.

****During the COVID-19 pandemic, teletherapy is available for students residing in California and in-person services are available for vaccinated students. Any students residing outside the state of California are welcome to schedule a consultation for assistance in identifying resources, as well as calling for a crisis appointment during a psychological emergency.****

Students come to CAPS for various reasons. The pressures, demands, and life experiences students face can create stress that impairs academic performance and negatively impacts mental and emotional health. Some of the most common reasons students come to CAPS include anxiety, identity-based stress or discrimination, loneliness, post-traumatic stress, depression, academic challenges, interpersonal conflicts, relationship problems, behavioral concerns, suicidal feelings, and substance use difficulties. By request, CAPS also provides educational programming in classes and in residence halls regarding mental health issues.

To schedule an appointment or request a crisis appointment, please call 805-493-3727. CAPS is open M-F 8:00am - 5:00pm, closed for lunch from 12:00pm-1:00pm and Chapel Hour on Thursdays.

Community Counseling Center

The counseling services of the Community Counseling Center are available to non-students of all ages, to couples, and to families. Assistance is provided in a variety of areas including assessment, personal growth, premarital counseling, couple conflict, family discord, sexual adjustment, substance abuse, separation, divorce, child and adolescent counseling, and personal loss. Fees for counseling services are determined on a graduated basis according to client income. The policy of the center is to provide relatively low cost services.

The center functions as a training facility for second-year graduate students in marriage and family counseling. Training is supervised by a licensed psychologist and/or a licensed marriage, family and child counselor.

Research in areas of family studies and human development is conducted at the center. The center is also a resource for meeting the educational needs of the community in areas such as parenting skills, parent-child relationships, communication skills and personal effectiveness. Faculty, staff, and community professionals participate in the design and delivery of the educational component of the center.

Pastors

The campus pastors are available for personal and spiritual counseling. Family crises, relationship issues, and vocational questions are among the many issues students may need to address.

Health Services

Health Services is available to all full-time or residential Cal Lutheran students. We provide treatment of injuries and illness, administer immunizations and preventive health services. For more complex medical issues, Health Services can refer students to appropriate medical care in the community. Please call (805) 493-3225 for an appointment.

Professional Care

A physician, a psychiatrist, physician assistants, and nurses help students meet their health care needs. The physician assistants are in attendance at regularly scheduled hours and the physician and psychiatrist by referral only. Consultation, physical exams, referrals, immunizations, and care of common ailments are available to full-time or residential Cal Lutheran students. Prescription medications and lab tests are available at low cost. The charge for most office visits is \$10. We take cash, check, and most credit and debit cards.

Required Forms

Prior to entering Cal Lutheran, all students (except online-only students) are required submit proof of COVID-19 vaccination via the student health portal.

In addition, all undergraduate students are required to log on to the student health portal to submit a Medical History Form, Immunization Form, Meningitis Awareness Form, and a Tuberculosis Screening Form. All undergraduate students are required to have the following immunizations: 1) two

immunizations for Measles, Mumps and Rubella, 2) Hepatitis B series (three shots), 3) a tetanus shot within 10 years (after completion of the primary childhood series), and 4) a Meningitis ACWY immunization at 16 years old or later (such as Menactra or Menveo). Students must upload an official copy of their Immunization Record to provide proof of these vaccinations.

A link to the student health portal will be emailed to you but you may also find more information and a link at www.callutheran.edu/students/health-services/policies/ (<http://www.callutheran.edu/students/health-services/policies/>). Students whose forms are not completed and immunization record not uploaded to Health Services on time will be unable to register for the following semester.

Campus Policies

Standards of Conduct

The Standards of Conduct are part of the California Lutheran University commitment to holistic student development. It is the University's purpose to assist students in developing a personal set of values and ethics, managing emotions, making decisions and following through on commitments, becoming more independent, recognizing interdependence and accepting the consequences of personal actions and decisions.

The Standards of Conduct were not established to be judgmental, but rather to ensure individual responsibility and an environment that contributes to a learning community.

The Cal Lutheran community assumes that each student who enters the University possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; a well-developed concept of, and commitment to, honor, morality and integrity; and a respect for law and the rights of others. This assumption prevails unless a student negates it through misconduct.

The Standards of Conduct shall apply to conduct that occurs on university premises, at university-sponsored activities, and to off-campus conduct that adversely affects the university community and/or the pursuit of its objectives.

Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and between the terms of actual enrollment (even if their conduct is not discovered until after a degree is awarded). The Standards of Conduct shall apply to a student's conduct even if the student withdraws from the University while a disciplinary matter is pending.

Public postings or displays of information pertaining to and/or in direct violation of university policy are subject to disciplinary action. This includes but is not limited to websites, Facebook, Myspace, blogs, online messaging, and other sources on or off line.

The Vice President for Student Affairs/Dean of Students shall decide whether the Standards of Conduct shall be applied to conduct occurring off campus on a case by case basis.

The University adopts only such policies and procedures that seem necessary for the welfare of the educational community. Each student associated with California Lutheran University is expected to be familiar with and to follow all policies and procedures promulgated by the University.

Failure to abide by the policies and procedures as outlined in the Standards of Conduct may result in disciplinary action and sanctions.

General University Policies

The following are prohibited:

1. Verbal abuse, harassment, retaliation, intimidation, or in any way threatening the well-being of another individual.
2. The physical abuse, harassment, retaliation, intimidation, or in any way threatening the health or safety of any person on or off University property.
3. Reckless, disorderly, rude, or lewd conduct on University property or at official University functions. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on university premises without his or her prior knowledge, or without his or her effective consent. This includes, but is not limited to, surreptitiously taking pictures or video of another person, or other stalking behaviors deemed inappropriate by the University.
4. Attempted or actual theft or unauthorized possession of University property or other property on campus.
5. Attempted or actual burglary of University property or other property on campus.
6. Attempted or actual theft or unauthorized possession of a University vehicle or other vehicles on campus.
7. Misusing, destroying, vandalizing, or attempting to destroy or vandalize University property or other property on campus.
8. Unauthorized entry or use of University facilities.
9. Failure to comply with the directions and/or requests of a University official (i.e., Campus Safety Officers or any University employees, including Resident Assistants) in the performance of his or her duties. Examples include, but are not limited to: obstinate behavior or refusal to provide information requested, evasiveness, running or leaving the scene when requested to remain present, hiding, and/or breaching a signed roommate contract as facilitated by a Residence Life and Student Conduct staff member.

10. Creating a fire, safety, or health hazard of any kind. This includes personal hygiene, cleanliness of shared living spaces and personal property, activating a fire alarm without the existence of a fire or a similar emergency situation, failing to evacuate the building during a fire alarm and/or abusing fire and safety equipment.
11. Creating excessive noise or disturbing the peace.
12. All forms of academic dishonesty (see "Academic Policies" for further information).
13. Knowingly furnishing false information to the University, forgery, alteration or misuse of University documents, or University instruments of identification.
14. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, public functions or other activities of the University, including interference with the freedom of movement of any member or guest of the University community.
15. Actions violating University policies by a student's guest.
16. Abuse of the Student Conduct System (see "Student Conduct System" for further information).

Alcohol and Other Drug Information

The specific guidelines governing the use of alcohol and other drugs on the campus are included in the policy section of this handbook. However, it is important to understand the context within which those policies are created. The Drug-Free Schools and Communities Act of 1991 outlines clear expectations of universities in preventing the illegal use of drugs and alcohol on our campuses. In addition, the abuse of alcohol and other drugs continues to be a major problem on campuses across the country. The majority of traffic accidents, vandalism, suicide, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of State and local statutes regarding alcohol and drugs are summarized below.

University Policy on Alcohol

1. Campus standards do not allow alcoholic beverages, including empty alcohol containers on campus.
2. All persons in the presence of alcohol confronted by a university official (i.e., Campus Safety, Residence Life and Student Conduct staff, including Resident Assistants) will be documented for a policy violation. All alcohol and items containing alcohol will be disposed of and/or confiscated. Beer bongos and/or other paraphernalia used in the consumption of alcohol may be confiscated and/or destroyed.
3. Use or possession of alcohol by students off campus is subject to local laws and University discipline.
4. Undesirable behavior both on and off campus resulting from on or off campus use of alcohol is subject to University discipline.
5. Hosting groups or parties where large numbers of persons and/or large quantities of alcohol are present is a flagrant violation.
6. Possession of a keg on campus is a flagrant violation of the alcohol policy and is subject to increased sanctions. The University reserves the right to confiscate and hold all kegs, party balls, taps and other alcohol paraphernalia.
7. No alcohol related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors. Bottle caps are not allowed on ceilings or walls.
8. Due to health and safety risks, competitive drinking events and games are prohibited both on and off campus. Planning or participating in such events will result in University disciplinary action for organizers and participants.

The following are exceptions to this policy:

Faculty and professional staff members who live on campus are allowed to have alcohol in their residences, but may not serve alcohol to or in the presence of undergraduate students.

Graduate students who live in university-owned residences segregated from undergraduate student housing are allowed to have alcohol in their residence, but may not serve alcohol to or in the presence of undergraduate students.

Alcohol is allowed and may be served in the President's Residence to guests other than undergraduate students at his or her personal discretion.

Communion wine at on-campus worship services is allowed.

Alcohol is allowed on campus and may be served at special events where specific permission is sought and granted by the President of the University (or designee). These special events include, but are not limited to, wedding receptions, dinners for Regents or other guests of the University, and receptions held on campus by external organizations. Distilled spirits are never permitted at approved special events and all non-distilled spirits must be served by catering services holding license to do so. On campus University residential facilities will not be considered for this exception.

Students participating in Study Abroad programs sponsored through the Cal Lutheran Study Abroad Office are held to the "Guidelines on Alcohol and Illicit Drug Use" as outlined in the Study Abroad Handbook.

Alcohol Policy Violation Sanctions

Following is a list of the minimum sanctions for students found responsible for having violated the University Policy on Alcohol. The University reserves the right to impose further sanctions up to and including expulsion/dismissal from the University.

1st Violation Disciplinary warning, participation in an alcohol education program, students under 21 years of age are informed that parents/guardians will be notified if further violations occur

2nd Violation Residence Hall Probation, Educational Review, parents/guardians of students under 21 years of age notified

3rd Violation Residence Hall Suspension, University Probation, parents/guardians of students under 21 years of age notified

4th Violation Suspension from the University, parents/guardians of students under 21 years of age notified

During each alcohol related policy violation, the student is issued an Alcohol Policy Review acknowledging awareness of the university policy on alcohol, and acknowledging that future Alcohol Policy Violations will result in a minimum of the above outlined sanctions.

University Policy on Drugs

1. The use, possession, or trafficking of non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana, consumable items containing illegal drugs and/or other hallucinogenic agents is a violation of state and federal laws. Further, the non-prescription possession, usage, and/or trafficking of any of the above agents is in violation of the policies of California Lutheran University and can result in suspension, dismissal or expulsion from the University. Medically recommended marijuana is not recognized by federal law or by the University as a legal prescription. Therefore, possession of marijuana on campus for any reason is strictly prohibited. All drugs and paraphernalia will be confiscated and/or destroyed.
2. California Lutheran University will not tolerate drug sales and/or distribution. California Lutheran University reserves the right to expel any student for the sale and/or distribution of prescribed or non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana and/or other hallucinogenic agents.
3. Being in possession of a prescription drug not prescribed to the student is prohibited and will be confiscated.
4. Being under the influence of illicit drugs is considered a violation of the University policy on Drugs.

University Policy on Paraphernalia

1. California Lutheran University prohibits the use or possession of paraphernalia or any object that can be used in the consumption or distribution of an illegal drug. Examples include, but are not limited to, a marijuana pipe, bong or blow tube, vaporizers, e-hookahs, a scale used for measuring quantities of an illegal drug, medical marijuana bags and containers, grinders, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.
2. No drug related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

University Policy on Smoking

1. In accordance with the City of Thousand Oaks Municipal Code and University standards, no smoking is allowed in any building on the California Lutheran University campus or within 20 feet of any building. This includes vapor and e-cigarettes.
2. Hookah, hookah components, hookah/shisha/vaporizer pens and e-hookahs are strictly prohibited on campus.
3. Specifically designated smoking areas beyond 20 feet from any building will be determined by the supervisor of each residence hall complex.
4. For the Pacific Lutheran Theological Seminary campus: In accordance with the City of Berkeley Municipal Code, no smoking is allowed in any building on the Pacific Lutheran Theological Seminary campus or within 25 feet of any building—this includes vapor and e-cigarettes. Additionally, the City of Berkeley Municipal Code prohibits smoking in multi-unit housing and common areas. Common areas include adjacent streets, adjoining parking lots, nearby outdoor seating, shared outdoor spaces, and areas open to the public. Specifically designated smoking areas beyond 25 feet from any building or common area will be determined by PLTS Administrators. These designated smoking areas may be closed during seasons of high fire risk.

University Policy on Student Harassment

The University seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. California Lutheran University espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens the health of the community. Furthermore, harassment compromises the integrity of a liberal arts education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out the ideals of a liberal-arts education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at California Lutheran University.

Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living, or campus environment. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated

verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. Forms of harassment include, but are not limited to:

1. Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes, but is not limited to, unwanted phone calls, hang-ups, unwanted voice mail messages, obscene calls.
2. Non-verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.
3. Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, assault.

Retaliation

Retaliation is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

Sexual Harassment

Any sexual advances, requests or demands for sexual favors and other physical, verbal or visual conduct of sexual nature constitute sexual harassment when:

1. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, creating an intimidating, hostile or offensive work, learning, living, or campus environment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
3. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic program.

Any student who feels subject to such harassment, or becomes aware of an actual or potential incident of sexual harassment, should report the incident immediately, either verbally or in writing, to any one of the following people:

- Angela Naginey
Title IX Coordinator, Deputy Registrar
Academic Services
(805) 493-3520
- Leanne Neilson
Provost/Vice President for Academic Affairs
Administration Building
(805) 493-3145
- Melinda Roper
Vice President for Student Affairs/Dean of Students
Student Union Building
(805) 493-3553
- Patricia Parham
Asst. Vice President for HR
Welcome Center Building
(805) 493-3185

CLU will respect the complainant's right to confidentiality in both informal and formal procedures. The complainant will be supported and any attempted reprisals will not be tolerated.

Many additional policies exist for students at California Lutheran University. To access additional policies, go to www.callutheran.edu/StudentLife (<http://www.callutheran.edu/StudentLife/>) and follow the link to the Online Student Handbook. To request a paper copy of the policies, contact the Residence Life and Student Conduct Office at conduct@callutheran.edu or (805) 493-3220.

Residence Life

The University is a residential institution with approximately 1,400 full-time undergraduate students residing on campus. There are suites available that are shared by two or three students. Students seeking housing should contact the Residence Life and Student Conduct Office in Mt. Clef Hall at (805) 493-3220.

Graduate Students

On-campus housing is available for graduate students. These suites have single bedrooms as well as full kitchens. Graduate rooms are available on a first-come first-served basis. Please contact the Residence Life and Student Conduct Office for more information and to fill out a housing application.

Campus Dining

The Habit adjacent to Alumni Hall, offers a variety of entrees, sandwiches, burgers, soup, and salads. Open 8 a.m. to 11 p.m. Monday through Thursday and 8 a.m. to 7 p.m. on Fridays for the convenience of evening students.

Jamba Juice is conveniently located in the courtyard near Ahmanson Science Center, Soiland Humanities Center and Spies-Bornemann Center for Education and Technology. It is open from 9 a.m. to 8:30 p.m. Monday through Thursday and 9 a.m. to 4 p.m. on Fridays.

University Governance

California Lutheran University was formally incorporated on Aug. 4, 1959. The governing bodies of the University are the Board of Regents and the Convocation.

Board of Regents

The 35-member Board of Regents directs the administration through its policy-making role, safeguards the mission and assets of the University, authorizes budgets and strategic plans, elects the president of the University, and approves the appointment of chief administrative officers and faculty. Its members meet four times per year. Learn more about our Board of Regents here (<http://www.callutheran.edu/president/board-of-regents.php>).

Convocation

The Convocation is a group of 85 people intended to serve as a link between the University, the Church and the greater community. It is made up of members of the five Synods of Region II of the Evangelical Lutheran Church in America, faculty, students, the University president, and members-at-large. The Convocation meets once annually, typically in the fall, to conduct official business and elect the University's Board of Regents. Learn more about our Convocation here (<http://www.callutheran.edu/university-ministries/church-relations/convocators/>).

Administrative Leadership

Lori E. Varlotta

President and Chief Executive Officer

Leanne Neilson

Provost and Vice President for Academic Affairs

Rick Ysasi

Interim Vice President for Administration and Finance

Melinda Roper

Vice President for Student Affairs and Dean of Students

Matthew Ward

Vice President for Enrollment Management and Marketing

Regina D. Biddings-Muro

Vice President for University Advancement

Melissa Maxwell-Doherty

Vice President for Mission and Identity

Graduate Centers

California Lutheran University has multiple locations where courses are offered. For complete information regarding these sites and the programs offered, please refer to <http://www.callutheran.edu/admission/graduate/>

School of Management

Programs Offered

The University offers the following degree, and certificate programs through the School of Management:

- **Master of Business Administration** (General MBA or with Emphasis in):
 - Enterprise Innovation and Entrepreneurship
 - Finance
 - Human Capital Management
 - Information Technology

- International Business
- Marketing
- **Master of Business Administration Pathway**
- **Executive Master of Business Administration**
- **Master of Business Administration in Financial Planning**
- **Master of Public Policy and Administration**
- **Master of Science in Financial Planning**
- **Master of Science in Quantitative Economics**
- **Master of Science in Information Technology**
- **Master of Science in Management**
- **Certificates**
 - Post-MBA Certificate
 - Certificate of Business Operations for Practitioners
 - Certificate in Advanced Financial Planning
 - Post-Masters Certificate in Financial Economics and Risk Management
 - Certificate in Cybersecurity
 - Certificate in Data Analytics
 - Certificate in Global Supply Chain Management
 - Certificate in Information Technology Management

School of Management Policies

Academic Integrity

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management (Section C below), students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Attendance

11 WEEK ON-CAMPUS FORMAT: All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student's responsibility to verify course drops dates to avoid academic and financial penalties.

Students may miss a maximum of three weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

8 WEEK ONLINE FORMAT: The mandatory attendance policy for all courses offered through the Online MBA at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU Online MBA courses consist of synchronous and asynchronous activities. All activities are mandatory and in some way count towards the final grade. While the degree of participation in asynchronous activities (e.g. weekly assignments, threaded discussions, quizzes, etc. as outlined in the syllabus of an online course) is documented by the degree of

completion and the quality of the outcomes, the degree of participation in synchronous activities (e.g. a weekly live chat session in a virtual classroom) is documented by the actual presence of a student during such activities. Based on this general policy, the following rules apply:

- Attendance of synchronous activities (e.g. weekly live chat session in a virtual classroom) is mandatory for all students and in all Online MBA courses.
- Students may be dropped from the course if they do not attend the first synchronous activity of the course (unless discussed with the instructor prior to the activity) and/or if they have not logged into the learning management system (online course) during the first week of the term.
- Students may miss a maximum of two synchronous activities. Attendance of less than 75% of a synchronous activity will be considered as insufficient (i.e. missed). Failure to meet the individual course attendance requirements may result in a grade of F.
- Students can make up for a maximum of two missed synchronous activities. In the case of a live chat session, students must listen to the archived chat session for that week and complete an assignment at the instructor's discretion.
- In addition to these attendance requirements, each instructor will have separate grading policies concerning participation in synchronous activities.

The Master of Business Administration (MBA)

The MBA mission is to provide students with the knowledge, capabilities and awareness needed to operate effectively in the dynamic global environment and to aim to enhance economic, social and personal well-being.

Professional emphasis tracks in the program include Enterprise Innovation & Entrepreneurship, Finance, Technology Management, International Business, Human Capital Management, and Marketing. A general MBA is also an option.

Program Learning Outcomes

All MBA students will be involved with the common body of knowledge characteristic of all elements of leadership including the following:

1. **FUNDAMENTALS:** Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.
2. **PLANNING AND ORGANIZATION:** Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.
3. **INDIVIDUAL COMPETENCIES:** Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.
4. **INTERPERSONAL COMPETENCIES:** Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.
5. **DEI AND GLOBAL ENVIRONMENT:** Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.
6. **LEADERSHIP AND CHANGE:** Graduates of the School of Management are able to demonstrate an understanding of the practice of effective and principled leadership including how to influence organizational change in complex and dynamic environments.
7. **QUANTITATIVE AND QUALITATIVE TOOLS:** Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.
8. **TECHNOLOGY:** Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.
9. **CORPORATE SOCIAL RESPONSIBILITY:** Graduates of the Masters of Business Administration (MBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.

Program Delivery

Students can select a "blended program" combining some traditional campus based courses with some online courses. The on-campus MBA courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. The online MBA courses are offered year round in five 8-week terms. Please note only a General MBA is offered in the fully online format. Depending on admission requirements, some students may complete the program in as few as 12 months, though they may take up to seven years, if they choose. Students who wish to proceed at a slower pace may do so, as long as they complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants (only) should consult the following: <http://www.callutheran.edu/management> (<http://www.callutheran.edu/Management/>)

Candidates for admission to the MBA program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Resume
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - d. A previously earned master's degree.

Note:

1. For more information, see Admission Procedures.
2. All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GMAT and TOEFL scores and have their transcripts evaluated for equivalency to a U.S. bachelor's degree.
3. Cal Lutheran Alumni with business degrees are assured admittance if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses.

International Students

International students have unique admission requirements. They should refer to the admission requirements for international students listed in the general admission section of this catalog or at <http://www.callutheran.edu/Management> (<http://www.callutheran.edu/Management/>).

Requirements for the Master of Business Administration (MBA)

The MBA requires 45 semester credits of course work which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation credit in the MBA and Post-MBA Programs.

Additional course work may be required for individuals whose academic records reflect the need for preparation in the areas of accounting/finance, communication, economics and/or statistics. The requirement for this preparation is determined during the admission process. These courses, which we call Business Foundations, are primarily designed for students who are admitted to the MBA program but do not have sufficient business and/or academic background. Basic knowledge of word processing, spreadsheet and database applications is expected.

Foundation Courses

MBA 500	Foundation Adv Academic/Profession Pract	3
MBA 501	Foundations of Accounting	4
MBA 502	Foundations of Economics	3
MBA 503	Foundations of Business Statistics	3

Core Courses (24 Credits)

MBA 505	Enterprise Mgmt, Organztn & Strategy	3
MBA 506	Information Technology Management	3
MBA 507	Organizational Behavior	3
MBA 508	Business Ethics and Law	3
MBA 509	Marketing Management	3
MBA 510	Strategic Decision Making	3
MBA 511	Macroeconomics in the Global Economy	3
MBA 513	Financial Principles and Policies	3

Capstone Course (1 course, 3 credits)

MBA 591	The Business Plan	3
MBA 592	Executive Roundtable	3
MBA 594	International Travel	3

MBA 595	Consulting to Business	3
MBA 599	MBA Project	3

General Emphasis Courses

All students are required to pick two General Emphasis courses. One course must align with the selected Emphasis Area. To obtain a general MBA degree, students are required to take six courses from the list of General Emphasis courses

MBA 520	Marketing Research	3
MBA 521	Corporate Finance	3
MBA 522	Innovative Business Models	3
MBA 523	International Business	3
MBA 524	Human Capital Management Strategy	3
MBA 525	Sustainable Business Strategies	3
MBA 526	Foundation of Analytics	3
IT 509	Data Management	3

Emphasis Electives

Students may choose to earn an MBA with an emphasis consisting of twelve credits in one of the areas below.

The required core courses of 24 credits and three credit capstone course are the same for all of the MBA emphasis areas.

The emphasis choices are:

- Enterprise Innovation and Entrepreneurship
- Finance
- Human Capital Management
- International Business
- Marketing
- Technology Management

MBA Pathways

Students who are otherwise admissible to the MBA program but who have not demonstrated sufficient English language ability will be admitted into the MBA Pathways Program, where their academic English skills will be developed as they gradually complete basic MBA foundations courses. The MBA Pathways program does not require additional courses or alter the MBA program. Instead, it provides a different delivery mechanism for existing courses, with some foundational ones being conducted more gradually, over a longer period of time, as students' English skills develop. The School of Management, with the cooperation and assistance of the academic 3 development team of ELS, has developed a Pathways model that includes instruction in both English language and academic foundations in a hybrid learning environment.

The foundation course content will be identical to the content of existing MBA foundation courses, but the content of some of the courses will be delivered gradually, over an extended 2- term period of time, while being supported with English language instruction directly related to the content of the class. The Pathways model will include all business foundation courses; this is not currently required for all students admitted to the MBA program. Requiring all foundations courses of all students who will be simultaneously developing their English and program skills will solidify their foundation for higher learning, ensuring even stronger and more self-confident students and graduates. The Cal Lutheran foundations model will takes place over a 3-term (33-week) period.

MBA 500	Foundation Adv Academic/Profession Pract	3
MBA 501	Foundations of Accounting	4
MBA 502	Foundations of Economics	3
MBA 503	Foundations of Business Statistics	3

Emphasis Areas

Students may choose to earn an MBA with an emphasis consisting of twelve credits in one of the areas below.

To obtain a general MBA, students are required to take six courses from the list of general emphasis courses. The required core courses of 24 credits and three credit capstone course are the same for all of the MBA emphasis areas.

The emphasis choices are:

- Enterprise Innovation and Entrepreneurship
- Finance
- Human Capital Management
- International Business
- Marketing
- Information Technology Management

Enterprise Innovation and Entrepreneurship

Discover the natural advantages that result from your company's small size, speed, agility, flexibility, sensitivity to customer's needs, creativity, a spirit of innovation so you can successfully compete. You will become excited about the possibilities, the challenges, and the rewards of owning your own business. You will learn the tools necessary to become successful and be able to work at doing something you really love.

Select four of the following:

MBA 550	Agile Product Development	3
MBA 551	Entrepreneurial Marketing and Selling	3
MBA 552	Entrepreneurial Finance	3
MBA 553	Growth Stage Venture Management	3
MBA 574	Global Human Resource Management	3
MBA-5STE: Selected Topic course(s) developed for this major		3

Finance

The Finance emphasis develops financial managers who are aware of the external factors and are proficient in applying the most current tools and quantitative techniques to provide smooth running day-to-day operations, as well as contribute to the company's long-term success. Students will integrate financial strategy and product market strategy; define and measure asset and portfolio risk and return; and develop and implement capital and dividend policies. Depending on course selection, the skills taught in the Finance emphasis may also equip students to plan and implement their own financial plan, including managing a personal investment portfolio.

Select four of the following:

MBA 540	Financial Strategy	3
MBA 541	Strategic Financial Analysis	3
MBA 542	Investment and Portfolio Management	3
MBA 543	Real Estate Investments	3
MBA 544	Buyouts and Acquisitions	3
MBA 545	Behavioral Finance	3
MBA 552	Entrepreneurial Finance	3
MBA 561	International Finance	3
MBA 580	Advanced Analytics	3
MBA-5STF Selected Topic course(s) developed for the major.		3

Human Capital Management

Discover the current state of Human Capital Management (HCM) and the environmental influences that contribute to organizational leveraging of human capital. Topics include but not limited to legal, social technological, global environment of HCM, as well as other contemporary HCM issues, such as talent management, strategic compensation structure, training and development, and employee relations.

Select four of the following:

MBA 570	Compensation Management	3
MBA 571	Talent Recruitment and Selection	3
MBA 572	Employee Relations	3
MBA 573	Training and Development	3
MBA 574	Global Human Resource Management	3
MBA 575	Employment Law	3

MBA 580	Advanced Analytics	3
MBA-5STH Selected Topic course(s) developed for the major		3

Information Technology Management

The Information Technology emphasis develops business leaders who understand the concepts and methods required to define, design, build, manage and evolve information technology. In addition, students will learn to align technology goals to strategic business goals, design client server applications, develop data communication and networking strategies, assess the business risks and rewards of new information technology, apply re-engineering principles to business processes, and understand the role of the technology manager in business planning.

Select four of the following:

IT 512	Project Management	3
IT 520	IT Strategy and Business Value	3
IT 522	Enterprise Systems	3
IT 523	IT Architecture and Infrastructure	3
IT 524	Emergent Technologies and Issues	3
MBA 580	Advanced Analytics	3

International Business

Designed to prepare graduates for professional careers in this borderless world economy. Today's need to be prepared to interact with other countries, cultures, beliefs and business systems. Therefore, future students of business will need to acquire rather complex skills attributed to cross-cultural management because today's business is increasingly global.

Select four of the following:

MBA 560	International Business Law	3
MBA 561	International Finance	3
MBA 562	International Marketing	3
MBA 563	Global Strategy	3
MBA 564	Applied International Management	3
MBA 574	Global Human Resource Management	3
MBA-5STI Selected Topic course(s) developed for the major		

Marketing

The Marketing emphasis prepares students to apply marketing research tools and concepts in domestic and international markets, identify strategic factors and trends, analyze the external environments, plan campaigns, and understand the application of the principal tools of marketing and sales management.

MBA 530	CRM in the Digital Age	3
MBA 531	Sales Management	3
MBA 532	Strategic Public Relations	3
MBA 533	Strategic Brand Management	3
MBA 534	Consumer Behavior	3
MBA 535	Advertising Management	3
MBA 562	International Marketing	3
MBA 580	Advanced Analytics	3
MBA-5STM Selected Topic course(s) developed for the major		

Courses

MBA 500. Foundation Adv Academic/Profession Pract. (3).

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

MBA 501/501A. Foundations of Accounting. (4,2).

The first 40% of the course (approximately) focuses on financial accounting or the measuring, processing classifying, and reporting of financial information for external use. The remaining 60% of the course (approximately) focuses on managerial accounting or the presentation of financial information to management for internal decision making purposes.

MBA 501B. Foundations of Accounting. (2).

Focuses on managerial accounting or the presentation of financial information to management for internal decision-making purposes.

MBA 502. Foundations of Economics. (3).

This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study of economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students to get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments. 1) Introduction to Economics; 2) Market, Its Concept and working, Comparative Statics, Market Failure and Discussion of Efficiency; 3) Product & Factor Markets and Their Structure; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

MBA 503. Foundations of Business Statistics. (3).

This course is designed to help the entering MBA students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MBA 505. Enterprise Mgmt, Organztn & Strategy. (3).

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment.

MBA 505A. Enterprise Management, Org & Strategy. (1.5).

To achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. MBA 505A introduces the functional areas of an organization and seeks to develop external environmental analytical skills.

MBA 505B. Enterprise, Management, Org & Strategy. (1.5).

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. MBA 505B proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment.

MBA 506. Information Technology Management. (3).

In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

MBA 507. Organizational Behavior. (3).

Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

MBA 508. Business Ethics and Law. (3).

Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment.

MBA 509. Marketing Management. (3).

With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy.

MBA 510. Strategic Decision Making. (3).

The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management.

MBA 511. Macroeconomics in the Global Economy. (3).

This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication.

MBA 513. Financial Principles and Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis.

MBA 515. Adv Academic Skills Seminar. (1).

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for individual assignments. Appropriate for students who lack academic writing and presentation experience or who have been out of the academic world for 5 or more years.

MBA 520. Marketing Research. (3).

Marketing Research consolidates inputs from a variety of sources, including its own surveys. The inputs are analyzed and the results made available in the form of position reports, from which marketing plans and marketing research reports are developed, which are used as inputs to strategic planning. The decision process and the marketing research process are introduced and the importance of the relationship between the two is stressed.

MBA 521. Corporate Finance. (3).

This course deals with corporate financial decisions involving long-term debt, dividend policy, equity, capital structure, cost of capital, and long-term financial planning. These issues will be addressed mostly in the context of the underlying theory and practice. End-of-chapter problems and other assignments are intended to illustrate how ideas introduced in the course are applied to real-world situations.

MBA 522. Innovative Business Models. (3).

This course uses the business model framework to comprehensively explore ways that organizations innovate and change. By utilizing all of the core business courses in a cross-functional framework, students gain perspectives on ways organizations learn and adapt. The course is practice based, where knowledge is applied through exercises and outside projects.

MBA 523. International Business. (3).

Globalization is a reality for most industries and companies. This course introduces students to the global business environment in which organizations operate. It emphasizes political, economic, cultural, legal and technological influences on the design and execution of international strategy. The course particularly explores stages and challenges facing corporations in entering foreign markets and organizing cross-border activities. The course draws heavily on current literature in management, economics, marketing and organizational theory.

MBA 524. Human Capital Management Strategy. (3).

This course is an investigation into the current state of Human Capital Management and the environmental influences that contribute to organizational leveraging of human capital. Environmental concerns discussed will include legal, social, technological, and global as well as other contemporary Human Capital Management issues such as talent management, strategic compensation structure, and policies, procedures and protocols related to Human Capital Management for the present and future.

MBA 525. Sustainable Business Strategies. (3).

Sustainable businesses operate across all sectors from production of conventional goods/services to developing new breakthrough technologies. Companies that incorporate environmental, health and social value in their business activities show financial success, benefit many stakeholders, and can better leverage global challenges for long-term profitability and growth. This course explores the tremendous impact the sustainability movement is having on core business strategies and building competitive advantage. It catalogs the adoption of principles, policies and practices by mainstream corporations, and reviews how clean technologies are helping to optimize natural resource use while improving financial performance.

MBA 526. Foundation of Analytics. (3).

As organizations look for ways to leverage data to create value, analytics has become an important source of competitive advantage for businesses. This course provides a hands-on introduction to the collections of predictive modeling techniques used to extract patterns and trends from data, enabling informed business decisions. The topics covered include data preparation, data visualization, predictive analytics, and decision-making under uncertainty. The course includes hands-on work with data and the SAS JMP Pro statistical software package. By the end of the course, you will be able to identify opportunities for creating value using predictive modeling techniques, employ the techniques to derive results, interpret the results and comprehend the limitations of the results. Prerequisites: MBA-503 or ECON-511.

MBA 530. CRM in the Digital Age. (3).

Building profitable long-term customer relationships involves a keen understanding of consumer needs, want and psychographic patterns. This course focuses on leveraging the power of digital media platforms (including social media and mobile marketing) to create customer loyalty and engagement around an organization's brand and the products and services they bring to the marketplace.

MBA 531. Sales Management. (3).

This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the work place. Some topics covered include sales cycles, installing a sales process, strategic selling, selling to distributors, OEMs and VARs, telesales, telemarketing and direct marketing, sales planning, budgeting and reporting, sales compensation plans, sales forecasting, account and territory management, conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities.

MBA 532. Strategic Public Relations. (3).

Public Relations has undergone rapid advances in technology and many of the old rules have changed dramatically. The emergence of the Internet and social media has transformed strategic planning and execution. But Public Relations is still about people and electronic communications still demands writing skills. This course will require students to evaluate challenges of executing relevant, effective public relation programs in an evolving, media-centric technology environment.

MBA 533. Strategic Brand Management. (3).

Key to the success of any marketing program is the ability to deliver an effective brand value proposition. Building, communicating and delivering upon the brand story leads to long lasting customer relationships. Students will explore the theories and challenges of brand management including building and measuring brand equity, evaluating brand communication strategies and creating meaningful brand experiences for customers in a media-rich, entertainment driven economy.

MBA 534. Consumer Behavior. (3).

Understanding the complexities of consumer buying behavior is crucial to creating and implementing effective marketing campaigns. This course is a dynamic analysis of the role of the consumer in the marketplace including the cultural, demographic and psychological influences on consumer buying behavior.

MBA 535. Advertising Management. (3).

A key component of the promotional mix, advertising plays a vital part in communication of organizational messaging. This course evaluates the theories and practices of effective advertising strategies including communication objectives, media selection & planning, implementation and evaluation.

MBA 540. Financial Strategy. (3).

This course deals with the corporate financial strategies as they relate to the areas of valuation, capital budgeting, financial distress, options, risk management, corporate restructuring, dividend policy, international finance, and mergers and acquisitions. These issues are addressed in the context of real case studies. Selected reading and research articles are intended to provide a foundation for introduced concepts and expose the student to the latest thinking in this area.

MBA 541. Strategic Financial Analysis. (3).

The course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets.

MBA 542. Investment and Portfolio Management. (3).

This course is a study of the various type of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments.

MBA 543. Real Estate Investments. (3).

This course provides students with an introduction of the application of financial principles to the discipline of real estate. Students should leave this course with an understanding of: investment property analysis and evaluation, commercial real estate and single-family housing loan underwriting, real property valuation, the real estate capital markets, real estate ownership structures and taxation.

MBA 544. Buyouts and Acquisitions. (3).

Buyouts and Acquisitions (also known as Mergers & Acquisitions) is an advanced course in finance. This course includes up-to-date information on corporate practices relating to M&A. The contents of the course should benefit students who plan to work in investment banking, corporate development or management consulting. This is a fast paced course geared towards an interactive learning environment. The intent of this course is to study relevant areas that impact Mergers & Acquisitions, including fundamental financial analysis and valuation, legal/accounting issues, the process of buying and selling a company and post-merger integration. The course will be taught from the perspective of applying theory and fundamental analysis to Mergers & Acquisitions from the perspective of corporate development and investment banking. The course's approach is intended to provide practical and real world application while developing the students' conceptual and strategic thinking and decision-making skills. Guest speakers have included private equity investors, corporate development executives, M&A attorneys, and due diligence professionals.

MBA 545. Behavioral Finance. (3).

This seminar course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences-psychology, sociology and anthropology, as well as to allied social sciences-such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums, therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision making under uncertainty. The three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health.

MBA 550. Agile Product Development. (3).

Agile product development techniques increase an organization's ability to create and deliver quality products and service faster. The course focuses on developing capabilities, practical tools and frameworks to get product - market fit faster by applying foundational concepts of product lifecycles and go-to-market strategies.

MBA 551. Entrepreneurial Marketing and Selling. (3).

This course explores the strategies and tactics used to market products and services with low marketing budgets and no brand history. The course covers various guerrilla marketing activities, social media strategies, public relations efforts, direct marketing and promotional event methods.

MBA 552. Entrepreneurial Finance. (3).

Entrepreneurial finance focuses on the valuation of emerging ventures and ways that resources are allocated and applied to new activities. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the startup; and how funding contracts and exit decisions should be structured.

MBA 553. Growth Stage Venture Management. (3).

This course focuses on venture growth after the initial startup of the firm. The course looks at the various managerial, operational, financial, HR and strategic issues facing organizations that experience substantial growth over time.

MBA 560. International Business Law. (3).

This course offers an overview of main areas of international business law which are important for global business executives. It provides an introduction to the international legal environment, including an overview on major legal traditions and their impact on the conduct of international business. The course examines fundamental legal frameworks governing global commerce and international trade relations. It explores topics such as international jurisdiction, global and regional trade agreements and bodies, as well as a broad range of regulatory and legal issues, such as the trade in goods and services, dispute settlement and foreign direct investment.

MBA 561. International Finance. (3).

This course is designed to familiarize students with the international capital environment and challenges faced by all companies seeking global successes. In addition to introducing interest rate parity, purchasing power parity and the international Fisher Effect, this course will cover the pragmatic aspects of finance such as the currency, futures, forwards and options markets. Updated forecasting techniques and methodologies on exchange rates, interest rates and country risk analysis will also be covered.

MBA 562. International Marketing. (3).

This course addresses the fundamental differences between domestic and international marketing. It provides students with the background and the tools necessary to develop techniques for preparing strategically oriented international marketing plans. Special attention will be given to the effect of the political, economic, cultural, legal and technological environment on product, distribution, pricing, and promotion strategies. The course will also explore how marketing mix decisions differ across various market entry modes, and it will discuss standardization vs. adaptation strategies at the intersection of market demands and corporate strategy.

MBA 563. Global Strategy. (3).

This course will explore advanced topics in managing the geographic scope of the firm. It asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances? Given a global strategy, how should the firm be organized to execute it? It addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

MBA 564. Applied International Management. (3).

All organizations are directly or indirectly affected by international management issues. This holds true for a small business as well as a major enterprise. Yet, too often, inadequate attention is paid to differing cultures, styles, customs and protocols involved with conducting business across national borders. This class is designed to introduce graduate students to some of the concepts and implications of the accelerating trend of increased globalization. Managing a culturally diverse work force within the same national boundaries will also be addressed. A combination of lectures, videos, case studies and hands-on activities will be used to present the subject in an experiential manner designed for practical application.

MBA 570. Compensation Management. (3).

This course will analyze wage, benefits, and salary administration in private and public organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs. The integration into an organizational strategy will also be evaluated.

MBA 571. Talent Recruitment and Selection. (3).

This course is an investigation into the current, contemporary practices and models of selecting personnel for assignment to positions within organizations. Discussion of utility theory as well as various instruments for recruitment and selection will be discussed. An overview of succession planning for leadership will be integrated into the course. Examines skills and strategies in interviewing, selection, observation, and evaluations processes, issues related to supervision of staff, the process of progressive discipline.

MBA 572. Employee Relations. (3).

A discussion of the strategy of engaging unions, managing employee-management relations, discussions of Importance of understanding employee relations, Approaches to Industrial Relations - Unitary, Pluralistic, Marxist. Role of Three Actors to Industrial Relations- State, Employer & Employees, Causes for poor IR, Developing sound IR. Ethical approach to IR: Idea of trusteeship - Principles & features, Code of conduct. Case studies surrounding results of poor IR management.

MBA 573. Training and Development. (3).

Efficient and effective management of an organization's human capital is critical source of its competitiveness and sustainability. Additionally, the dynamic and largely uncontrollable nature of global, political, social, economic, technological, and organizational forces requires on-going strategic development of the skills and talents of an organization's employees for its very development and in some cases survival. Focused, outcomes-driving training and development is critically related to the traditional major goals of Human Capital Management: acquire, develop and maintain an organization's human capital. It is also a critical and direct strategic driver of organizational success.

MBA 574. Global Human Resource Management. (3).

This course aims at providing students with the knowledge essential to their successful undertaking of management responsibilities in the near future. The course encompasses key topics in International Human Resource Management with significant coverage of emerging theory and issues in this area. Globalization of business is forcing managers to grapple with complex issues as they seek to gain or sustain a competitive advantage. Faced with unprecedented levels of foreign competition at home and abroad, firms are beginning to recognize not only that international business is high on top management's list of, but also that finding and nurturing the human resources required to implement an international or global strategy is of critical importance. The role of human resource management in this complex, ever-changing world is central to this course.

MBA 575. Employment Law. (3).

Employment Law will introduce students to employment laws that have a substantial impact on organizations and the workforce environment. The course will focus on cases that have occurred in the regulatory environment of the employment relationship. Lastly, this course will present to students a framework for becoming productive and effective employers and employees in the workplace.

MBA 580. Advanced Analytics. (3).

The course focuses on the application of machine learning methods explored in Analytics I, which use data and statistical techniques to predict outcomes. Students will learn through a hands-on approach to build and tune models using R to predict categorical and continuous outcomes, test those models, interpret and present the results. The focus will be on applying advanced machine learning models implemented in R while balancing the trade-off between prediction power and model interpretability. The course covers how to formulate a model for a given decision problem, perform analysis to generate insights, and effectively communicate those insights. Prerequisite: MBA-526.

MBA 590. Internship. (3).

Supervised internship in a company of student's choice (the internship position must be in line with his/her track specialization).

MBA 591. The Business Plan. (3).

The students will have a chance of completing a comprehensive business plan for a new venture. All arrangements for providing companies for the above project are made through the Cal Lutheran MBA program office.

MBA 592. Executive Roundtable. (3).

The intent of this course is to serve both as an elective for the Management and Finance emphasis areas in the MBA program or as an optional capstone for Finance majors. Of course, all emphasis areas are welcome to take the course for credit and all students (including undergraduates) are invited to attend the presentation and subsequent discussion for each executive speaker.

MBA 594. International Travel. (3).

International travel courses are organized by the School of Management in collaboration with relevant the University office.

MBA 595. Consulting to Business. (3).

This course is a study of the history and theory of management consulting from the late nineteenth century to the present day, with hands-on techniques and skills of the consulting process imparted via an actual business consulting project. Students will deliver individual and group consulting assignments to a local business client based at the CLU Center for Entrepreneurship or other local business sectors in LA and Ventura County. Topics can range from Business Plan Development, Channel Strategy development and implementation, Operational Improvements, Organizational Design and Optimization, etc. The project will have complexity that covers several areas in a business and is worth of being considered an MBA Capstone effort. This course enables students to apply the academic theory of management consulting to practical business operations.

MBA 599. MBA Project. (3).

Identified and supervised by a School of Management faculty member.

Executive MBA

The Executive MBA (EMBA) program at California Lutheran University is an elite program for seasoned professionals who have already achieved significant business success. Our interdisciplinary, experience-driven curriculum is organized around five key areas:

- Leading Operations
- Managing Processes
- Leading People
- Leading Strategy
- Professional and Personal Advancement

After completing an EMBA degree, the student will have an in-depth understanding of the building blocks of business management, theories and practical tools in core subject areas. Furthermore, the student will possess critical and creative thinking skills to apply theories and related tools to solve business problems related to planning, organizing, leading and controlling in any organization, private or public, in an fast paced domestic or global environment. Additionally, the students will have developed a better understanding their strengths and weaknesses in interpersonal relations, teamwork and leadership.

The program features 16 courses, 3 credits each, delivered in a hybrid model (8 on-campus courses, 7 online courses and 1 travel course). The on-campus courses will be offered in a compressed weekend format.

Admission Requirements

The EMBA program begins each October and is delivered over 18 months to a cohort consisting of working professionals with a minimum of 5-7 years or relevant professional experience.

Candidates for admission to the MBA program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. One letter of recommendation;
5. Interview with the Program Director;
6. Resume
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - d. A previously earned master's degree.

Note:

1. For more information, see Admission Procedures.

Requirements for the Executive MBA

The Executive MBA for requires 48 semester credits of course work which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation credit in the MBA and Post-MBA programs.

Required Courses:

EMBA 500	Strategy Development in Global Context	3
EMBA 501	Ethical and Legal Practices in Business	3
EMBA 502	Strategic Decision Making High Perform	3
EMBA 503	Organizational Design	3
EMBA 504	Finance for Executives	3
EMBA 505	People Management	3
EMBA 506	Marketing Management for Executives	3
EMBA 508	Negotiations and Conflict Management	3
EMBA 509	Information Systems for Executives	3
EMBA 510	Global Economics	3
EMBA 511	Project Management	3
EMBA 512	Innovation/Organization Entrep	3
EMBA 513	Professional and Personal Development (Take three times for a total of 3 credits)	1
EMBA 520	Executive Business Immersion	3
EMBA 599	Final Project	3

Elective options: (select one)

EMBA 514	Global Supply Chain Management	3
EMBA 507	Leadership and Change Management	3

Courses

EMBA 500. Strategy Development in Global Context. (3).

Globalization is a reality for most industries and companies. This course goes beyond a mere introduction to the global business environment in which organizations operate. This course will merge topics of strategy development with advanced issues of managing the geographic scope of the firm. The course asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances. Give a global strategy, how should the firm be organized to execute it? It addresses the creating of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include (but a not limited to) the political, economic, cultural, legal and technological environment of international strategy, an exploration of the stages and challenges facing corporations in entering foreign markets, the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

EMBA 501. Ethical and Legal Practices in Business. (3).

This course addresses the ethical and legal issues that managers face in the practice of leadership. Special consideration is given to the intersection of ethics and law in the areas of business that impact organizational performance, such as freedom and responsibility; whistleblowing, privacy and employment issues; corporate governance; marketing and transparency; products liability and financial integrity.

EMBA 502. Strategic Decision Making High Perform. (3).

The main focus of this course is on the decision- making process and the role of management science and other quantitative methods in that process. Students will need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science and other methods plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for top management aimed at achieving the high level of performance in their organizations. Additionally, this course will introduce MBA students to the art and science of data analytics.

EMBA 503. Organizational Design. (3).

Organization Design is a formal, guided process for integrating the people, information and technology of an organization. It is used to match the form of the organization as closely as possible to the purpose the organization seeks to achieve. Through the design process, organizations act to improve the probability that the collective efforts of members will be successful. This course focuses on effective organizational design in both traditional and innovative organizations, with special emphasis on innovative organizational forms that can provide strategic advantage. Topics include when to use functional, divisional or matrix organizations, how IT creates new organizational opportunities, and examples of innovative organization possibilities, such as democratic decision-making, crowd-based organizations internal resource markets, and other forms of collective intelligence.

EMBA 504. Finance for Executives. (3).

This course provides a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial thought. It will examine the topics of financial statement structure, ratio analysis, cash flow and break-even analysis, cash management, cash budgets, capital budgeting, the NPV rule measuring risk, capital acquisition, securities market and capital structure. Upon completing this course, students should better read, understand, interpret and explain corporate financial management and investment decisions.

EMBA 505. People Management. (3).

This course will equip students with knowledge of processes and practical tools on how to connect organizational excellence to people management by systematically identifying, attracting, motivating, developing and retaining the organization's best people. This course focuses on developing a strategic approach to managing core talent, which includes the enhancement of an employment brand in order to produce superior recruiting results, the formulation of integrated marketing and communication strategy to build brand awareness, and the implementation of techniques aimed to successfully manage employee retention and engagement, among others. The course identifies practices and solutions for increasing the likelihood of top talent remaining with the organization and becoming its future leaders.

EMBA 506. Marketing Management for Executives. (3).

Today's executives are faced with the shifting demographic forces impacting consumer behaviors in a global marketplace. The ability for organizations to plan build, manage and grow ethical and profitable customer relationships is more important than ever. This course provides executives with insights and strategies for positioning their organizations and its associated products and/or services in highly competitive markets. Topics include customer loyalty, branding, pricing, promotion, digital marketing marketing information systems, channel management, marketing structures, industry marketing, marketing communications, lead management, and marketing campaign strategy.

EMBA 507. Leadership and Change Management. (3).

This course will cover and apply a variety of core concepts and theories related to leadership and leading change. Key models, theories, and practices from sociology, psychology and organizational science will be investigated which form the knowledge base for leadership and change management skills. The focus of the course is on identifying and developing key competencies and core skills such as delegation, leadership communication styles, issues related to leadership in a global context, models of leadership effectiveness, and implementing planned change efforts, all while setting MBA students up for continuous learning of these skills throughout their professional careers. To this end, students will be provided with: in-depth materials for every topic through soft-copies of recent significant articles on the topic self-evaluation instruments, and specific suggestions for further learning and development of skills through activities available throughout their program.

EMBA 508. Negotiations and Conflict Management. (3).

The course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus strategies and tactics involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, reading, videos, and role-play simulations. Students will focus on the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business.

EMBA 509. Information Systems for Executives. (3).

The Information Systems for Executives course focuses on the links between business strategy and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization.

and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization.

EMBA 510. Global Economics. (3).

This course provides insight into the complex working of macroeconomics from its contemporary theoretical perspective and practice. The course aims at providing an international perspective for the understanding of the subject matter and how current changes have given an ever-increasing reliance on the relevance and the necessity of macroeconomic decisions to be made in a coordinated manner among the nations in the emerging global setting. The course explains the current state of affairs in creating better opportunities for many people and business entities in the global economy. It explores the reasons for the emergence of many of the crises that have brought serious challenges in meeting the needs of balanced and well-functioning economies in many countries and regions of the world. It employs current examples such as the development of the Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rate regimes, fiscal rules and regulation. Participants are encouraged and assisted to use critical and deductive reasoning, adaptive thinking and ethical judgment in reaching the possible conclusion.

EMBA 511. Project Management. (3).

Project management is an increasingly prominent and sought-after discipline within private and public organizations alike. More and more organizational managers aim to acquire project management skills to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management designed for experienced managers. Specifically, the course will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI).

EMBA 512. Innovation/Organization Entrep. (3).

A company's ability to succeed is an increasingly competitive global arena often depends on its ability to create new revenue streams and pursue new business opportunities. They must be faster, more creative, nimble, flexible and innovative. Or, in other words, they must develop a culture of corporate entrepreneurship and innovation - the practice of employing entrepreneurial skills and approaches within the context and the constraints of an established organization. The course will explore topics such as reasons and conditions for engaging in corporate entrepreneurship and innovation, the difference between innovation and entrepreneurship, different forms of corporate entrepreneurship, the creation of structures and processes supporting corporate entrepreneurship and innovation, the role of corporate culture, and others.

EMBA 513. Professional and Personal Development. (1).

This course, which is positioned and conducted throughout the MBA-EP study, aims to help students to increase their self-understanding regarding personal values, strengths and weaknesses, as well as to improve their ability to set and follow future goals both in personal and professional life. Through a variety of personality tests, personal development papers, short focus courses, group work consultations, coaching clinic, etc., students will have an excellent opportunity to develop the skills and mindset that really matters for achieving personal professional success. This is offered in one unit increments over three terms.

EMBA 514. Global Supply Chain Management. (3).

This course provides basic definitions and concepts for planning and controlling the flow of materials into, through and out of an organization. It explains fundamental relationships among the activities that occur in the supply chain from suppliers to customers. In addition, the course addresses types of manufacturing systems, forecasting, master planning, material requirements planning, capacity management, production activity control, purchasing, inventory management, distribution, quality management, and Lean manufacturing. The basic concepts in managing the complete flow of materials in a supply chain from suppliers to customers are covered in this basics module. This module covers manufacturing, distribution, service, and retail industries, which includes the fundamental relationships in the design, planning, execution, monitoring, and control that occur. This coursework is intended to prepare students for the first APICS Certification exam.

EMBA 520. Executive Business Immersion. (3).

This course is an integration of all the foundation courses of MBA to provide the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the Cal Lutheran School of Management's EMBA graduate program. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will be introduced with the basic principles of accounting as a foundation for advanced studies and as vocational skills. This course will also help EMBA students to acquire a good intuitive grasp of statistics- what is it, how and when to apply statistical techniques to managerial situations, and how to interpret results. With all the combined knowledge, the course will also focus on providing with a general understanding of economics- micro and macro both.

EMBA 599. Final Project. (3).

Students will have a choice of completing a comprehensive business plan for a new venture or working on a consulting project with the local (or global) organization. All arrangements for providing companies for the above projects are made through the Cal Lutheran MBA program office.

The MBA in Financial Planning

The MBA-Financial Planning degree program helps finance-related professionals keep pace with growing market demand and stay ahead in an increasingly complex career field. In addition, this unique program, designed for mid-level professionals, allows students to meet the education requirements to sit for the prestigious CFP® Certification Exam.

A rigorous, MBA in Financial Planning curriculum is registered and recognized by the Certified Financial Planner Board of Standards, Inc. (CFP® Board) in Washington, D.C. Candidates who wish to sit for the CFP® Certification Examination must successfully complete a CFP® Board-Registered program.

The online MBA in Financial Planning courses are offered year round in five 8-week terms.

Nationwide, more than 300,000 professionals serve as financial planners and personal financial advisors. As of August 2018, only 75,000 have passed the rigorous examination that allows them to be called “certified financial Planners” or CFPs. Many of the planners work in finance and insurance industries, including securities and commodity brokers, banks, insurance carriers, and financial investment firms. However, about 30 percent of personal financial advisors are self-employed, operating small investment advisory firms, usually in urban areas.

Jobs in the financial planning profession are projected to grow in the next decade by more than 15 percent, a rate that is considerably greater than all other occupations. As the population ages and life expectancies rise, demand for financial planning services should increase. This is the expected driver for the robust growth of the industry.

Median annual earnings of wage and salary for personal financial advisors were \$88,890 in May 2018. These statistics are sourced from the Occupational Employment Statistics (OES) survey program.

Cal Lutheran’s MBA in Financial Planning program is considered to be one of the leading graduate programs in the country. The key benefit of Cal Lutheran’s program is that our students receive a level of education that is generally not available elsewhere. Most programs in the country are either credentialing or undergraduate programs that fulfill only the most basic education required for a planner, and planners with graduate degrees are a rarity in the profession. Graduate students are better prepared to serve clients through higher levels of competency (possessing greater field-specific knowledge and the ability to apply advanced planning techniques) and ethical standards. These two most desired attributes of professional financial planners are also the hallmarks of the students and alumni of Cal Lutheran’s program.

The CFP® Board is a nonprofit professional regulatory organization that requires education, ethics requirements, examination and experience for Certified Financial Planner™ licensees. Along with completing the financial planning course work and passing the certification examination, the CFP® Board also requires successful CFP® licensees to have financial planning-related work experience and adhere to their Code of Ethics and Professional Responsibility. With CFP® certification now available in 26 countries, it is the most widely recognized and respected financial planning credential.

Admission Requirements

Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed online application and non-refundable application fee
2. Interview with an admission counselor
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution or equivalent international course work
4. Two letters of professional recommendation
5. Personal Statement
6. Graduate Management Admission Test (GMAT) scores may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - a. an undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - b. a combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - c. a minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - d. a previously earned master's degree

Foundation courses may be needed for those who do not meet prerequisite requirements into the program. Such foundation courses do not count towards the degree.

Admission Counseling

Interested individuals should make an appointment for an interview with the Graduate Admission Counselor. This exploratory meeting will clarify individual program requirements and give prospective students an opportunity to ask questions. For application materials or an interview appointment, call toll free (805) 493-3325.

Provisional Admission

Under some conditions, after meeting with an admission counselor, a student may register for classes before completing the entire admission process. However, the Application for Admission, application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

Requirements for the MBA – Financial Planning

(45 Credits)

The MBA in Financial Planning requires 45-semester credits of course work, which students must complete within seven years. The program is comprised of 15 courses: seven general business courses, eight financial-planning courses. Students are eligible to sit for the CFP® Examination upon completion of eight core CFP® courses. Students with CFP® may elect to take advanced financial planning courses. Completion of 1) the general business requirements and 2) core CFP® or advanced financial planning courses lead to an MBA in Financial Planning.

Additional coursework may be required for individuals whose academic records reflect the need for preparation in the areas of accounting, economics, finance, and/or statistics. The requirement for this preparation is determined during the admissions process. Basic knowledge of word processing and spreadsheet applications is expected.

MBA General Requirements

(21 credits) select 7 courses

Required Regardless of Track

MFP 506	Fin Tech in Financial Planning (FinTech) ^[Required]	3
MFP 508	Ethical Behaviors in Financial Planning (Ethical Behaviors in Financial Planning) ^[Required]	3
MFP 513	Financial Principles and Policies ^[Required]	3
MFP 545	Behavioral Finance ^[Required]	3
MFP 505	Enterprise Mgt, Org & Strategy	3
MFP 509	Marketing Management	3
MFP 510	Strategic Decision Making	3
MFP 511A	Macroeconomics for Investment	3

MBA – Financial Planning Requirements

(24 units) select 8 courses

core CFP® courses

MFP 521	Introduction to Financial Planning	3
MFP 522	Tax Management and Strategy	3
MFP 525	Employee Benefits/Retirement Planning	3
MFP 526	Risk Management and Insurance	3
MFP 527	Principles of Estate Planning	3
MFP 542	Investment and Portfolio Management	3
MFP 535	Psychology and Cultural Dynamics	3
MFP 598	Capstone Course in Financial Planning	3

Advanced Financial Planning courses ^(for those who already obtained CFP with good standing)

MFP 535	Psychology and Cultural Dynamics ^[Required]	3
MFP 536	Social Psychology of Client Leadership ^[Required]	3
MFP 539	Financial Planning Practice Management (Practice Management) ^[Required]	3
MFP 597	Applied Research in Financial Planning (or MFP598) ^[Required]	3
MFP 538	Financial Counseling (Financial Counseling)	3
MFP 530	International Estate Planning (International & Advanced Estate Planning)	3
MFP 534	Financial Planning Small/Family Business (Financial Planning for Privately-Held Businesses)	3
MFP 537	Retirement Income Planning	3
MFP 541	Strategic Financial Analysis	3
MFP 542	Investment and Portfolio Management	3
MFP 505	Enterprise Mgt, Org & Strategy ^(optional elective)	3
MFP 509	Marketing Management ^(optional elective)	3
MFP 510	Strategic Decision Making ^(optional elective)	3
MFP 511A	Macroeconomics for Investment ^(optional elective)	3

Courses

MFP 505. Enterprise Mgt, Org & Strategy. (3).

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment. Cross-listed with MBA 505.

MFP 506. Fin Tech in Financial Planning. (3).

Financial Technology (FinTech) reshapes the financial planning industry depends on how adaptive the practitioners leverage the FinTech. In this course, you will be introduced to the basics of FinTech, Blockchain, and the applications of Blockchain. Financial Planning industry is highly regulated. How do FinTech influence regulation and compliance? As well as how consumers demand the use of FinTech or Blockchain that could potentially disrupt the Financial Planning industry?.

MFP 508. Ethical Behaviors in Financial Planning. (3).

The financial planning profession deals with both general and industry-unique ethical challenges. There are various factors, including the regulatory environment, compensation structures, conflicts of interests, aging population, and consumer behavioral constraints, have a profound need for ethical behavior. Students will develop and study models for ethical decision-making based on the analysis of the main philosophical and ethical systems in this course.

MFP 509. Marketing Management. (3).

With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy. Cross-listed with MBA 509.

MFP 510. Strategic Decision Making. (3).

The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management. Cross listed with MBA 510.

MFP 511A. Macroeconomics for Investment. (3).

This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication. Cross-listed with MBA 511.

MFP 513. Financial Principles and Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis. Cross listed with MBA 513.

MFP 521. Introduction to Financial Planning. (3).

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

MFP 522. Tax Management and Strategy. (3).

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

MFP 525. Employee Benefits/Retirement Planning. (3).

This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: MFP 521 and MFP 513.

MFP 526. Risk Management and Insurance. (3).

Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of this course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk. Prerequisites: MFP 521 AND MFP 513.

MFP 527. Principles of Estate Planning. (3).

A significant task of a financial planner is to address the estate planning needs of clients. This complex legal area explores issues in transfer of property, wills, trust, gifts, etc. Related issues in valuation, taxes, documentation, etc., are also examined. This course will also delve into issues of probate, freezes, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention will be given to trusts, the use of insurance in estate planning, taxation issues in estate planning, etc. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies. Prerequisites: BUS 521 and BUS 513.

MFP 530. International Estate Planning. (3).

International and advanced estate planning represents a planning opportunity for knowledgeable financial planners. An individual client (or a spouse, child, or dependent) and their assets may be subject to the law in more than one country. Students will learn the attributes of international and advanced estate planning in four major areas: 1) competencies in the cross-states and cross-border estate documents; 2) global financial asset ownerships; 3) tax jurisdiction; and 4) planning with international tax treaty countries.

MFP 534. Financial Planning Small/Family Business. (3).

Small to medium-sized businesses and professional practices are a primary market for the experienced financial planner. It is pivotal for the planner to: understand and anticipate the client's risks and concerns, provide the client with workable and practical solutions to mitigate risks, and provide the client with viable incentive and reward packages to attract and retain highly skilled and valued employees. This course uses a theory- practice approach of readings, class discussion, discussion boards, assessment tools, and case studies to provide students with an in-depth analysis of these problems and their solutions.

MFP 535. Psychology and Cultural Dynamics. (3).

This course is part of a series of courses designed to prepare students to provide services customary of business professionals. Ultimately, the goal of the class is for students to enhance their potential to succeed in the business world by augmenting their skills and abilities to communicate and persuade effectively given cultural parameters. The present course will focus on the development of communication skills based on best practices, cultural realities, and methods from several fields central and peripheral to business and management. For example, students will formulate an individual orientation to communication based on theoretical leanings, empirical evidence, and personal preferences. Additionally, students will learn strategies to ascertain what clients attempt to communicate, and strategies to arrive at workable solutions to typical business communication challenges.

MFP 536. Social Psychology of Client Leadership. (3).

Influencing financial planning clients is a leadership event. Understanding the influential tactics that clients respond to is one of the key success skills that financial planners must master. Understanding the values that their clients have, identifying those values, understanding the goals of the clients, and succeeding in getting clients to change their spending, saving and earning strategies to achieve those goals is crucial to helping both the planner and client succeed. This course will focus on the social psychology of leading and influencing clients through behaviors that the planner displays, developing skills in evaluating client values, and preparing a plan for further development of their leadership skills. The course will stress theoretical approaches and models as well as practical application relevant for financial planners.

MFP 537. Retirement Income Planning. (3).

This course is intended to explore how financial planning practitioners bridge the gap between client's wealth and their cash flow needs during retirement. To do this we will explore the implications of longevity, inflation and return volatility on client funding needs. Students will create a pro-forma retirement budget in order to define both base and discretionary spending levels. Students will then use both Probability-based and Safety-first methods to determine appropriate asset allocations based on client risk tolerance and capacity. Comparisons will be made between Annuitized products (including Social Security) and capital assets to better understand the risks of both. Students will also explore alternative retirement products such as LT Care Insurance, Longevity Insurance, and Reverse Mortgages as ways to hedge against running out of assets during retirement.

MFP 538. Financial Counseling. (3).

Financial Counseling represents a market opportunity for a knowledgeable financial planner. In this course, you will be introduced to the attributes of the financial counseling in four major areas: 1) competencies in the practice of financial counseling and framework; 2) financial counseling soft skills in understanding financial decisions, client's psychology, financial behaviors, and addictions; 3) debt management in debtor rights; litigation; credit, and foreclosures; 4) consumer population of the poor in financial mentality. This course qualifies for one of the education requirements for the Accredited Financial Counselor® certificate examination.

MFP 539. Financial Planning Practice Management. (3).

The success of the financial planning practice is more than effective sales and marketing management. To build a sellable practice, financial planning professionals must possess the necessary skills. This course helps financial planning professionals integrate their practice with sales, marketing, operation, communication, and servicing clients. These processes begin with a servant leadership style and end with a succession plan.

MFP 541. Strategic Financial Analysis. (3).

The course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Cross-listed with MBA 541.

MFP 542. Investment and Portfolio Management. (3).

This course is a study of the various type of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Cross-listed with MBA 542.

MFP 545. Behavioral Finance. (3).

This seminar course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences-psychology, sociology and anthropology, as well as to allied social sciences-such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums, therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision making under uncertainty. The three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health. Cross-listed with MBA 545.

MFP 597. Applied Research in Financial Planning. (3).

The purpose of the applied research course is to advance your expertise within a particular planning niche. Students will integrate material learned in prior financial planning courses with current research in answering financial planning practitioners' need, which positions you as a content expert. Applied research methodology to be explored outline of the research process in data collection, summary, analysis, and interpretation as well as limitations and implication for financial planning practitioners. Target journal publications are Journal of Financial Planning, Journal of Personal Finance, Financial Service Review, Journal of Financial Services, Journal of Financial Counseling and Planning as well as CFP Board's Financial Planning Review.

MFP 598. Capstone Course in Financial Planning. (3).

This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFPTM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification. Prerequisites: MFP 521, MFP 525, MFP 526, MFP 527 AND MFP 513.

Master of Science in Financial Planning

Master of Science in Financial Planning

Focused on the "art and science" of financial planning, this program allows you to customize your courses and earn an accredited degree that positions you for success in your chosen career path. Our M.S. in Financial Planning degree requires students to successfully complete a program comprised of 12, three-credit hour courses (totaling 36 credits).

Students are eligible to sit for the CFP® Examination upon completion of eight core CFP® courses. Students with CFP® may elect to take advanced financial planning courses. Completion of 1) the business general requirements and 2) core CFP® or advanced financial planning courses lead to a Master of Science in Financial Planning.

Additional coursework may be required for individuals whose academic records reflect the need for preparation in the areas of accounting, economics, finance, and/or statistics. The requirement for this preparation is determined during the admissions process. Basic knowledge of word processing and spreadsheet applications is expected.

MS General Requirements (12 credits) Select 4 courses

MFP 508	Ethical Behaviors in Fincial Planning (Ethical Behavioral in Financial Planning) ^[Required]	3
MFP 545	Behavioral Finance ^[Required]	3
MFP 506	Fin Tech in Fincial Planning (FinTech) ^[Required]	3
MFP 505	Enteprise Mgt, Org & Strategy	3
MFP 509	Marketing Management	3
MFP 510	Strategic Decision Making	3

MFP 511A	Macroeconomics for Investment	3
MFP 513	Financial Principles and Policies	3

MS – Financial Planning Requirements
(24 units)

core CFP® course: Students are eligible to sit for the CFP® Examination upon completion of eight core CFP® courses

core CFP® courses

MFP 521	Introduction to Financial Planning	3
MFP 522	Tax Management and Strategy	3
MFP 525	Employee Benefits/Retirement Planning	3
MFP 526	Risk Management and Insurance	3
MFP 527	Principles of Estate Planning	3
MFP 542	Investment and Portfolio Management	3
MFP 535	Psychology and Cultural Dynamics	3
MFP 598	Capstone Course in Financial Planning	3

Advanced Financial Planning courses; for those with CFP® certification

(24 units) Select 8 courses

MFP 534	Financial Planning Small/Family Business (Financial Planning for Privately-Held Businesses)	3
MFP 538	Financial Counseling	3
MFP 536	Social Psychology of Client Leadership	3
MFP 530	International Estate Planning (International & Advanced Estate Planning)	3
MFP 542	Investment and Portfolio Management	3
MFP 541	Strategic Financial Analysis	3
MFP 539	Financial Planning Practice Management (Practice Management)	3
MFP 597	Applied Research in Financial Planning ^[Required]	3
MFP 513	Financial Principles and Policies	3
MFP 510	Strategic Decision Making ^(optional elective)	3
MFP 511A	Macroeconomics for Investment ^(optional elective)	3
MFP 505	Enterprise Mgt, Org & Strategy ^(optional elective)	3
MFP 509	Marketing Management ^(optional elective)	3

Courses

MFP 505. Enterprise Mgt, Org & Strategy. (3).

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment. Cross-listed with MBA 505.

MFP 506. Fin Tech in Financial Planning. (3).

Financial Technology (FinTech) reshapes the financial planning industry depends on how adaptive the practitioners leverage the FinTech. In this course, you will be introduced to the basics of FinTech, Blockchain, and the applications of Blockchain. Financial Planning industry is highly regulated. How do FinTech influence regulation and compliance? As well as how consumers demand the use of FinTech or Blockchain that could potentially disrupt the Financial Planning industry?.

MFP 508. Ethical Behaviors in Financial Planning. (3).

The financial planning profession deals with both general and industry-unique ethical challenges. There are various factors, including the regulatory environment, compensation structures, conflicts of interests, aging population, and consumer behavioral constraints, have a profound need for ethical behavior. Students will develop and study models for ethical decision-making based on the analysis of the main philosophical and ethical systems in this course.

MFP 509. Marketing Management. (3).

With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy. Cross-listed with MBA 509.

MFP 510. Strategic Decision Making. (3).

The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management. Cross listed with MBA 510.

MFP 511A. Macroeconomics for Investment. (3).

This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication. Cross-listed with MBA 511.

MFP 513. Financial Principles and Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis. Cross listed with MBA 513.

MFP 521. Introduction to Financial Planning. (3).

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

MFP 522. Tax Management and Strategy. (3).

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

MFP 525. Employee Benefits/Retirement Planning. (3).

This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: MFP 521 and MFP 513.

MFP 526. Risk Management and Insurance. (3).

Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of this course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk. Prerequisites: MFP 521 AND MFP 513.

MFP 527. Principles of Estate Planning. (3).

A significant task of a financial planner is to address the estate planning needs of clients. This complex legal area explores issues in transfer of property, wills, trust, gifts, etc. Related issues in valuation, taxes, documentation, etc., are also examined. This course will also delve into issues of probate, freezes, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention will be given to trusts, the use of insurance in estate planning, taxation issues in estate planning, etc. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies. Prerequisites: BUS 521 and BUS 513.

MFP 530. International Estate Planning. (3).

International and advanced estate planning represents a planning opportunity for knowledgeable financial planners. An individual client (or a spouse, child, or dependent) and their assets may be subject to the law in more than one country. Students will learn the attributes of international and advanced estate planning in four major areas: 1) competencies in the cross-states and cross-border estate documents; 2) global financial asset ownerships; 3) tax jurisdiction; and 4) planning with international tax treaty countries.

MFP 534. Financial Planning Small/Family Business. (3).

Small to medium-sized businesses and professional practices are a primary market for the experienced financial planner. It is pivotal for the planner to: understand and anticipate the client's risks and concerns, provide the client with workable and practical solutions to mitigate risks, and provide the client with viable incentive and reward packages to attract and retain highly skilled and valued employees. This course uses a theory- practice approach of readings, class discussion, discussion boards, assessment tools, and case studies to provide students with an in-depth analysis of these problems and their solutions.

MFP 535. Psychology and Cultural Dynamics. (3).

This course is part of a series of courses designed to prepare students to provide services customary of business professionals. Ultimately, the goal of the class is for students to enhance their potential to succeed in the business world by augmenting their skills and abilities to communicate and persuade effectively given cultural parameters. The present course will focus on the development of communication skills based on best practices, cultural realities, and methods from several fields central and peripheral to business and management. For example, students will formulate an individual orientation to communication based on theoretical leanings, empirical evidence, and personal preferences. Additionally, students will learn strategies to ascertain what clients attempt to communicate, and strategies to arrive at workable solutions to typical business communication challenges.

MFP 536. Social Psychology of Client Leadership. (3).

Influencing financial planning clients is a leadership event. Understanding the influential tactics that clients respond to is one of the key success skills that financial planners must master. Understanding the values that their clients have, identifying those values, understanding the goals of the clients, and succeeding in getting clients to change their spending, saving and earning strategies to achieve those goals is crucial to helping both the planner and client succeed. This course will focus on the social psychology of leading and influencing clients through behaviors that the planner displays, developing skills in evaluating client values, and preparing a plan for further development of their leadership skills. The course will stress theoretical approaches and models as well as practical application relevant for financial planners.

MFP 537. Retirement Income Planning. (3).

This course is intended to explore how financial planning practitioners bridge the gap between client's wealth and their cash flow needs during retirement. To do this we will explore the implications of longevity, inflation and return volatility on client funding needs. Students will create a pro-forma retirement budget in order to define both base and discretionary spending levels. Students will then use both Probability-based and Safety-first methods to determine appropriate asset allocations based on client risk tolerance and capacity. Comparisons will be made between Annuitized products (including Social Security) and capital assets to better understand the risks of both. Students will also explore alternative retirement products such as LT Care Insurance, Longevity Insurance, and Reverse Mortgages as ways to hedge against running out of assets during retirement.

MFP 538. Financial Counseling. (3).

Financial Counseling represents a market opportunity for a knowledgeable financial planner. In this course, you will be introduced to the attributes of the financial counseling in four major areas: 1) competencies in the practice of financial counseling and framework; 2) financial counseling soft skills in understanding financial decisions, client's psychology, financial behaviors, and addictions; 3) debt management in debtor rights; litigation; credit, and foreclosures; 4) consumer population of the poor in financial mentality. This course qualifies for one of the education requirements for the Accredited Financial Counselor® certificate examination.

MFP 539. Financial Planning Practice Management. (3).

The success of the financial planning practice is more than effective sales and marketing management. To build a sellable practice, financial planning professionals must possess the necessary skills. This course helps financial planning professionals integrate their practice with sales, marketing, operation, communication, and servicing clients. These processes begin with a servant leadership style and end with a succession plan.

MFP 541. Strategic Financial Analysis. (3).

The course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Cross-listed with MBA 541.

MFP 542. Investment and Portfolio Management. (3).

This course is a study of the various type of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Cross-listed with MBA 542.

MFP 545. Behavioral Finance. (3).

This seminar course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences-psychology, sociology and anthropology, as well as to allied social sciences-such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums, therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision making under uncertainty. The three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health. Cross-listed with MBA 545.

MFP 597. Applied Research in Financial Planning. (3).

The purpose of the applied research course is to advance your expertise within a particular planning niche. Students will integrate material learned in prior financial planning courses with current research in answering financial planning practitioners' need, which positions you as a content expert. Applied research methodology to be explored outline of the research process in data collection, summary, analysis, and interpretation as well as limitations and implication for financial planning practitioners. Target journal publications are Journal of Financial Planning, Journal of Personal Finance, Financial Service Review, Journal of Financial Services, Journal of Financial Counseling and Planning as well as CFP Board's Financial Planning Review.

MFP 598. Capstone Course in Financial Planning. (3).

This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFPTM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification. Prerequisites: MFP 521, MFP 525, MFP 526, MFP 527 AND MFP 513.

Certificate in Financial Planning

The Certificate in Financial Planning is a program tailored for professionals who already have an MBA or other graduate business-related professional degree or those with significant experience in the financial planning field. The program consists of the eight financial planning courses (three credits each). Candidates in the Certificate program will also be instructed in all the CFP Board's Principal Knowledge Topics in financial planning, as prescribed by the Certified Financial Planner Board of Standards. Candidates who successfully complete this rigorous program will also be eligible to sit for the CFP® Exam.

Admission Requirements

This program is especially suitable for experienced professionals in the Financial Planning industry as well as those who have advanced degrees in business-related disciplines (e.g., MBA, MS in Finance, MAS, MS in Taxation, CPA, JD, etc.). While those with advanced degrees from regionally accredited U.S. universities will be automatically granted entry into the program, professionals from the field will be admitted only on a case-by-case basis after eligibility conditions have been met.

Certificate in Financial Planning Requirements

MFP 513	Financial Principles and Policies	3
MFP 521	Introduction to Financial Planning	3
MFP 522	Tax Management and Strategy	3
MFP 525	Employee Benefits/Retirement Planning	3
MFP 526	Risk Management and Insurance	3
MFP 527	Principles of Estate Planning	3
MFP 542	Investment and Portfolio Management	3
MFP 598	Capstone Course in Financial Planning	3

The MBA in Financial Planning program is also available online and consists of five 8-week terms. For more information, please visit www.callutheran.edu/cif (<http://www.callutheran.edu/cif>).

Master of Science in Management

Master of Science in Management

The Master of Science in Management offers a solid foundation in management theory and practice with an emphasis on operational leadership and interpersonal communication. This program is designed to provide a solid foundation in management for advancement in non-traditional business careers.

31 Credits

Foundation Courses

MSM 501	Foundations of Accounting	4
MSM 502	Foundations of Economics	3
MSM 503	Foundation of Business Statistics	3

Core Courses

MSM 505	Enterprise Mgmt, Organization & Strategy	3
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MSM 506	Information Technology Management	3
MSM 507	Organizational Behavior	3
MSM 508	Business Ethics and Law	3
MSM 509	Marketing Mangement	3
MSM 513	Financial Principles & Policies	3
Capstone		
MSM 590 or MSM 594	Internship International Travel	3

Courses

MSM 501. Foundations of Accounting. (4).

The first 40% of the course (approximately) focuses on financial accounting or the measuring, processing classifying, and reporting of financial information for external use. The remaining 60% of the course (approximately) focuses on managerial accounting or the presentation of financial information to management for internal decision making purposes.

MSM 502. Foundations of Economics. (3).

This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study of economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students to get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments. 1) Introduction to Economics; 2) Market, Its Concept and working, Comparative Statics, Market Failure and Discussion of Efficiency; 3) Product & Factor Markets and Their Structure; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

MSM 503. Foundation of Business Statistics. (3).

This course is designed to help the entering MSM students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MSM 505. Enterprise Mgmt, Organization & Strategy. (3).

This course is designed to help the entering MSM students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MSM 506. Information Technology Management. (3).

In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement through the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

MSM 507. Organizational Behavior. (3).

Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

MSM 508. Business Ethics and Law. (3).

Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment.

MSM 509. Marketing Mangement. (3).

With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy.

MSM 513. Financial Principles & Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis.

MSM 590. Internship. (3).

Supervised internship in a company of student's choice.

MSM 594. International Travel. (3).

International Travel courses are organized by the School of Management in collaboration with relevant the University office. Msm-507.

Global Supply Chain Management

Certificate in Global Supply Chain Management

The Certificate in GSCM is an option for domestic and international candidates who need to gain or upgrade their supply chain management skills to meet current market demands as well as prepare for the American Production and Inventory Control Society (APICS) certification.

This Certificate program is suitable for those students who have obtained a Bachelor's degree and are interested in managing or working in various aspects of the global supply chain.

The program will prepare students to optimize and support the business, as well as design innovative operating models and cost reduction strategies.

Required Course

GSCM 504	Fund Global Supply Chain Mgmt	3
Take 12 Credits from the following:		
GSCM 580	Global Strategic Sourcing	3
GSCM 581	Managing Global Production/Operation	3
GSCM 582	Total Quality and Service Management	3
GSCM 583	Logistics and International Trade	3
GSCM 584	Supply Chain Strategies Planning	3

Courses

GSCM 504. Fund Global Supply Chain Mgmt. (3).

This course provides basic definitions and concepts for planning and controlling the flow of materials into, through and out of an organization. It explains fundamental relationships among the activities that occur in the supply chain from suppliers to customers. In addition, the course addresses types of manufacturing systems, forecasting, master planning, material requirements planning, capacity management, production activity control, purchasing, inventory management, distribution, quality management, and Lean manufacturing. The basic concepts in managing the complete flow of materials in a supply chain from suppliers to customers are covered in this basics module. This module covers manufacturing, distribution, service, and retail industries, which includes the fundamental relationships in the design, planning, execution, monitoring, and control that occur. This coursework is intended to prepare students for the first APICS Certification exam.

GSCM 580. Global Strategic Sourcing. (3).

This course covers skills necessary to pursue sourcing related careers in manufacturing, services, retailing, and government agencies, including discussion of cutting-edge negotiation and sourcing strategies pursued in exemplar firms. Strategic sourcing enhances value, ultimately impacting the profitability of an entire organization. In this essential course, you'll learn how to develop and implement a sourcing strategy that aligns with overall competitive strategy. The course and the associated case studies, activities and discussions provide the context and a framework for making effective sourcing decisions including a comprehensive approach to strategic sourcing. The course objectives are: . To expose candidates to leading edge concepts and principles in strategic sourcing as pursued by leading edge firms . To generate interest in pursuing sourcing as a viable career opportunity, be it in retailing, manufacturing, government agencies or non-profit organizations . To provide applied learning opportunities in strategic sourcing through a combination of case analyses, sourcing project and article reviews . To develop expertise in the areas of team building skills, presentation skills, analytical skills and report writing skills. We will use a variety of methods to achieve these objectives: case analysis, sourcing best practices project, article reviews and negotiation exercise.

GSCM 581. Managing Global Production/Operation. (3).

The objective of this course is to make the students to think about how supply chain management impacts all the areas and processes of the firm and its supply chain trading partners, to show how managers can improve their firm's competitive position by employing effective practices. This course of production and operations management involves all the processes, which combines and transforms various resources used in these subsystems of the organization into value added product/services in a controlled manner as per the policies of the organization. Major concepts like purchasing management, managing supplier relationships, ethical and sustainable sourcing etc., are explained in this course. Modern technologies like cloud computing, social media and advanced CRM are used as integrating the supply chain management concepts. This course is concerned with the transformation of that part of the organization that has a range of inputs into the required (products/services) having the requisite quality level.

GSCM 582. Total Quality and Service Management. (3).

The course aims to engage the student on contemporary issues pertaining to the management of quality in services and manufacturing, in international and domestic markets, as well as in the private and public sectors. Further, the conceptual and analytical skills developed in this course should enable the student to provide leadership in managing for quality. Much of what the student learns will be practitioner-oriented and directly applicable to the so-called "real-world". Informative readings on quality management topics from reputable journals, and experiential learning exercises and projects complement the text and shape learning in this class. The student is expected to engage the professor and his or her fellow students in the discussion of pertinent issues. Delivering quality service to clients, training the travel industry's human resource component, the meaning and importance of quality, value of the customer and service quality, quality management process, its impact on organizations and the significance of service quality to tourism and hospitality concepts together with the mechanism of quality management approach to providing service excellence through several advancements in quality such as benchmarking and total quality management.

GSCM 583. Logistics and International Trade. (3).

The course deals about managing and coordinating this global web of physical and information flows to remain competitive in a turbulent and changing marketplace. This globalization of supply chain continues apace there is a growing skills and skill gap for the availability of workforce with the knowledge and experience. This course also concentrates on the best practices that can be adopted in logistics to yield cost reduction and value addition. This course is designed to provide students with an understanding of the complexities of global trade, its impact on logistics, and key areas of concern for international logistics managers. Key topics are investigated such as: warehousing and materials handling, financial inflows involved in a supply chain, sustainability, risk management and supply chain security. The logistics and international trade program provides the knowledge needed by individuals to work within the global supply chain, helping to facilitate the movement of goods between countries. Students gain an understanding of the principles, practices and terminology of international trade logistics.

GSCM 584. Supply Chain Strategies Planning. (3).

In this focused program, we will approach the course by incorporating management, strategy, marketing and decision sciences to design and manage the supply chain effectively. Strategies in Supply Chains focuses on the innovative ways in which organizations can leverage the supply chain to create and capture value. question, consider, and reconsider every facet of your supply chain right from product design and manufacturing to sourcing, distribution, sustainability, even product recycling. Using research-driven frameworks and best practices, we will help students in developing a comprehensive, strategic, global approach to supply chain management, enabling them to expand into new markets faster, accelerate product development cycles, leverage partnerships, and develop new services. And most important, we will influence the strategic and organizational direction from a company's point of view.

The Post Graduate Certificate Series

CLU's Post Graduate Certificate Series enables those with graduate degrees to further distinguish themselves in the work force and advance their career opportunities by continuing to broaden their knowledge base.

Individuals who have already earned their MBA, MPPA or a similar advanced degree can earn a certificate in one of CLU's MBA professional tracks by completing a set of four targeted courses. Additional courses may be required for students without an MBA degree to meet prerequisites for select Professional Tracks.

The Post MBA program is tailored to the working professional and a certificate of mastery can be completed in one year by attending class one evening per week.

Specifics of the Program-Cal Lutheran's Post Graduate Certificate Program Series

- is offered exclusively to individuals who already hold an MBA or similar graduate-level degree.
- can be completed in one year by going to class one night per week, or by taking two years to complete the four courses. Courses are offered year-round (four 11-week in-class terms) giving certificate candidates flexibility to balance the demands of career and personal commitments with the pace of the program.
- is tailored to the working professional. Classes are held in the evening and, in some cases, on weekends.
- provides a choice of six professional tracks: Enterprise Innovation & Entrepreneurship, Finance, Human Capital Management, Information Technology, International Business, and Marketing. Course requirements will vary depending on applicant's academic background and will be determined during the admission process.
- allows professionals to continue graduate-level study at a significantly discounted rate (see University Costs for tuition and fees).

Admission Counseling

Prior to enrollment in classes, applicants may make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students' questions. If you would like advisement or wish to meet with an admission counselor, call (805) 493-3325 to schedule an appointment.

Admission Requirements

Candidates for admission to the Post Graduate Certificate Program Series should provide the Graduate Enrollment Office with the following:

1. A completed application form and non-refundable application fee.
2. Evidence of an interview with an admission counselor.
3. If your graduate degree was not earned at CLU, submit official transcripts of your graduate degree.¹

¹ Additional documentation may be required including undergraduate transcripts.

Registration

Once you receive an admission confirmation, you may register for classes by following the instructions on the Registrar's Office website at www.callutheran.edu/registrar (<http://www.callutheran.edu/registrar/>). There are four 11-week terms each year:

1. Fall (September-November)
2. Winter (November-February)
3. Spring (February-May)
4. Summer (May-August)

New students may begin the program at the start of any term once they have been admitted.

Program Completion

All work toward a certificate must be completed within two years. The term before completion of course work, students must submit an Application for Certificate to the Registrar's Office. Upon completion of all course work, graduates will receive a certificate of mastery and official transcripts detailing their course work.

Professional Tracks

Post Graduate Certificate Program Series students may select four courses from a specific track or they may work toward a customized program, which consists of four courses in any of the professional tracks. Students interested in a customized program must meet with an adviser and acquire departmental consent. The professional tracks are Enterprise Innovation and Entrepreneurship, Finance, Financial Planning, Human Capital Management, Information Technology, International Business, and Marketing.

Financial Planning

Individuals who have already earned their MBA in Financial Planning or have obtained a Certified Financial Planner designation can earn a Post-MBA Certificate in Advanced Financial Planning by completing a set of **four** targeted courses. (Each course is three credits.)

BUS 531A	Macroeconomics for Investments	3
BUS 528	Strategic Financial Analysis,	3
BUS 555	Psychological-Cultural Dynamics of Communication and Persuasion	3
BUS 560	Advanced Estate Planning	3
BUS 564	Behavioral Finance	3
BUS 566	Social Psychology of Leading Clients	3
BUS 594	Financial Planning for Small and Family Businesses.	3

Enterprise Innovation and Entrepreneurship

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Enterprise Innovation and Entrepreneurship. (Each course is 3 credits.)

Required Emphasis Course:		12
MBA 522	Innovative Business Models	3
Select three Professional Concentration courses from the list below:		
MBA 550	Agile Product Development	3
MBA 551	Entrepreneurial Marketing and Selling	3
MBA 552	Entrepreneurial Finance	3
MBA 553	Growth Stage Venture Management	3
MBA 5STE-Special Topics of Entrepreneurial Management		

Finance

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Finance. (Each course is 3 credits.)

Required Emphasis Course:

MBA 521	Corporate Finance	3
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Select three Professional Concentration courses from the list below:

MBA 540	Financial Strategy	3
MBA 541	Strategic Financial Analysis	3
MBA 542	Investment and Portfolio Management	3
MBA 543	Real Estate Investments	3
MBA 544	Buyouts and Acquisitions	3
MBA 545	Behavioral Finance	3
MBA 552	Entrepreneurial Finance	3
MBA 561	International Finance	3

MBA 5STF-Special Topics of Finance

Information Technology

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Information Technology Management. (Each course is 3 credits.)

Required Emphasis Course:

IT 509	Data Management	3
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Select three Professional Concentration courses from the list below:

IT 512	Project Management	3
IT 520	IT Strategy and Business Value	3
IT 522	Enterprise Systems	3
IT 523	IT Architecture and Infrastructure	3
IT 524	Emergent Technologies and Issues	3

International Business

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in International Business. (Each course is 3 credits.)

Required Emphasis Course:

MBA 523	International Business	3
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Select three Professional Concentration courses from the list below: 12

MBA 560	International Business Law	3
MBA 561	International Finance	3
MBA 562	International Marketing	3
MBA 563	Global Strategy	3
MBA 564	Applied International Management	3
MBA 574	Global Human Resource Management	3

MBA 5STI Special Topics of International Business

Human Capital Management

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Human Capital Management (Each course is 3 credits.)

Required Emphasis Course:

MBA 524	Human Capital Management Strategy	3
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Select three Professional Concentration courses from the list below:

MBA 570	Compensation Management	3
MBA 571	Talent Recruitment and Selection	3
MBA 572	Employee Relations	3

MBA 573	Training and Development	3
MBA 574	Global Human Resource Management	3
MBA 575	Employment Law	3
MBA 5STH Special Topics of Human Capital Management		

Marketing

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Marketing. (Each course is 3 credits.)

Required Emphasis Course:		12
MBA 520	Marketing Research	3
Select three Professional Concentration courses from the list below:		
MBA 530	CRM in the Digital Age	3
MBA 531	Sales Management	3
MBA 532	Strategic Public Relations	3
MBA 533	Strategic Brand Management	3
MBA 534	Consumer Behavior	3
MBA 535	Advertising Management	3
MBA 562	International Marketing	3
MBA 5STM Special Topics of Marketing		

Master of Science in Quantitative Economics

The Master of Science in Quantitative Economics program emphasizes the development of applied economics concepts, theory, and applications. Program entrants can matriculate as one-year, full-time, in-residence students, or as part-time students who work during the day. The program is flexible enough to be done over three years allowing working professionals the opportunity to increase their human capital while maintaining their careers. All classes occur during the evening. Program entry points are in late August (Fall Term) or early June (Summer Term). The priority application deadline is 45 days prior to start of one of the program entry terms.

The goal of the program is to create a professional economist. This is a person who can speak and write the language of economics, is able to manipulate economic models, collect the relevant data to conduct empirical studies, and is proficient at communicating the results of their analysis to other economists as well as to the general public. While these should be the goals of any master's level program in economics, our program goes farther. We add a forecasting component: graduates will be able to design economic forecast models, program them on a computer, and present the results to a public audience.

Full-time students are potentially eligible to work at CLU's Economic Research and Forecast Center (CERF) where they work alongside supervising faculty and have the opportunity to participate in economic analysis.

M.S. Quantitative Economics program graduates will be well prepared to accept jobs in the economics, banking, corporate finance, public finance, money management, forecasting, marketing, and real estate fields. They will be particularly strong in financial analysis and risk management, data analysis and empirical computations including model design, database design, statistical estimation, and forecasting.

Key Program Components

Knowledge of economic theory guides applied economic data analysis. It allows the researcher to ask the appropriate questions. The program includes extensive theoretical training in microeconomics, macroeconomics, environmental economics, and in financial economics.

Applied economic data analysis requires extensive knowledge of economic data, statistical/econometric training, and familiarity with a moderate level of computer programming. The program includes a four-course sequence dedicated to econometrics, data, and computer software. Each course builds on the previous course(s). By the end of the program, the student can write a computer program that builds an economic forecast model and computes the forecast. Completing such a task requires the joint integration of economic theory, statistics/econometrics, data knowledge, and computer programming that makes most other empirical projects seem easy by comparison.

Admission Requirements

1. Bachelor's degree with demonstrated quantitative ability
 - a. Calculus: One course required; one year recommended
 - b. Statistics: One course required; one year recommended
 - c. Econometrics: One course highly recommended
 - d. Computer Programming: Some familiarity and a willingness to learn required

2. Grade Point Average (GPA) of 3.0 or higher (or equivalent)
3. GRE of 1000 or GMAT of 500¹
4. Two letters of recommendation
5. Statement of Purpose
6. International applicants must provide evidence of English language proficiency
 - a. TOEFL of 570/230/89; or
 - b. IELTS 6.5; or
 - c. Successful completion of the highest level of an English language program recognized by CLU
7. Work experience preferred but not required

¹ GRE/GMAT may be waived, depending upon candidate's academic background.

Requirements for the Master of Science in Quantitative Economics

The curriculum includes a total of 12 graduate courses (36 credits). All courses are offered in 11-week terms.

Required Courses

(36 Credits)

ECON 510	Econometrics 1	3
ECON 511	Econometrics 2	3
ECON 512	Econometrics 3	3
ECON 513	Economic Modeling	3
ECON 520	Microeconomic Theory - Part 1	3
ECON 521	Microeconomic Theory - Part 2	3
ECON 530	Macroeconomic Theory - Part 1	3
ECON 531	Macroeconomic Theory - Part 2	3
ECON 543	Financial Economics Part I	3
ECON 555	Economics and Environmental Policy	3
ECON 561	Foundation of Analytics	3
ECON 562	Advanced Analytics	3

Courses

ECON 500. Operations Research. (3).

Operations Research will focus on linear programming and game theory. The theory behind linear programming will be revealed and a large variety of practical examples will be presented. Students will use the technique to solve practical problems on their own using computers at labs on campus. We will generalize the method to include non-linear programming, again with practical examples. Then we will study game theory. Game theory is one of the primary tools economists use to study strategic choices. One of many examples is pricing and entry behavior in oligopolistic markets. Finally we will relate game theory with linear programming as it is the case that certain types of games can be solved using linear programming. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 510. Econometrics 1. (3).

The first econometrics course will provide a thorough review of the classical regression model. Some instruction will occur in the computer lab, where students will be instructed how to run regressions using actual data. Problem sets and a practical regression-based project will be assigned to each student.

ECON 511. Econometrics 2. (3).

This class will build on the classical regression model. Students will learn cross-sectional and panel techniques. The use of instrumental and dummy variables will be discussed. Problem sets and a practical regression-based group project will be required.

ECON 512. Econometrics 3. (3).

The third econometrics course will emphasize time-series methods. We will begin with the serial correlation violation of the classical model. Then we will turn our attention to univariate and multivariate times-series econometrics. Students will spend time in the computer lab where they will apply the techniques they learn to the data. They will complete problem sets and complete a project using time-series econometric methods.

ECON 513. Economic Modeling. (3).

The modeling class will be a very practical hands-on class where the end goal is familiarity with constructing models of economic activity. This course will take place in the computer lab. We start with study of important data distinctions. Students will have access to the Center for Economic Research and Forecasting (CERF) database system. Forecast theory will be studied, including concepts such as model specification and forecast errors. Study of the modeling environment will include the model object, model structure, and practical forecasting considerations. Students will be assigned problem sets and a modeling project.

ECON 520. Microeconomic Theory - Part 1. (3).

This course introduces students to microeconomics, the study of allocating limited resources. The theories economists use to describe economic behavior will be extensively studied. The class will have two sections: Consumer Theory and Production Theory. Because microeconomics is a math intensive course students will be expected to know calculus. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 521. Microeconomic Theory - Part 2. (3).

This course is a continuation of microeconomics I. The purpose of the course is to combine consumer and producer theory into a general equilibrium framework. This course will study theories that analyze consumers and producers in a market economy.

ECON 530. Macroeconomic Theory - Part 1. (3).

This course will establish the core macroeconomic theoretical foundation for the program. It will include study of the traditional static Keynesian model. The remainder of the course will be spent on the infinite horizon representative agent model. Using this model, we will study fiscal policy. Policy implications for the various models will be a key part of the course. Class participation, problem sets, and a project will be required. Prerequisite: ECON 521.

ECON 531. Macroeconomic Theory - Part 2. (3).

This class continues the macroeconomic theory curriculum that was begun in Economics 530. The course will study monetary theory and policy, and current policy topics. The monetary theory and policy portion of the course will consist of the study of: money supply, money demand, interest rate theories, the costs and benefits of sound money policies, the theory of monetary policy, transmission mechanisms, and monetary policy strategies. Then the course will delve into current economic policy topics, where the topic may change over time. Students will be expected to participate in class discussions. The course will include a project.

ECON 542. Mathematics for Economists. (3).

Mathematics for Economists will cover a variety of mathematical and statistical topics that are used in core MSQE curriculum. These would include: logarithmic/exponential functions, polynomial functions, differential calculus, integral calculus, the Taylor approximation, static optimization including the Lagrangian technique, introduction to matrix algebra, basic linear algebra and systems of linear equations, probability, probability distributions, the normal distribution, moments, statistical estimation, the Central Limit Theorem, hypothesis testing, simple linear regression, and the matrix form of the multiple linear regression model.

ECON 543. Financial Economics Part I. (3).

This course is an introduction to and study of the theory and practice of financial economics and financial engineering. Topics include an overview of financial markets and instruments, mechanics of derivative contracts, fundamentals of interest rates and discounting, principles of valuation, and applications to hedging and risk management.

ECON 544. Financial Economics Part II. (3).

This course is the second course on financial economics. Topics include the theory of derivatives valuation, numerical techniques used to value derivatives and implement hedging programs, interest rate modeling, market risk management, and Value at Risk.

ECON 545. Financial Economics Part III. (3).

This course is the third course on financial economics. Topics include credit risk management, risk management at financial institutions, bank capital requirements, and applications and opportunities for financial engineers. Students will be expected to design and implement a risk management program or financial engineering application.

ECON 555. Economics and Environmental Policy. (3).

The goal of this course is to provide extension and empirical application of microeconomic and econometric theories already studied in the MSQE program. The class will focus on the theory of public goods/externalities, regulation theory and empirical analysis in the context of environmental problems. We will examine when markets maximize net benefits to society and under what conditions they fail to do so. Market failures that we will discuss include public goods, externalities, and common pool problems. We will study non-market valuation of environmental goods and a few important econometric tools that are used to conduct policy analysis. The last part of the class will focus on the design of environmental policies to improve the performance markets. In addition to completing problem sets and 2 exams, each student will be responsible for 3-4 policy briefs, each of which involves writing and presenting economic analysis of specific environmental policies. Prerequisites: ECON-520 and ECON-521.

ECON 561. Foundation of Analytics. (3).

As organizations look for ways to leverage data to create value, analytics has become an important source of competitive advantage for businesses. This course provides a hands-on introduction to the collections of predictive modeling techniques used to extract patterns and trends from data, enabling informed business decisions. The topics covered include data preparation, data visualization, predictive analytics, and decision-making under uncertainty. The course includes hands-on work with data and the SAS JMP Pro statistical software package. By the end of the course, you will be able to identify opportunities for creating value using predictive modeling techniques, employ the techniques to derive results, interpret the results and comprehend the limitations of the results. Prerequisite: ECON-511 or MBA-503.

ECON 562. Advanced Analytics. (3).

The course focuses on the application of machine learning methods explored in Analytics I, which use data and statistical techniques to predict outcomes. Students will learn through a hands-on approach to build and tune models using R to predict categorical and continuous outcomes, test those models, interpret and present the results. The focus will be on applying advanced machine learning models implemented in R while balancing the trade-off between prediction power and model interpretability. The course covers how to formulate a model for a given decision problem, perform analysis to generate insights, and effectively communicate those insights. Prerequisite: ECON-511 or MBA-503.

ECON 590. Independent Study. (1-4).

The Post-Master in Quantitative Economics Certificate in Financial Economics and Risk Management

The Post-Master of Science in Quantitative Economics Certificate in Financial Economics and Risk Management has a sequence of three courses that provide very marketable training in financial economics and risk management. The curriculum includes a project where the student will design and implement a risk management program or financial engineering application.

The certificate requires completion of all three classes listed below (9 credits).

ECON 543	Financial Economics Part I	3
ECON 544	Financial Economics Part II	3
ECON 545	Financial Economics Part III	3

Master of Science in Information Technology

Information Technology (IT) is pervasive today and is at the core of almost any organization- for-profit, non-profit, or governmental. The Master of Science in Information Technology program (MS-IT) is designed to provide students with a solid and forward-thinking technical foundation used to effectively plan, design, implement and manage IT solutions and systems. It prepares students to be strong technical leaders, ready to lead IT-enabled organizational change.

If you want to expand and deepen your technical skills, add to your business knowledge and prepare for systems analysis, cybersecurity and project management, this degree is for you. As an MS-IT graduate, you will be prepared for a number of positions in the IT field including senior systems analyst, applications development manager, data center manager, cybersecurity analyst, technical services director, software engineer, database administrator, database engineer, and computer scientist. Other management-oriented roles include project manager, program manager, information security manager, and line management roles in technical organizations.

Goals of the Program

MS-IT students will learn and build on the shared knowledge characteristic of all elements of technology leadership including the following:

- FUNDAMENTALS:** Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.
- PLANNING AND ORGANIZATION:** Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.
- INDIVIDUAL COMPETENCIES:** Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.
- INTERPERSONAL COMPETENCIES:** Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.
- GLOBAL ENVIRONMENT:** Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.
- LEADERSHIP AND CHANGE:** Graduates of the School of Management are able to demonstrate strong technical leadership in their field including how to manage and influence IT-enabled organizational change in complex and dynamic environments.
- TECHNOLOGY and INNOVATION:** Graduates of the Masters of Science in Information Technology program are able to effectively design, manage and utilize technology to enhance enterprise operations and business processes, as well as drive organizational innovation by creating new IT-enabled business opportunities.
- DATA AND ANALYTICS:** Graduates of the Masters of Science in Information Technology program are able to assess organizational data and information requirements, build and implement data models as well as use basic and advanced analytics tools to derive meaning from the data.

9. CYBERSECURITY STRATEGY AND DEFENSE: Graduates of the Masters of Science in Information Technology program are able to assess information security risks and develop and implement solutions to protect organizational systems from cyber threats through offensive and defensive planning and incident response.

Academic Calendar

Master of Science in Information Technology courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. Based on admission requirements, time to complete the program can take between one and seven years. Students must complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants should consult the following: www.callutheran.edu/management (<http://www.callutheran.edu/management/>).

Candidates for admission to the MS-IT program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Test scores. Applicants who undergraduate records do not satisfy the criteria set forth in one of the paragraphs 1-4 below must include Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - d. A previously earned master's degree.

Admission to the MS-IT program requires at least one year of work experience and one of the following:

- A prior technical bachelor's degree and one year of hands-on programming coursework or work experience; OR
- A prior non-technical bachelor's degree and three years of technical work experience, including one year of hands-on programming coursework or experience.

Note: All applicants who have completed their undergraduate work at other than a regionally accredited U.S. institution must submit GMAT scores.

Admission Counseling

Prior to enrollment in graduate classes, the applicant must make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students' questions. Counselors are available by appointment.

Provisional Admission

Under some conditions, after meeting with an admission counselor and with the approval of the Program Director, a student may register for classes before completing the entire admission process. However, the Application for Admission, the \$50 application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

Master of Science in Information Technology

The curriculum includes a total of 12 graduate courses (36 credits) total. Students will take eight core courses and four elective courses in their specialized track.

Students can obtain a general MS-IT degree by selecting elective courses across tracks. Students with backgrounds that are not in Information Technology (IT) or business may need foundation courses which do not count towards the 36 credits required for the degree.

Students who wish to apply an elective course to a specialization track that is not explicitly listed under the Course List for that track will need to submit a Graduate Substitution Form. Substitutions must be discussed and approved by the program director prior to the start of the term in which you will be taking the substituted course.

Required of all Students

IT 508	Information Technology Management	3
IT 509	Data Management	3
IT 510	Software Planning and Development	3
IT 511	Data Communications and Networking	3
IT 512	Project Management	3
IT 513	Information Security	3
IT 514	Distributed Systems	3
IT 516	Data Structures and Algorithms	3

Information Technology Management Track

Take 4 courses (12 credits) from the following:

IT 520	IT Strategy and Business Value	3
IT 521	Healthcare Information Technologies	3
IT 522	Enterprise Systems	3
IT 523	IT Architecture and Infrastructure	3
IT 524	Emergent Technologies and Issues	3
IT 582	Special Topic	3
IT 590	Internship	1-3

Data Analytics Track

Take 4 courses (12 credits) from the following:

IT 530	Principles of Data Analytics	3
IT 531	Data Mining	3
IT 532	Data Warehouse/Bus Intelligence	3
IT 533	Big Data Technologies	3
ITM 534	Social Media Analytics	3
IT 582	Special Topic	3
IT 590	Internship	1-3
IT 599	IT Project	3

Cybersecurity Track

Take 4 course (12 credits) from the following:

IT 540	Digital Forensics	3
IT 542	Ethical Hacking	3
IT 544	Cloud Security	3
IT 546	Cybersecurity Risk Management	3
IT 582	Special Topic	3
IT 590	Internship	1-3
IT 599	IT Project	3

Courses

IT 500. Foundations Adv & Prof Practices. (3).

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

IT 501. Fundamentals of Java Programming. (3).

Java is one of the most popular programming languages used by software developers today. This course introduces students to the fundamental programming concepts and techniques in object-oriented programming. This course has both theoretical and practical components. It provides students with a solid foundation needed to understand how computer programs work. Students will also learn how to write, execute and debug various Java programs. This is a foundation course for all students interested in a career in the Information Technology field whether they manage the technology or actively develop it. [Note: this is a prerequisite course for any student without technical background.]

IT 502. Foundation of Business Statistics. (3).

This course is designed to help the entering graduate students to acquire a good intuitive grasp of statistics - what is is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

IT 508. Information Technology Management. (3).

In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement through the use of information technology, project management concepts, data governance mechanisms, and technology-enabled change management among others.

IT 509. Data Management. (3).

Data is a valuable organizational resource. As organizations collect more and more data, it becomes increasingly important to understand basic principles of how to store and manipulate organizational data in order to successfully run business operations. This course provides students with an introduction to the fundamental concepts, techniques and tools used in design, development and application of relational database technology in organizations. Topics include data modeling based on organizational requirements and data manipulation via structured query language tools.

IT 510. Software Planning and Development. (3).

This course uses structured software development methodologies to develop an understanding of the overall process of developing an information system starting with planning, analysis, design and implementation of the system. It focuses on the core set of skills that all analysts must possess, from gathering requirements and modeling business needs, to creating blueprints for how the system should be built and assessing usability of the system. The course also exposes students to various graphic modeling processes such as data flow diagrams used in business process reengineering, design of user interfaces and system behaviors.

IT 511. Data Communications and Networking. (3).

This course introduces the elements and architecture of computer and data communication networks, demonstrates the fundamental principles of computer networking, and provides experience in the practical use of current networking technology. Topics in this course include: network standards, protocols (TCP/IP), network architectures, network routing and switching, local area networks, wide area networks, knowledgeable decisions pertaining to strategies and architectures for the deployment of telecommunication technologies in organizations.

IT 512. Project Management. (3).

This course is an introduction to the basic fundamentals of project management based on the Project Management Institute (PMI) body of knowledge. All phases of the project management cycle are covered including project initiating, planning, executing, monitoring and controlling project status and post project lessons learned analysis. In addition, the course introduces the 10 project management knowledge areas as defined by PMI namely, project integration, scope, time, cost, quality, human resources, communications, stakeholder, risk, and procurement management. Project management best practices, tools and techniques along with constraints and trade-offs in managing projects are discussed. The course has a practical component with students executing projects as part of teams.

IT 513. Information Security. (3).

Security of informational assets has become a keenly debated issue for organizations. Effective information security management demands a clear understanding of technical as well as socio-organizational aspects. The purpose of this course is to prepare students to recognize the threats and vulnerabilities present in current information systems and how to plan for such risks. The course covers a broad range of topics including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. Students will have the opportunity to try real security and attack tools to understand how they work and how they might be used and counteracted.

IT 514. Distributed Systems. (3).

From mobile phones to the Internet, our lives depend increasingly on distributed systems linking computers and other devices together in a seamless and transparent way. This course provides students an understanding of the principles on which the Internet and other distributed systems are based, their architecture, algorithms and design and how they meet the demands of contemporary distributed applications through topics such as client/server software and N-tier architectures, middleware, Internet technologies, application development, system management, mobile and ubiquitous computing and distributed multimedia systems. Students will also learn the distributed systems infrastructure that supports Google both in terms of core search functionality and the increasing range of additional services offered by Google.

IT 515. Organizational Behavior. (3).

Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

IT 516. Data Structures and Algorithms. (3).

Data structures are ways to organize, store and retrieve data while algorithms are strategies for processing the data to solve computational problems. Efficient computer applications require good use of data structures and algorithms. This course introduces students to analysis and design of fundamental data structures and algorithms that are the basis of modern applications today. Students will learn to write algorithms, evaluate tradeoffs between different algorithms and assess the efficiency of the best possible algorithm for solving complex computational problems. Pre-requisites: IT-508 and IT-501.

IT 520. IT Strategy and Business Value. (3).

This course explores strategic information technology management issues associated with doing business in digital times. It provides a framework to understand how information technology strategy aligns with business strategy and focuses on developing an understanding of the key information requirements for developing information technology strategy and systems architecture. Students are encouraged to think and behave strategically with respect to exploiting leading-edge technologies, and deliver the right business value with information technology. The course will focus on digital technology trends transforming how business is done, information management and architecture, e-business models and strategies, mobile commerce, social networking, engagement and social metrics and business process innovation.

IT 521. Healthcare Information Technologies. (3).

The current trend towards computerizing the healthcare industry through interoperable electronic health records (EHR) is creating very exciting opportunities for IT and business professionals in a diverse range of organizations including hospitals, IT firms (EHR vendors), government departments and health funds. This course is designed to introduce students to the various aspects of information management in healthcare organizations. Students will also gain a solid understanding of the healthcare field and how advanced information technologies can be used to reduce costs and improve the healthcare system overall. At the same time, the course focuses on unintended consequences resulting from deployment of advanced technologies in the healthcare field including user responses and usability considerations. Privacy and security laws in HIPAA will also be discussed.

IT 522. Enterprise Systems. (3).

Integration of information and processes is one of the biggest challenges faced by organizations today. Enterprise systems attempt to integrate all departments and functions across an organization onto a single computer system that can serve every department's particular needs for up-to-date and accurate data. These systems dictate a standard data format across the entire organization, they are modular and multifunctional. This course examines various types of enterprise systems such as enterprise resource planning (ERP) systems, supply chain management systems (SCM), customer relationship management systems (CRM) and knowledge management systems (KM) that support and enhance business activities. It provides an overview of the managerial and technical issues in selection and implementation of enterprise systems and technologies.

IT 523. IT Architecture and Infrastructure. (3).

Organizations entrust a large portion of their budget to people who lead and manage IT infrastructure and operations. The ability to respond dynamically to changing business requirements is paramount for IT infrastructure and operations (I&O) organizations. Virtualization, IT modernization, and real-time infrastructure architecture are increasingly essential to this agility. This class will balance hands on interaction with infrastructure technologies and equipment as well as applications of technologies and services. Other topics include enterprise architecture and governance, cloud computing, enterprise-wide efficiency, and green computing.

IT 524. Emergent Technologies and Issues. (3).

Organizations must structure themselves to deal with emerging technologies and making the right decisions, at the right time, can be critical to determining whether the organization succeeds or fails. This course provides students with a basic understanding of emerging technologies as they relate to innovation and information systems in organizations, and the management strategies required to understand, leverage, and benefit from these technologies. Students will identify current, real technologies that are emerging or about to emerge into the mainstream, investigate those technologies, and ones from recent history, from a number of perspectives, to look at the impact of technologies on systems, business operations, and corporate and technology strategy. They will study the impact, benefits and downsides of standards as they related to information technology and delve into how those standards, and other factors, might affect the timing for implementation of emerging technologies in organizations.

IT 530. Principles of Data Analytics. (3).

This course provides an introduction to the field of business analytics, which is defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. Topics include implementation of successful analytics platforms, big and little data, predictive analytics, social media analytics, mobile analytics and data visualization. Students use industry standard tools in practical projects.

IT 531. Data Analytics. (3).

Data analytics is the process of analyzing raw data using machine learning algorithms and discovering patterns and associations in large data sets. It supports decision making by detecting patterns, devising rules, identifying new decision alternatives and making predictions. This course provides an overview of leading analytics and machine learning methods and their applications to real-world problems. It is designed to provide students with the skills needed to perform analytical tasks such as prediction and classification using both supervised and unsupervised learning techniques. Students will use available software to conduct various data analyses to detect patterns, predict future trends and help businesses make proactive, data-driven decisions. Students will also investigate the applications of a wide range of modern analytics techniques to business contexts.

IT 532. Data Warehouse/Bus Intelligence. (3).

This course introduces the principles and procedures related to the design and management of data warehouse (DW) and business intelligence (BI) systems. The DW is the central data repository that is used for decision-support. BI refers to the analytical applications that users can interact with in making sense of the data. The course focuses on the data warehousing process including requirement collection, data warehouse architectures, dimensional modeling, extracting, transforming, and loading strategies, and creation of data marts. The course also uses data warehousing as a platform for BI applications, such as reporting, dashboards and online analytical processing (OLAP). By completing this course, students should understand the technologies used for decision-support and possess valuable analytical skills.

IT 533. Big Data Technologies. (3).

More and more organizations are collecting large amounts of data, much of it unstructured. Big data technologies can be used to store, process and analyze large amounts of data using a distributed environment. This course introduces students to the world of big data and associated technologies. The focus of the course is Apache Hadoop, which is an open source software project that enables, distributed processing of large data sets across clusters of commodity servers. The objective of this course is to provide students a foundation for understanding big data technologies and Hadoop in particular. Topics include Hadoop system architecture, Hadoop Distributed File System (HDFS), MapReduce programming model and design patterns and technologies surrounding Hadoop ecosystem such as Pig, Hive and Oozie. The course will also introduce big data science concepts and NoSQL database technologies.

IT 540. Digital Forensics. (3).

Modern technologies have created a myriad of ways that data can be stored and communicated - and hidden. Digital forensics is the science of finding those data after the fact. This course presents an overview of the principles and practices of digital investigation and prepares students to conduct a cyber forensics investigation in an organized and systematic way. The course allows students to develop skills in collecting, seizing and analyzing suspect devices, creating forensics images, recovering deleted data from various file systems and damaged media, applying digital forensics techniques to e-mail and other electronic communications and describing incident and intrusion response approaches, among other topics. **PREREQUISITES:** IT508 and IT513.

IT 542. Ethical Hacking. (3).

Ethical hacking or penetration testing is the act of breaking into a system with the permission and legal consent of the organization or individual who owns and operates the system, with the purpose of identifying vulnerabilities to strengthening the organization's security. This course introduces students to the principles and techniques of the cybersecurity practice known as penetration testing and covers various tools and methods commonly used to compromise and control access to information systems. As part of this course, students will conduct hands-on penetration tests in a controlled lab environment, discover how system vulnerabilities can be exploited and learn how to avoid such problems in order to better secure organizational data and systems. **Prerequisites:** IT 508 and IT 513.

IT 544. Cloud Security. (3).

Cloud computing services (whereby distributed resources are rented, rather than owned) are being adopted across a variety of organizations yet many security challenges exist. This course introduces students to various cloud computing architectures and delivery models followed by a review of the security and privacy issues related to various types of cloud computing environments. The course covers aspects related to cloud security design, implementation, architecture, operations, controls, and compliance with regulatory frameworks for both cloud platforms & infrastructure security and cloud application security. **Prerequisites:** IT 508 and IT 513.

IT 546. Cybersecurity Risk Management. (3).

Protecting organizational assets against increased numbers of cybersecurity threats is of critical importance in all modern organizations. Having a cybersecurity plan and a governance structure in place for dealing with cybersecurity risks is a more successful strategy than recovering organizational systems after a cyberattack has occurred. This course introduces students to risk management approaches for identifying, analyzing and responding to cybersecurity risks, governance mechanisms, human resource security and business continuity. This course provides students with necessary skills required to formulate and implement a cybersecurity plan. **Prerequisites:** IT 508 and IT 513.

IT 582. Special Topic. (3).

This course is designed and taught by a rotating cohort of instructors and is dedicated to special topics in information technology not covered by the current curriculum. Special topics courses vary and are used to introduce students to new topics in the Information Technology field.

IT 590. Internship. (1-3).

Internships are a valuable experiential learning tool where students engage in work with an organization on an approved topic. Students will write a comprehensive report based on their learning experience along with weekly logs and managerial evaluation. The report will be evaluated and graded by the instructor.

IT 599. IT Project. (3).

Students will work on proposing, developing and implementing a comprehensive project on concepts learned during their program. A project is a form of research aimed at creating or contributing new knowledge in a discipline or, an applied study that combines a specific topic with actual problems or issues within a setting.

Certificate in Information Technology, Data Analytics and Cybersecurity

In addition to the M.S. in Information Technology (MSIT) degree, we offer IT certificate programs that can be acquired separately from the Master's program. The Certificate in IT Management, Certificate in Data Analytics, and Certificate in Cybersecurity are 4-course, affordable options for professionals looking to build specialized skills in these specific areas.

Students who wish to transfer these courses into the MSIT program may do so, subject to academic limits as outlined in the University's Graduate Academic Policies. Students must first apply and be admitted to the MSIT program and then formally request the transfer.

Admission Requirements

Candidates for admission to the IT Management, Data Analytics, or Cybersecurity certificate programs should provide the Graduate Enrollment Office with the following:

1. A completed application form and non-refundable application fee
2. Evidence of an interview with an admission counselor
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of approximately 3.0 or higher in upper division undergraduate work is expected.

At a minimum, all students entering the certificate programs need to have completed the following courses which are pre-requisites into the program:

- Java/Object Oriented Programming
- Business Statistics
- Enterprise Management, Organization, and Strategy (IT Management Certificate only)

These courses are offered at Cal Lutheran (and are not part of the certificate program). Relevant work experience in the IT field will also be considered.

An undergraduate degree in information systems, business, computer science, engineering, math, physics, and other natural sciences or related fields is required for admission to the program. Students with other backgrounds will be considered based on their work experience and/or completion of pre-requisite courses as noted above.

International students (who have completed a degree outside of the US) need to submit English proficiency requirements such as TOEFL of minimum 88 or IELTS of minimum 6.5.

Program Completion Time

The certificate can be completed in as little as six months, and is based on a sequence of four 3-unit graduate courses for a total of twelve credits. This requires enrollment for at least two terms, based on 11-week term schedules. The completion time does not account for any pre-requisite courses a student may need.

Certificate in IT Management

The Certificate in IT Management focuses on the managerial aspects of information technology and is suitable for students who would like to become IT Managers, IT Project Managers, IT Consultants, IT Strategists, Chief Information Officers (CIO), or Chief Technology Officers (CTO), among others.

You will be prepared to create IT strategies that support the business, innovate with IT, and manage projects, as well as develop and maintain the IT architecture and infrastructure of an organization.

Specifically, by completing the certificate program in IT Management, students will be able to:

- Understand the methods used to design and implement IT solutions in modern organizations
- Learn how to manage IT strategically in order to gain or sustain competitive advantage and business value
- Design the IT governance, architecture and infrastructure in modern organizations
- Learn about project management phases, knowledge areas, tools and techniques and their applications
- Strategically manage emergent technologies in modern organizations

Take these two required courses:

IT 508	Information Technology Management	3
IT 512	Project Management	3

Take two elective courses from the following:

IT 509	Data Management	3
IT 510	Software Planning and Development	3

IT 511	Data Communications and Networking	3
IT 513	Information Security	3
IT 514	Distributed Systems	3
IT 520	IT Strategy and Business Value	3
IT 521	Healthcare Information Technologies	3
IT 522	Enterprise Systems	3
IT 523	IT Architecture and Infrastructure	3
IT 524	Emergent Technologies and Issues	3
IT 582	Special Topic	3
IT 599	IT Project	3

Certificate in Data Analytics

Data analytics is the systematic analysis and interpretation of data using various computational and statistical tools in order to support decision-making based on the scientific method.

This program will prepare you to create, develop and implement data models as well as work with big data sets using a real-world data cluster managed in-house to derive insights and make recommendations.

Specifically, by completing the certificate program in Data Analytics, students will be able to:

- Understand the general framework surrounding data management, analytics and big data
- Assess organizational data and information requirements and construct data models
- Develop an ability to effectively clean, manipulate and visualize large volumes of data
- Apply machine learning and statistical tools to big data sets
- Make data-driven decisions based on analytics techniques
- Write professional reports and present findings to target audiences

Take this required course:

IT 509	Data Management	3
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Take three courses from the following:

IT 530	Principles of Data Analytics	3
IT 531	Data Mining	3
IT 532	Data Warehouse/Bus Intelligence	3
IT 533	Big Data Technologies	3
IT 582	Special Topic	3
IT 599	IT Project	3

Certificate in Cybersecurity

The Certificate in Cybersecurity will prepare students to devise strategies and protect organizational assets from cyberattacks.

This program is suitable for students who would like to become Cybersecurity Analysts, Threat Analysts, Cybersecurity Auditors, Cybersecurity Risk Managers, or Cyber Forensics Analysts, among others.

After completing the certificate program in Cybersecurity, students will be able to assess information security risks and develop and implement solutions to protect organizational systems from cyber threats through offensive and defensive planning and incident response.

Take this required course:

IT 513	Information Security	3
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Take three courses from the following:

IT 540	Digital Forensics	3
IT 542	Ethical Hacking	3
IT 544	Cloud Security	3
IT 546	Cybersecurity Risk Management	3
IT 582	Special Topic	3
IT 599	IT Project	3

Master of Public Policy and Administration

For faculty listing, see Personnel (<https://www.callutheran.edu/academics/graduate/mppa/faculty.html>).

The Master of Public Policy and Administration (MPPA)

The Master of Public Policy and Administration program is designed to meet the educational needs of management professionals in the public and nonprofit sectors. Its faculty, with a service orientation, is dedicated to the education of the whole person. The student body is excellent and diversified, being composed primarily of individuals who are working in various private, public or nonprofit organizations.

The basic purpose of the Graduate Program in Public Policy and Administration is to provide a broad-based education for individuals who wish to pursue careers in administration or policy making in a variety of public service positions. Program emphasis is on state and local policy issues. The program is designed to provide each student with:

1. A knowledge and understanding of administrative organizations and legal processes affecting public policy decision-making;
2. The ability to identify those human and ethical values that should underlie the work of a public administrator;
3. An understanding of the proper relationship between public administration and the citizenry;
4. The capability of developing a sound social strategy;
5. The ability to perform effectively in a leadership role under a variety of conditions; and
6. The competency to conduct and present research relevant to public policy and administration.

Requirements for the Master of Public Policy and Administration

(39 Credits)

Public Policy and Administration Core (15 credits)

PA 550	Research Methods	3
PA 568	Ethics in Public Policy & Adm	3
PA 593	Public Administration Theory	3
PA 595	Implement & Analysis Public Policy	3
PA 598	Law and Public Policy	3

Elective Courses (21 Credits)

Select four of the following plus either thesis/capstone project ¹

PA 501	Public Administration and Public Policy
PA 502	Public Policy Seminar
PA 505	Local Economic Development
PA 507	Strategic Planning
PA 508	Sacramento Institute
PA 510	Leadership
PA 512	Communication Skills Public Adm
PA 554	Public Budgeting
PA 556	Inter-Governmental Relations
PA 562	Human Resource Management
PA 565	Organizational Theory and Development
PA 570	Civic Engagement
PA 571	Non-Profit Management
PA 577	Negotiation and Conflict Management
PA 582	Selected Topics
PA 590	Independent Study
PA 596	Urban Policy and Planning
BUS 554	Communication for Management
BUS 558	Organizational Dynamics
BUS 559	Leadership and Managerial Effectivenss
BUS 581	Mgmt Concepts for Information Technology (Thesis or Capstone Project)

Thesis or Capstone Project

PA 599A	Thesis	3
or PA 599	Capstone Project	

¹ With the approval of the program director.

Note: Students may take up to 6 credits from any other graduate program.

Completion Requirements

1. Thesis or Capstone Project (3 credits). Credit will be counted toward 15 credits of elective courses.
2. Internship (no credit).

Candidates for the MPPA degree without two or more years of public or nonprofit sector experience are required to complete an internship in public administration. The internship normally involves at least 100 hours of supervised work experience in an approved position. This requirement may be waived under certain circumstances.

Students may, with the approval of the program director, program dean and the university registrar, transfer relevant graduate level courses taken in allied graduate programs (e.g., MBA) at this or other regionally accredited universities.

Courses

PA 500. American Foundations. (3).

This course is a prerequisite for foreign students entering the MPPA program. It is designed to prepare students and enhance their knowledge about American policy and administration and their skills for graduate study in the program. Credits for this class do not count towards the required 39 credits for the degree.

PA 501. Public Administration and Public Policy. (3).

Study of theories of administration and public policy to assist students in preparing for the MPPA comprehensive examinations.

PA 502. Public Policy Seminar. (3).

Small group tutorial experience designed for in-depth exploration of a topic or problem.

PA 505. Local Economic Development. (3).

This seminar examines strategies employed in the pursuit of state and local economic development. It emphasizes practical application and implementation of economic concepts and strategies which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 507. Strategic Planning. (3).

This course provides an understanding and application of strategic planning and performance measurements in the public and non-profit sectors. It emphasizes the practical application of economic concepts and planning tools which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 508. Sacramento Institute. (3).

The course provides a multi-perspective examination of policy development processes through first hand observation of the policy process. Students travel to Sacramento for a four-day seminar at the State Capital and interact with lawmakers, lobbyists, media, legislative analysts, regulators, political consultants and executive branch officials.

PA 510. Leadership. (3).

The course is designed to develop a set of core competencies and improve leadership practices. Topics covered include the historical development of leadership theories, communication, strategic analysis, leadership styles, organizational structure, and teambuilding.

PA 512. Communication Skills Public Adm. (3).

The course is intended to prepare students to think strategically about communication and to improve writing, presentation and interpersonal communication skills within a managerial setting. Professional and interpersonal dialogue and group communications will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will also be covered.

PA 550. Research Methods. (3).

Study of current methods of conducting research in public administration. On-Line Course.

PA 554. Public Budgeting. (3).

Public budget planning, formulation, analysis, and implementation. The fiscal role of government. The problems of revenue and expenditure planning, administration and control.

PA 556. Inter-Governmental Relations. (3).

An analysis of the problems, practices and decisions relating to the management and financing of inter-governmental projects and policies.

PA 562. Human Resource Management. (3).

Governmental personnel systems. Policies for classification, compensation, training and advancement. Public employee unionization. Developing strategies for collective negotiations in public organizations.

PA 565. Organizational Theory and Development. (3).

Organization, leadership and decision theory, and contemporary developments in management and behavioral sciences are emphasized.

PA 568. Ethics in Public Policy & Adm. (3).

An examination of moral issues which arise within a public organization, e.g., privacy, obligation to obey the law, government responsibility, etc.

PA 570. Civic Engagement. (3).

Examination of the forms and processes of civic engagement in contemporary settings of public and government. The class focuses on the organization and expression of public interests, and explores the means by which they are mediated and coped with by governing authorities.

PA 571. Non-Profit Management. (3).

The course is designed to introduce students to both principles and practices of management for nonprofit organizations. In addition to a survey of important issues facing the nonprofit sector and best practices, course topics will include governance, strategic planning, marketing, advocacy, public-private partnerships and fundraising.

PA 577. Negotiation and Conflict Management. (3).

This course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus tactics and strategies involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, readings, videos and role-plays. Students will focus on the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business. (cross-listed with BUS 577).

PA 582. Selected Topics. (3).

Topics of current and particular interest or concern in public administration, e.g., arbitration and collective bargaining, criminal justice policy, environmental policy and public healthcare policy.

PA 585. Travel Seminar: Ecuador. (3).

This is a travel seminar, meaning that a majority of the time will be spent outside of the classroom and in non-traditional settings. However, there will be classroom led discussion and instruction from both the faculty, in addition to instruction from other experts from our collaborator/ Nonprofit partner based in Quito, Ecuador. This is a three credit course.

PA 590. Independent Study. (1-4).**PA 593. Public Administration Theory. (3).**

The primary objective of this course is to introduce students to the evolution of Public Administration (PA) as a field, the current debates/ trends in the field and how thinking in this field has evolved. Students will also get a thorough understanding of the role of PA in a democratic society, the tensions in politics vs administration. On-Line Course.

PA 595. Implement & Analysis Public Policy. (3).

Examines how public policy is implemented and analyzed. Overview of change theory, systems analysis, and decision-making paradigms; concepts such as strategic planning, quality management, benchmarking and team building are addressed. On-Line Course.

PA 596. Urban Policy and Planning. (3).

This course is designed to introduce students to the field of land use planning. It is intended to prepare students to make organizational decisions that will require a base of knowledge in urban planning concepts and policies, yet the course should interest any citizen concerned with how land use decisions impact their quality of life. Appropriately then, the focus of instruction will be on issues currently affecting Ventura County and its local municipalities - a lack of affordable housing, a displaced work force, and attempts to implement policies of smart growth and sustainability.

PA 598. Law and Public Policy. (3).

An analysis of the impact of court and legislative decisions on public policy, with particular emphasis on public institutions; how to conduct legal research; examining how public policy is shaped by law. Emphasis on researching and analyzing legal documents and appellate opinions pertinent to public policy. Topics include: employment discrimination; managerial liability for negligence in hiring, training, supervision, etc.; civil rights violations; employee rights in the workplace; and more.

PA 599. Capstone Project. (3).

The capstone project follows a more practical and hands on model, which would benefit students in two ways : a. Help them work on a real-world problem, while utilizing some of the theories and other concepts that they have used in class b. Help build professional networks in the organizations they will work at, during their capstone projects. The organizations chosen for the capstone projects will be locally based ones - either government or nonprofits - that will work closely with faculty members and help students grapple with a real issue that is confronting the said organization.

PA 599A. Thesis. (3).**PA 599B. Project. (3).**

Graduate School of Education

Programs Offered

The University offers the following degree, credential, and certificate programs through the Graduate School of Education:

Degrees

- Doctorate in Educational Leadership (Ed.D.)
- Doctorate in Higher Education Leadership (Ed.D.)
- Master of Arts (M.A.) in Educational Leadership
- Master of Science (M.S.) in Counseling with specializations in:
 - College Student Personnel
 - Pupil Personnel Services
- Master of Science (M.S.) in Special Education with specializations in:
 - Deaf and Hard of Hearing
 - Mild to Moderate
 - Moderate to Severe
- Master of Education in Teacher Leadership (M.Ed.)

Credentials

- Teaching
 - Preliminary Multiple or Single Subject
 - -Bilingual Authorization
- Administrative Services
 - Preliminary
- Pupil Personnel Services
 - Clear (School Counseling and Child Welfare and Attendance* Authorizations)
 - *Must complete PPS at CLU to be eligible for CWA Authorization
- Education Specialist
 - Preliminary (Deaf and Hard of Hearing Specialty)
 - Preliminary (Mild to Moderate Support Needs, Extensive Support Needs)

Graduate School of Education Vision, Mission, and Guiding Principles

Vision

Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities

Mission

The mission of the Graduate School of Education is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

Guiding Principles

- Equity: *The GSOE utilizes equity as a lens for all decision-making regarding policies, procedures, programs and outreach with stakeholders.*
- Inquiry into Practice: *The GSOE cultivates scholar-practitioners who value asking bold questions through community-based inquiry that serves to disrupt the status quo in education, affecting access, equity and inclusion for all learners.*
- Authentic Context: *The GSOE is committed to the development and delivery of innovative practices, informed by the needs of our current communities, that lead to student inquiry, curiosity and meaningful learning.*
- Community: *Expand and sustain meaningful, reciprocal transformative relationships between and within Cal Lutheran, educational institutions, and community agencies that enrich candidates' learning and professional growth.*

Design of the Programs

California Lutheran University has designed graduate programs in education so candidates can complete a master's or doctoral degree and an advanced credential concurrently. Credential programs meet all requirements established by the California Commission on Teacher Credentialing (CTC). Requirements for completion of the degree and the credential may not be exactly the same. Candidates may choose to complete a master's or doctoral degree apart from a credential (except for the Master of Education, which must be completed in conjunction with the preliminary teaching credential) and vice versa. Undergraduate students seeking a basic teaching credential may include graduate course work in their program. Advisers will help to determine under what circumstances this may be possible.

Accreditation

The Graduate School of Education at California Lutheran University is accredited by the California Commission on Teacher Credentialing (CTC). All credential programs are approved by the CTC.

Graduate Admission

Persons interested in exploring educational opportunities for teacher education, credentials, advanced master's and doctoral degrees offered by the Graduate School of Education should arrange an appointment with an admission counselor in the Graduate Admissions Office by calling (805) 493-3325.

Note: The University reserves the right during the course of study to continually evaluate the student's suitability for professional involvement as a teacher, counselor, administrator, or in occupations in the field of college personnel services. The Graduate School of Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Programs are further subject to change as prescribed by the CTC. To review other procedures and policies please refer to the Graduate School of Education handbook (<https://www.callutheran.edu/education/resources/>).

Courses

EDGN 509. Situating Yourself As a Scholar and Teacher Leader. (3).

This course is designed to provide teachers and counselors with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. Through first examining one's own positionality, and the impact this has on our own pedagogical practice, students will explore concepts from several research paradigms (e.g. positivism, interpretivism, pragmatism, critical theory), as well as more teacher and classroom-specific approaches (e.g., action research) particular to the field of education. Considerable time will be devoted to reviewing published peer-reviewed research articles in order to investigate the extent to which educational research is used to inform educational decision-making at both the policy and individual classroom level and also decisions prospective counselors must make when considering their roles and responsibilities when working with schools, teachers, students and their families.

EDGN 510. Collaboratories of Practice – Understanding Change Theory. (3).

In this course students will begin to delve into differing approaches to affecting change in learning organizations. Collaboratories of Practice represent a fusion of two important developments in contemporary educational research: communities of practice and collaboratories. A collaboratory is a new networked organizational form involving structured experiences of authentic, real-world practice which serve as sources of active inquiry and professional learning. A collaboratory is a professional learning space that supports creative problem-solving, maker-centered learning, the development of cutting-edge teacher education, research projects, programs, and experiences within the GSOE. After first examining change theory that underpins the transformational change in the world of education, students will begin to investigate current problems of practice in the field of education and devise or recommend a proposal for pragmatic solutions suitable to their particular contexts. Prerequisite: Successful completion of EDGN-509 with a minimum grade of 75%.

EDGN 597. Professional Reading in Education. (1).

this course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

EDGN 599. Education Improvement Plan - From Theory to Praxis. (3).

This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in educational organizations. Students will also consider change planning implementation through community building and culturally responsive relationships, particularly with diverse stakeholders that come into play in the work of a teacher. Students will write three chapters of an Education Improvement Plan that introduces the context, problem, vision, and approach for educational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the educational change process. At the end of this course, students will be able to reflect on and communicate about a research informed, evidence-based plan to address a previously identified problem of practice for educational improvement. thesis. Students will engage collaboratively in various forms of peer review. Prerequisite: EDGN-510.

EDGN 690. Independent Study. (1-4).

Doctorate in Educational Leadership Ed.D.

The Ed.D. program in Educational Leadership is designed for educators who wish to develop their professional skills and wish to become leaders in various educational fields. Graduates are prepared to serve in key administrative and instructional roles in public and private preschools, elementary and secondary schools; special education service units; state departments of education; community colleges; four-year colleges and universities; and other national and state organizations.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- Comparing historical, philosophical, and social contexts of education
- Facilitating the success of all students
- Enhancing learning-centered practices across an educational organization
- Implementing effective leadership practices
- Leading with intercultural maturity
- Using research to inform practice
- Leading in a moral and ethical way
- Leading with care and collaboration

Admission to the Doctoral Program in Educational Leadership

Candidates for admission to the Educational Leadership Doctoral Program should submit all application materials by January 15 for priority consideration for admission to the next summer term. Admission decisions for regular graduate standing are based on a review of the following items in the candidates' portfolio:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
3. A personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
4. Three letters of recommendation
5. A professional resume
6. A writing sample (e.g., chapter from thesis, article, paper or report)

After all paperwork has been received and processed, the candidate file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

8. Satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Educational Leadership

The Doctoral Degree in K-12 Educational Leadership is a 60-unit program. Candidates are required to take nine educational leadership courses (27 units), three research methods courses (11 units), and six courses in Dissertation Seminars and Research (22 units). The classes are offered for cohort groups in the fall, spring and summer sessions in a fixed order, allowing candidates to complete all requirements within a minimum of three years. Candidates are expected to be continuously enrolled. Candidates who discontinue enrollment in a cohort group may petition to join the next cohort group the following year.

Completion of the courses listed below totaling a minimum of 60 units:

Educational Leadership Courses (27 units)

EDLD 603	Hist & Phil Fndn Educ Leadership	3
EDLD 605	Instructional Leadership Modern Org	3
EDLD 607	Ethics and Values in Educational Leaders	3
EDLD 614	Policy Development & Political Influence	3
EDLD 617	Leadership, Diversity & Inclusivity	3
EDLD 622	Program Evaluation	3
EDLD 621	Int'l Comparative Educ Practices	3
EDLD 624	Leading Organizational Change/Developmt	3
EDLD 626	Managing Resources in Support Org Vision	3

Research Courses (11 units)

EDLD 601	Research Tools and Application	3
EDLD 612	Quantitative Research Design/Analysis	4
EDLD 613	Qualitative Research Design and Analysis	4

Dissertation Seminars & Research (22 units)

EDLD 610	Research Seminar: Literature Review	4
EDLD 620	Research Seminar: Dissertation Proposal	4

EDLD 630	Research Seminar: Data Analysis	4
EDLD 634	Dissertation Seminar 1	3
EDLD 635	Dissertation Seminar II	4
EDLD 636	Dissertation Defense	3
Total Hours		60

Note: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 7 years from the date of admission).

1. Advancement to candidacy based on departmental review
2. Residency - Residency will be established automatically by candidates when they continuously enroll throughout the cohort program of six semesters

Note: Students must successfully pass all preceding doctoral coursework prior to setting for their oral defense.

Courses

EDLD 502. Current Social,cultural,political Issues. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organization Leadership & Public Educ. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).

The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership Modern Org. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design/Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (GR).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. Int'l Comparative Educ Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support Org Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 637B. Prof Induction Plan Development B. (1).

(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638B. Inquiry Action B. (1).

(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSEs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).

EDLD 690. Independent Study. (1-4).

Doctorate in Higher Education Leadership Ed.D.

The Ed.D. program in Higher Education Leadership is designed for leaders and administrators of colleges and universities (public and private, two-year and four-year, nonprofit and proprietary) who desire to enhance their abilities and position themselves for heightened leadership roles in a wide range of professional service areas (including student affairs, academic leadership, institutional advancement, athletic administration, or institutional assessment).

The purpose of the Ed.D. in Higher Education Leadership is to prepare reflective, principled leaders for higher education who:

- Understand the individual, organizational, and societal dynamics that affect college students and their success;
- Are effective in leading positive organizational change; and
- Are actively engaged in the national and international conversations surrounding the critical issues affecting higher education.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- Comparing historical, philosophical, and social contexts of education
- Facilitating the success of all students

- Enhancing learning-centered practices across an educational organization
- Implementing effective leadership practices
- Leading with intercultural maturity
- Using research to inform practice
- Leading in a moral and ethical way
- Leading with care and collaboration

Admission to the Doctoral Program in Higher Education Leadership

Applicants for admission to the Ed.D. Program in Higher Education Leadership should submit all application materials by January 15 for priority consideration for admission to the next summer term. Admission decisions for regular graduate standing are based on a review of the following items in the candidate's portfolio:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
3. A personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
4. Three letters of recommendation
5. A professional resume
6. A writing sample (e.g., chapter from thesis, article, paper or report)

When the application is complete the file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

7. Satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Higher Education Leadership

The Doctoral Degree in Higher Education Leadership is a 60-unit program. Candidates are required to take nine courses in higher education leadership (27 units), three courses in research methods (11 units), and six courses in Dissertation Seminars and Research (22 units).

1. Completion of the courses listed below totaling a minimum of 60 units:

Higher Education Leadership Courses (27 units)

EDLD 603	Hist & Phil Fndn Educ Leadership	3
EDLD 607	Ethics and Values in Educational Leaders	3
EDLD 614	Policy Development & Political Influence	3
EDLD 617	Leadership, Diversity & Inclusivity	3
EDLD 619	Higher Education and the Law	3
EDLD 621	Int'l Comparative Educ Practices	3
EDLD 623	Student Success and Retention	3
EDLD 624	Leading Organizational Change/Developmt	3
EDLD 627	Administration in Higher Education	3

Research Courses (11 units)

EDLD 601	Research Tools and Application	3
EDLD 612	Quantitative Research Design/Analysis	4
EDLD 613	Qualitative Research Design and Analysis	4

Dissertation Seminars and Research (22 units)

EDLD 610	Research Seminar: Literature Review	4
EDLD 620	Research Seminar: Dissertation Proposal	4
EDLD 630	Research Seminar: Data Analysis	4
EDLD 634	Dissertation Seminar 1	3
EDLD 635	Dissertation Seminar II	4
EDLD 636	Dissertation Defense	3

Total Hours

60

Note: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 7 years from the date of admission).

Advancement to candidacy is based on departmental review.

Residency - Residency will be established automatically by candidates when they continuously enroll throughout the cohort program of six semesters.

Note: Students must successfully pass all preceding doctoral coursework prior to setting for their oral defense.

Courses

EDLD 502. Current Social,cultural,political Issues. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organization Leadership & Public Educ. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).

The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership Modern Org. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design/Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (GR).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. Int'l Comparative Educ Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support Org Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 637B. Prof Induction Plan Development B. (1).

(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638B. Inquiry Action B. (1).

(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELS. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).**EDLD 690. Independent Study. (1-4).**

Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership prepares candidates for leadership positions within an educational organization. Graduates of the program are prepared to serve as principals, teacher leaders and mentors, curriculum developers, and superintendents. The master's program is a 30-unit program, which includes the Preliminary Administrative Services Credential.

Program Outcomes

Reflective, principled Educational Leadership program graduates will be educational leaders who promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Modeling a personal code of ethics and developing professional leadership capacity;
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Admission to the Master of Arts in Educational Leadership Program

To assure a prompt admission decision, candidates for admission to the Master of Arts in Educational Leadership Program should submit all application materials by April 1st. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on a review of the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
2. Official transcripts verifying bachelor's degree from a regionally accredited U.S. institution
3. A personal statement following the guidelines included in the admission packet
4. Three letters of recommendation
5. Evidence of initial interview and program advisement with a faculty adviser

Note: All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GRE and TOEFL scores and have their transcripts evaluated by a CTC-approved agency for equivalency to a U.S. bachelor's degree.

Note: Applicants for the Educational Leadership Program will need to submit verification of their teaching or services credential. If an applicant does not have a California teaching credential, a Certificate of Clearance will need to be obtained.

Requirements for the Master of Arts in Educational Leadership

Completion of 30 units as follows:

Course Requirements (30 units)

EDLD 502	Current Social,cultural,political Issues	3
EDLD 504	School Law and Public Policy	3
EDLD 510A	Action Research for Practitioners	1
EDLD 510B	Action Research for Practitioners	1
EDLD 510C	Action Research for Practitioners	1
EDLD 550	Focusing on Student Achievement	3
EDLD 568	Organization Leadership & Public Educ	3
EDLD 570	Curriculum Leadership/Program Eval	3
EDLD 572	Managing Resources	3
EDLD 580	Org Transformation/Leading Learning	3
EDLD 591A	Fieldwork Practicum	1
EDLD 591B	Fieldwork Practicum	1
EDLD 591C	Fieldwork Practicum	1
EDLD 598	Action Research Project	3
Total Hours		30

Requirements for the Preliminary Administrative Services Credential ¹

Candidates must complete the following 21 credits for the Preliminary Administrative Services Credential:

EDLD 504	School Law and Public Policy	3
EDLD 550	Focusing on Student Achievement	3
EDLD 568	Organization Leadership & Public Educ	3
EDLD 570	Curriculum Leadership/Program Eval	3
EDLD 572	Managing Resources	3
EDLD 580	Org Transformation/Leading Learning	3
EDLD 591A	Fieldwork Practicum	1
EDLD 591B	Fieldwork Practicum	1
EDLD 591C	Fieldwork Practicum	1
Total Hours		21

¹ Before applying for the Preliminary Administrative Services Credential program, candidates must verify completion of a minimum of four years of successful, full-time experience in public or private schools of equivalent status while in possession of a valid clear teaching or services credential.

Courses

EDLD 502. Current Social,cultural,political Issues. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organization Leadership & Public Educ. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).

The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership Modern Org. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design/Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (GR).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. Int'l Comparative Educ Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support Org Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 637B. Prof Induction Plan Development B. (1).

(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638B. Inquiry Action B. (1).

(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELS. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).**EDLD 690. Independent Study. (1-4).**

Master of Science in Counseling and Pupil Personnel Services

This program is designed to prepare individuals to perform counseling services in schools at all grade levels. The Master of Science in Counseling and Pupil Personnel Services authorizes individuals to become school counselors in kindergarten through 12th grade. Candidates who complete a Master of Science in Counseling and Pupil Personnel Services are also eligible to become counselors at the college level.

Program Outcomes

Counselor Education program graduates will be able to:

1. Design, implement, and evaluate standards-driven, comprehensive counseling and guidance programs in K-12 schools that are needs based;
2. Consult and collaborate with teachers, parents, and other professionals to support student success;
3. Advise students about their educational and career plans;
4. Counsel students individually about their personal and social development through a multicultural and pluralistic lens;
5. Counsel students in groups about their personal/social and/or academic development through a multicultural and pluralistic lens;
6. Understand factors contributing to and methods and programs for supporting student success;
7. Serve as an advocate for equity, inclusion, and social justice.

Admission to the Master of Science in Counseling and Pupil Personnel Services

To assure a prompt admission decision, applicants for admission to the Counseling and Pupil Personnel Services program should submit all application materials by June 15 for fall semester.

Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution or equivalency
3. A personal statement following the guidelines included in the admissions packet
4. Three professional letters of recommendation
5. Evidence of initial interview and program advisement with a faculty adviser
6. Certificate of Clearance AND verification of registration for or passing the Basic Skills Exam (CBEST) or an approved alternative allowed by the California Commission on Teacher Credentialing.

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for Pupil Personnel Services Fieldwork

PPS students must have successfully passed the CBEST (or CTC-approved alternatives) prior to the start of their fieldwork. As a result, students who have not passed the CBEST (or CTC-approved alternatives) will not be able to take EDCG 528, 533, or 534. The PPS fieldwork coordinator will work with the Credential Analyst in the GSOE to confirm that students have successfully passed the CBEST (or CTC-approved alternatives) prior to approving all fieldwork applications. Students must submit their official scores via e-mail to the Graduate School of Education’s Credential Analyst to update their records in their student files.

Note: Changes in state law may alter requirements.

Requirements for the Master of Science in Counseling and Pupil Personnel Services

Completion of the courses required for the M.S. in Counseling and Pupil Personnel Services listed below totaling between 48 units:

EDCG 504	Law and Ethics in School Counseling	3
EDGN 509	Situating Yourself As a Scholar and Teacher Leader	3
EDCG 512	Lifespan Human Development	3
EDCG 521	Counseling Theory and Practice	3
EDCG 523	Group Process and Leadership	3
EDCG 525	Resiliency Development & Student Retention	3
EDCG 526	Microskills in Counseling	3
EDCG 527	Career & College Development & Planning	3
EDCG 528	Practicum	3
EDCG 529	Organization and Administration of PPS	3
EDCG 533	Field Study in School Counseling I	3
EDCG 534	Field Study in School Counseling II	3
EDCG 538	Educational Counseling & Academic Resiliency	3
EDCG 539	Systemic Approaches to Collaboration, Consultation, & Supervision	3
EDCG 554	Educational Measurement	3
EDCG 581	Diverse Perspectives Educ/Cultural Ldrsh	3
Comprehensive Examination		

Total Hours **48**

Requirements for Pupil Personnel Services Credential

1. Completion of courses required for the Master of Science in Counseling and Pupil Personnel Services.
2. Certificate of Clearance (fingerprint clearance)
3. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
4. The PPS Internship Credential in School Counseling is available to candidates seeking employment with participating school districts. Candidates may submit an application to the Credential Office after meeting the following requirements:
 - a. have an offer of employment;
 - b. have been admitted to the program;
 - c. have fulfilled the Basic Skills requirement; d) have a valid Certificate of Clearance; have completed seven designated courses; and have received adviser approval.
5. PPS candidates are required to obtain professional liability insurance prior to fieldwork in K-12 settings (see adviser for details).

Note: Changes in state law may alter requirements.

Requirements for the Child Welfare and Attendance Specialization

Candidates who complete the current PPS Credential Program in School Counseling at CLU and hold a valid PPS credential in School Counseling are eligible for the CWA Specialization upon completion of EDCG 540 . EDCG 540 may be taken concurrently with EDCG 534 (Field Studies II). This seminar includes an additional 150 field hours (50 may be taken during EDCG 533 and EDCG 534).

Courses

EDCG 504. Law and Ethics in School Counseling. (3).

This course provides candidates with knowledge about legal and ethical issues affecting K-12 education, particularly those matters pertaining to school counseling. Candidates will also gain skills around ethical decision making that aligns with the American School Counseling Association (ASCA) National Model.

EDCG 509. Introduction to Educational Research. (3).

A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

EDCG 511. Program Assessment/Evaluation & Grant. (3).

This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).

This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

EDCG 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 516. Introduction to Student Affairs Practice. (3).

This course provides candidates with an overview of college student services with a specific focus on the various functional areas in the field. Additionally, this course outlines key information about organization and administration of student affairs and services, including assessment, strategic planning, program development and implementation, and resource acquisition and allocation.

EDCG 517. Educational and Career Counseling in Higher Education. (3).

This course will cover theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices in higher education.

EDCG 521. Counseling Theory and Practice. (3).

Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 523. Group Process and Leadership. (3).

Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration & Supervsn. (3).

Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Resiliency Development & Student Retention. (3).

This course will examine varying models and methods supporting student, school, and educator resiliency as it pertains to Henderson's Resiliency Wheel, Social Emotional Learning and CASEL's SEL framework, the Search Institute's 40 Developmental Assets, Multi-tiered/Multi-Domain Systems of Support (MTMDSS), trauma informed practices, restorative disciplinary practices, and other school-based means of intervention. The course will also explore strength-focused means of supporting and developing student resiliency for students from diverse backgrounds and with differing social/emotional and academic needs.

EDCG 526. Microskills in Counseling. (3).

An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Corequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Career & College Development & Planning. (3).

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).

Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 521, EDCG 523, EDCG 526, EDCG 527, EDCG 538 (EDCG 504 and EDCG 529 may be co-requisite).

EDCG 529. Organization and Administration of PPS. (3).

Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 530. Organization & Administration CSP. (3).

Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs & Functions in CSP. (3).

Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (3).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. Pre-Requisite: EDCG-528 and approval by the PPS fieldwork coordinator. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (3).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. Fieldwork applications must be approved by the PPS fieldwork coordinator. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).

Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

EDCG 538. Educational Counseling & Academic Resiliency. (3).

This course provides an introduction to and overview of academic counseling skills and knowledge. In particular, this course will address high school graduation requirements and academic resilience using grit and growth mindset as theoretical frameworks to support student success and retention in the K-16 pipeline. This course will provide an overview of supporting historically marginalized populations and critique the educational achievement gap.

EDCG 539. Systemic Approaches to Collaboration, Consultation, & Supervision. (3).

This course provides candidates with knowledge regarding systemic approaches to effective consultation, collaboration, and supervision in K-12 educational settings. In particular, this course is designed to equip candidates with theoretical foundations of systemic leadership approaches, advocacy tools to support family-school-community relationships, and data-driven decision making processes for systemic and equitable change.

EDCG 540. Child Welfare and Attendance Seminar. (3).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Leadership & Organizational Change in Higher Education. (3).

The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 581. Diverse Perspectives Educ/Cultural Ldrsh. (3).

This is the foundational course in which the framework of Cultural Proficiency is introduced and woven throughout the Counseling and Guidance program. An exploration of candidates' self identity, beliefs and values, and the impact on their roles as counselors, advocates, and leaders in diverse and inclusive educational settings will be conducted.

EDCG 582. Legal and Ethical Issues in Higher Educ. (3).

This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.).

EDCG 583. Professional Development in Practice. (1).

Seminar on professional development opportunities and attendance at professional conference.

EDCG 584. Student Retention and Success. (3).

This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

EDCG 590. Independent Study. (1-4).

Master of Science in Counseling and College Student Personnel

The Master of Science in Counseling and College Student Personnel prepares professionals for careers in student affairs and student services in colleges, universities and community colleges. A master's degree in this area prepares individuals to work in various functions of student services, including academic advising, career counseling, residence life, admission and enrollment management, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry/post-traditional learners programs.

Program Outcomes

Counselor Education program graduates will be able to:

1. Design, implement, and evaluate needs-based counseling and guidance programs in colleges and universities.
2. Consult and collaborate with instructors and other professionals in order to support student success.
3. Advise students about their educational plans.
4. Advise students about their career plans.
5. Counsel students individually about their personal and social development through a multicultural and pluralistic lens.
6. Counsel students in groups about their personal/social and/or academic development through a multicultural and pluralistic lens.
7. Understand factors contributing to and methods and programs for supporting student retention and success.
8. Serve as an advocate for equity, inclusion, and social justice.

Admission to the Master of Science in Counseling and College Student Personnel

To assure a prompt admission decision, applicants for admission to the Counseling and College Student Personnel Program should submit all application materials by June 15 for fall semester.

Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
 2. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution
 3. A personal statement following the guidelines included in the admissions packet
 4. Three professional letters of recommendation
 5. Evidence of initial interview and program advisement with a faculty adviser
- Note: International applicants must submit the following:
 1. An International Student Application Form and additional required documents
 2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Requirements for the Master of Science in Counseling and College Student Personnel

1. Completion of courses required for the M.S. in Counseling and College Student Personnel listed below totaling 45 units:

EDGN 509	Situating Yourself As a Scholar and Teacher Leader	3
EDCG 511	Program Assessment/Evaluation & Grant	3
EDCG 513	College Student Development	3

EDCG 516	Introduction to Student Affairs Practice	3
EDCG 517	Educational and Career Counseling In Higher Education	3
EDCG 521	Counseling Theory and Practice	3
EDCG 523	Group Process and Leadership	3
EDCG 526	Microskills in Counseling	3
EDCG 528	Practicum	3
EDCG 535	Field Study in College Student Personnel	2
EDCG 566	Leadership & Organizational Change In Higher Education	3
EDCG 582	Legal and Ethical Issues in Higher Educ	3
EDCG 581	Diverse Perspectives Educ/Cultural Ldrsh	3
EDCG 583	Professional Development in Practice	1
EDCG 584	Student Retention and Success	3
EDCG5ST	Special Topics	1
Comprehensive Examination		
Total Hours		43

Courses

EDCG 504. Law and Ethics in School Counseling. (3).

This course provides candidates with knowledge about legal and ethical issues affecting K-12 education, particularly those matters pertaining to school counseling. Candidates will also gain skills around ethical decision making that aligns with the American School Counseling Association (ASCA) National Model.

EDCG 509. Introduction to Educational Research. (3).

A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

EDCG 511. Program Assessment/Evaluation & Grant. (3).

This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).

This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

EDCG 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 516. Introduction to Student Affairs Practice. (3).

This course provides candidates with an overview of college student services with a specific focus on the various functional areas in the field. Additionally, this course outlines key information about organization and administration of student affairs and services, including assessment, strategic planning, program development and implementation, and resource acquisition and allocation.

EDCG 517. Educational and Career Counseling In Higher Education. (3).

This course will cover theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices in higher education.

EDCG 521. Counseling Theory and Practice. (3).

Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 523. Group Process and Leadership. (3).

Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration & Supervsn. (3).

Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Resiliency Development & Student Retention. (3).

This course will examine varying models and methods supporting student, school, and educator resiliency as it pertains to Henderson's Resiliency Wheel, Social Emotional Learning and CASEL's SEL framework, the Search Institute's 40 Developmental Assets, Multi-tiered/Multi-Domain Systems of Support (MTMDSS), trauma informed practices, restorative disciplinary practices, and other school-based means of intervention. The course will also explore strength-focused means of supporting and developing student resiliency for students from diverse backgrounds and with differing social/emotional and academic needs.

EDCG 526. Microskills in Counseling. (3).

An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Corequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Career & College Development & Planning. (3).

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).

Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 521, EDCG 523, EDCG 526, EDCG 527, EDCG 538 (EDCG 504 and EDCG 529 may be co-requisite).

EDCG 529. Organization and Administration of PPS. (3).

Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 530. Organization & Administration CSP. (3).

Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs & Functions in CSP. (3).

Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (3).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. Pre-Requisite: EDCG-528 and approval by the PPS fieldwork coordinator. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (3).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. Fieldwork applications must be approved by the PPS fieldwork coordinator. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).

Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

EDCG 538. Educational Counseling & Academic Resiliency. (3).

This course provides an introduction to and overview of academic counseling skills and knowledge. In particular, this course will address high school graduation requirements and academic resilience using grit and growth mindset as theoretical frameworks to support student success and retention in the K-16 pipeline. This course will provide an overview of supporting historically marginalized populations and critique the educational achievement gap.

EDCG 539. Systemic Approaches to Collaboration, Consultation, & Supervision. (3).

This course provides candidates with knowledge regarding systemic approaches to effective consultation, collaboration, and supervision in K-12 educational settings. In particular, this course is designed to equip candidates with theoretical foundations of systemic leadership approaches, advocacy tools to support family-school-community relationships, and data-driven decision making processes for systemic and equitable change.

EDCG 540. Child Welfare and Attendance Seminar. (3).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Leadership & Organizational Change/In Higher Education. (3).

The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 581. Diverse Perspectives Educ/Cultural Ldrsh. (3).

This is the foundational course in which the framework of Cultural Proficiency is introduced and woven throughout the Counseling and Guidance program. An exploration of candidates' self identity, beliefs and values, and the impact on their roles as counselors, advocates, and leaders in diverse and inclusive educational settings will be conducted.

EDCG 582. Legal and Ethical Issues in Higher Educ. (3).

This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.)

EDCG 583. Professional Development in Practice. (1).

Seminar on professional development opportunities and attendance at professional conference.

EDCG 584. Student Retention and Success. (3).

This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

EDCG 590. Independent Study. (1-4).

Department of Learning and Teaching

The Department of Learning and Teaching houses the following credential preparation and master programs:

- Special Education/Deaf and Hard of Hearing Specialization
- Special Education/Mild to Moderate Support Needs and Extensive Support Needs
- Teacher Education

Special Education/Deaf and Hard of Hearing Specialization

Candidates who are admitted to the Preliminary Education Specialist Credential – Deaf and Hard of Hearing program will enter as a cohort in the summer session only and participate in program activities in sequence.

It is possible to obtain the Master of Science in the Education of the Deaf without completing the credential requirements; however, Cal Lutheran has developed the credential and master's degree so candidates may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master's degree alone does not authorize the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CTC) requirements and be recommended by the university.

Program Outcomes

Reflective, principled Deaf and Hard of Hearing teacher program graduates will be able to:

1. Assess learning of students with hearing loss;
2. Plan instruction and design learning experiences for students with hearing loss;
3. Understand and organize subject matter knowledge for students with hearing loss;
4. Create and maintain an effective environment for students with hearing loss;
5. Engage and support all students with hearing loss in learning;
6. Represent the different roles of a deaf educator, including interactions with parents and school staff;
7. Develop as a professional educator for students with hearing loss.

Admission to the Deaf and Hard of Hearing Program

Cal Lutheran offers the Preliminary Education Specialist, Deaf and Hard of Hearing Teaching Credential. A general education teaching credential is not a prerequisite for completion of this credential.

To assure a prompt admission decision, applicants for admission to the Deaf and Hard of Hearing Program should submit all application materials by:

- April 1 for summer semester

Deaf and Hard of hearing program has one application cycle which is April 1 for summer admission.

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential-only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Two academic or professional recommendations

International applicants must submit the following:

1. An International Student Application Form and additional required documents.
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution.

Requirements for Continued Advancement into the Deaf and Hard of Hearing Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. California Teaching Commission (CTC) issued certificate, permit or credential
3. TB test (negative-results test less than three years old while enrolled in program)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test or equivalent
5. Subject Matter Competence – demonstration of subject matter competency (passage of the multiple subjects or any core subject CSET exam, or subject matter equivalency via degree/coursework)
6. U.S. Constitution - verification by official transcript or passage of exam
7. RICA
8. CPR
9. Mandated Reporter Certificate
10. SCTA membership for Liability Insurance
11. Health Education Course
12. ASL Course or proof of proficiency

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Deaf and Hard of Hearing Preliminary Education Specialist Credential

Required Courses (40 units)

EDDH 500	Characteristics Learners With Hearing Ls	3
EDDH 502	Audiology: Diagnostics in Infants/Child	3
EDDH 504	Educational Audiologist/Hearing Child/Youth	3
EDDH 508	Speech, Aural Habilitation & Adv Commun	3
EDDH 516	Language/Literacy Student W Hearing Loss	3
EDDH 518	Early Childhood D/Hh & Working Families	4
EDDH 525	Academic Curriculum Grades K-5	3
EDDH 527	Curriculum, instruction & Technology 6-12	3
EDDH 545	Develop Audition/Speech/Spoken English	3
EDDH 546	Inclusion/Collaboration/Itinerant	3
EDDH 548	Teaching Students Hearing Loss/Special	3

Requirements for the Master of Science in the Education of the Deaf

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in the Education of the Deaf with the following additional requirements: EDGN 509, EDGN 510 and EDGN 599 .

Courses

EDDH 500. Characteristics Learners With Hearing Ls. (3).

This course provides an introduction to the characteristics and education of diverse learners with a hearing loss, ages birth to 21. Topics include the history of deaf education, current research and trends, legal issues in deaf education, behavior management, professional resources, universal design for learning (UDL), ethical challenges, and their application to today's children and youth who are deaf or hard of hearing. Each lesson in the course constitutes a separate, discrete topic of importance in our field. Candidates will reflect on their experiences observing schools, programs, organizations, and companies for the deaf, meeting adults with hearing loss, and how new technologies and Universal Design for Learning impact diverse learners with hearing loss, including those with additional disabilities and English language learners.

EDDH 501. Sign Language/Deaf Culture for Teachers. (2).

This course enables the students to develop basic conversational skills in American Sign Language. This course will emphasize basic person to person conversational signing, including sign vocabulary, fingerspelling, numbers and expressive & receptive signing skills. Students will also learn the history of ASL as well as become knowledgeable of aspects of Deaf Culture. This course focuses on interpersonal communication. It emphasizes introducing language in context and reinforcement through various activities that are interactive. The student will be an active learner in this class and must be prepared to sign with the instructor and with peers during and outside of class.

EDDH 502. Audiology: Diagnostics in Infants/Child. (3).

Teachers, therapists and others who provide services to children with hearing loss need a basic introduction to: causes, types, degrees and measurement of hearing loss; the nature of sound; anatomy and physiology of the hearing mechanism; audiograms; classroom acoustics; amplification, and assistive listening devices, including cochlear implants and sensory devices for educational settings. Opportunities to observe (10 hours) assessment of hearing loss: newborn hearing screenings, ABR and OAE testing, and behavioral audiometry in young children are integral to the course as well as implications for early intervention, parent education, and language development.

EDDH 504. Educational Audiologist/Hearing Child/Youth. (3).

Course topics include pediatric audiological assessment; issues in early and later cochlear implantation; audiological recommendations for IFSPs and IEPs; device options; and the use of hearing technologies in school settings. Classroom acoustics, the use of FM systems, and collaboration between the parents, audiologist, SLP, and classroom teachers and aides will be integrated into strategies to maximize the sounds of spoken language for the development of literacy and academic English.

EDDH 508. Speech, Aural Habilitation & Adv Commun. (3).

This course will focus on the development and remediation of audition and spoken English language and speech in children and youth who are deaf or hard of hearing, including functional assessment, establishing goals/objectives for the IEP, diagnostic teaching and strategies for intervention. Candidates will observe speech/language therapy sessions for elementary, middle and high school students, with a special emphasis on assessments and the integration of audition and speech production into classroom settings. Special attention will be paid to students who use cochlear implants and digital hearing aids.

EDDH 516. Language/Literacy Student W Hearing Loss. (3).

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to 6. The more a hearing professional understands about how language develops in typically developing children the more informed their judgments about language programming for children with hearing loss will be. This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language and literacy in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing can acquire language and literacy in a developmental manner.

EDDH 518. Early Childhood D/Hh & Working Families. (4).

Parent/Infant and preschool early intervention models for children who have been diagnosed with a hearing loss will be presented. Candidates will gain an understanding of typical and atypical infant and preschool-age child development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Legal, ethical, and linguistic factors will be discussed for this population. Candidates will develop skills in writing and implementing IFSPs and IEPs in a variety of settings. Candidates will participate in guided practicum experiences in parent-infant programs as well as in preschools (special day classes and inclusive settings). This course will examine parents' feelings, emotions, and attitudes related to the diagnosis, education, and challenges of raising a deaf or hard of hearing child. It will include readings, class discussions, lectures, role-play, observations in parent support groups and parent education classes, and parent guest speakers.

EDDH 525. Academic Curriculum Grades K-5. (3).

Candidates will assess and develop academic goals and learning outcomes for the students with hearing loss, grades K-5. Candidates will develop IEPs integrating their knowledge of typical and atypical child development during the elementary school years, demonstrating Universal Design for Learning (UDL), accommodations and modifications to state content standards, as well as planning lessons for instruction with specific strategies for students with hearing loss and additional special needs and English Language Learners. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; making content accessible for students with hearing loss and additional disabilities, such as autism; assessment and planning of instruction for grade levels (K-5) in a variety of instructional settings; sequencing and differentiating instruction using state-approved materials; best practices and strategies acquiring literacy and grade-level state content standards; and teaching compensatory strategies.

EDDH 527. Curriculum, Instruction & Technology 6-12. (3).

Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; models of placements, collaborations, transitions, and service delivery; students with hearing loss and multiple disabilities, such as autism; assessment and planning instruction grade levels (6-12); sequencing and differentiating instruction; and best practices and strategies acquiring literacy and grade-level content standards.

EDDH 545. Develop Audition/Speech/Spoken English. (3).

The course will allow candidates to teach speech and spoken English language instruction with children and youth with hearing loss, including those with additional challenges in a clinical practicum. Candidates will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills in a one-to-one therapy setting. From the assessments, candidates will choose targets in each area, write lesson plans, choose appropriate materials, engage and monitor student learning during instruction, and integrate goals into each area using content-based themes. Opportunities for collaboration with the students' audiologists, therapists, teachers and parents will be integrated into the course. Candidates are expected to demonstrate effective and developmentally appropriate strategies and behavior management techniques during instruction. Candidates will participate in a 30-hour speech/spoken language practicum with children and youth with hearing loss in a one-to-one clinical therapy setting which integrates and demonstrates knowledge and skills from previous course work.

EDDH 546. Inclusion/Collaboration/Itinerant. (3).

This course is designed for Education Specialist candidates to address issues related to inclusion, itinerant teaching, and collaboration with all members of the school community for the benefit of students with special needs. Students with special needs, including those with hearing loss, need to be able to access the core curriculum to the maximum extent possible and within the least restrictive environment according to their IFSP, IEP, and ITP. Students become acquainted with IFSP, IEP and ITP documents which provide the foundation for professional team members to make decisions on goals, placement, and transitions across the lifespan. Universal Design for Learning will form the foundation for accommodations and modifications. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teachers, and student supporters within inclusive settings. Issues, standards, and goals related to English Language Learner will be integrated into course activities.

EDDH 548. Teaching Students Hearing Loss/Special. (3).

This course is a study of learners with hearing loss who are also diagnosed with additional special needs, and who need additional special education programming. Candidates will become knowledgeable and skilled in the assessment process with other professionals during various instructional designs such as co-teaching and consultations.

EDDH 560. Extended Practicum and Seminar. (3-6).

This course is a practicum experience in teaching children and youth who are deaf and hard of hearing in school settings (elementary, middle or high school). The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards. This course stresses the implementation of individual educational plans (IEPs) towards the achievement of English language literacy. Theory and research are integrated into a teaching experience designed to provide D/HH education specialists with a multiplicity of strategies and techniques for providing instruction for students with hearing loss, in collaboration with paraprofessionals, general educators, speech/language therapists, audiologists and other school professionals across the spectrum of educational options.

EDDH 582. Selected Topic. (1-4).

Special Education/Mild to Moderate Support Needs and Extensive Support Needs

Cal Lutheran offers Education Specialist Credentials in Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) specialization areas. A general education teaching credential is not a prerequisite for completion of an MMSN or ESN Preliminary Education Specialist credential program.

Program Outcomes

Reflective, principled Special Education program graduates will be able to:

1. Assess special needs student learning;
2. Plan instruction and design learning experiences for students with special needs;

3. Understand and organize subject matter knowledge for special needs students;
4. Create, maintain and support an effective environment for special needs students;
5. Engage and support all special needs students in learning;
6. Represent the different roles of a special educator, including interactions with parents and school staff;
7. Develop as a professional special education educator.

Admission to the Special Education Program

To assure a prompt admission decision, candidates for admission to the Special Education Program should submit all application materials by

- July 1 for fall semester

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for Admission to the Education Specialist Credential Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program¹
6. U.S. Constitution - verification by official transcript or passage of exam

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Preliminary Education Specialist Credential in Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) Specializations

Required courses for both the Mild to Moderate Support Needs and Extensive Support Needs Preliminary Education Specialist Credential

(45 units)

Credential Core Classes (45 units):

EDLT 500	Foundations of Teaching	3
EDLT 501	Teaching and Learning	3
EDLT 502	Teaching English Learners	3
EDLT 503	Child Development and Inclusive Environments	3
EDSP 515	Educating Students With Autism Spectrum	3
EDSP 519	Assessment, Instruction & Development	3
EDSP 521	Literacy/Language Diverse Classroom	3
EDSP 534A	Introduction to Clinical Practice-Mild/Moderate Support Needs	3
EDSP 523	Planning and Instruction for Content	3

EDSP 525	Positive Behavior Support/Collaboration	3
EDSP 532	Supporting Students With Mild to Moderate Support Needs	3
EDSP 534B	Clinical Practice-Mild/Moderate Support Needs	6
EDSP 537	Supporting Students With Extensive Support Needs	3
EDSP 542B	Field Study/Student Teaching Extensive Support Needs	6

Requirements for the Master of Science in the Special Education

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in Special Education with the following additional requirements: EDGN 509 EDGN 510 and EDGN 599 .

For a current list of requirements, please refer to the website at www.callutheran.edu/education (<http://www.callutheran.edu/education/>).

Courses

EDSP 515. Educating Students With Autism Spectrum. (3).

This course will examine: Autism Spectrum Disorders (ASD), with an emphasis on Autism and Asperger Syndrome; contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; social/communicative development; Positive Behavior Support in creating a classroom/program and for assisting those with behavior challenges; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication models and strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

EDSP 519. Assessment, Instruction & Development. (3).

Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 521. Literacy/Language Diverse Classroom. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDSP 523. Planning and Instruction for Content. (3).

This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that all children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the California Common Core Content Standards.

EDSP 525. Positive Behavior Support/Collaboration. (3).

This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork in which students complete a PBS program plan. Students' become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their role as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

EDSP 532. Supporting Students With Mild to Moderate Support Needs. (3).

This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices.

EDSP 534. M/M: Field Study/Student Teaching/Seminar. (1-10).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the candidate in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Prerequisite: Recommendation of Special Education faculty committee. (Graded P/NC only).

EDSP 534A. Introduction to Clinical Practice-Mild to Moderate Support Needs. (3).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534B. Clinical Practice-Mild/Moderate Support Needs. (6).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 537. Supporting Students With Extensive Support Needs. (3).

This 3-unit course is intended to provide the knowledge and skills required to educate students with Moderate/Severe Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices.

EDSP 542. M/S: Field Study/Student Teaching. (8).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. Recommendation of Special Education Faculty Committee. (Graded P/NC only).

EDSP 542A. Introduction to Clinical Practice - Extensive Support Needs. (3).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in a classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 542B. Field Study/Student Teaching Extensive Support Needs. (6).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 542D. Field Study/Student Teaching. (2).

Teacher Education

Credential Programs Offered

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below.

Multiple Subject Credential Programs (2042)

A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool, kindergarten, grades one through 12 and classes organized primarily for adults.

Single Subject Teaching Credential (2042)

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools.

Just as the field of education is a versatile and multi-disciplined field, the Graduate School of Education at California Lutheran University offers a variety of avenues for students interested in teaching.

Academic course work is balanced by practical fieldwork in the public school classroom. Programs are jointly planned by CLU and educators in Ventura County. Practical fieldwork prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

Applicants may apply to the credential program only or to a combined credential/M.Ed. program. The Master of Education is offered utilizing much of the course work required for a teaching credential. The master's degree must be completed within seven years of initial registration. Units earned in student teaching and field study are not applicable to the master's degree.

Program Outcomes

Reflective, principled Teacher Preparation program graduates will be able to:

- Engage and Support All Students in Learning (TPE 1)
- Create and Maintain Effective Environments for Student Learning (TPE 2)
- Understand and Organize Subject Matter for Student Learning (TPE 3)
- Plan Instruction and Design Learning Experiences for All Students (TPE 4)
- Assess Student Learning (TPE 5)
- Develop as a Professional Educator (TPE 6)

Note: Teacher credential program candidates are assessed using specific expectations for beginning teachers, known as Teacher Performance Expectations (TPEs). Candidates in the M.Ed. portion of the program are assessed using broader level program goals corresponding to the California Standards for the Teaching Profession (CSTPs). Candidate competencies in the TPEs are measured using the Teacher Performance Assessment (TPAs).

Admission to the Master of Education in Teacher Leadership (M.Ed.) Program

To assure a prompt admission decision, applicants for admission to the Teacher Education Program/Master of Education (M.Ed.) Program should submit all application materials by July 1 for fall semester; November 1 for spring semester; and April 1 for summer semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A minimum cumulative undergraduate GPA of 2.7 for credential program; 3.0 upper division GPA for Master of Education (M.Ed.)
2. Admission appointment with an admissions counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities attended
5. A personal statement following the guidelines included in the admission packet
6. Two (2) academic or professional recommendations
7. The University is authorized by the California Commission on Teacher Credentialing (CTC) to offer credential programs under the Teacher Preparation and Licensing Law of 1970 and subsequent revisions.

Levels of Credentials

California has a two-level credential structure: Preliminary Multiple and Single Subject. Requirements for these credentials are as follows:

Preliminary Multiple Subject Credential

1. Bachelor's or higher degree from a regionally accredited U.S. college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST or CSET Writing Section)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET, Multiple Subjects)
6. Passage of edTPA
7. Passage of RICA exam
8. CPR Certification
9. 39 credits in education (including clinical field experiences) are required. The following courses must be included:

EDLT 500	Foundations of Teaching	3
EDLT 501	Teaching and Learning	3
EDLT 502	Teaching English Learners	3
EDLT 503	Child Development and Inclusive Environments	3
EDTP 511	Assessment in a Diverse Classroom (Elementary)	2
EDTP 520	Leadership/Law Diverse Class-Elementary	3
EDTP 521	Literacy/Language Diverse Class-Elementary	3
EDTP 522	Teaching I: Planning Methods Content-Elementary	3
EDTP 523	Introduction to Clinical Fieldwork -Elementary	3
EDTP 512	Multiple Subject Pedagogy Capstone	1
EDTP 525	Teaching II: Adv Planning/Methods-Elementary	3
EDTP 540	Clinical Field Work - Elementary	9

Total Hours

39

Preliminary Single Subject Credential

1. Bachelor's or higher degree from an accredited college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET or a subject matter waiver from a CCTC approved undergraduate program)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. CPR Certification
8. 39 credits in education (including clinical field experiences) are required. The following courses must be included:

EDLT 500	Foundations of Teaching	3
EDLT 501	Teaching and Learning	3
EDLT 502	Teaching English Learners	3
EDLT 503	Child Development and Inclusive Environments	3
EDTP 513	Assessment in a Diverse Classroom (Secondary)	2
EDTP 530	Leadership/Law Diverse Class-Secondary	3
EDTP 531	Teaching I: Planning/Methods Content-Sec	3
EDTP 532	Literacy and Language in Diverse Classrooms - Secondary	3
EDTP 533	Introduction to Clinical Fieldwork - Secondary	3
EDTP 514	Single Subject Pedagogy Capstone,	1,
EDTP 535	Teaching II Subject Specific Pedagogy	3
EDTP 560	Clinical Field Work-Sngl Subj-Secondary	9
or EDTP 572	Field Study - Secondary	

Total Hours**39-38**

Requirements for Advancement to Methods

The Teacher Education program utilizes Blackboard and TaskStream systems for candidate instruction and assessment. These systems are used in all class work. This requires candidates to have ready Internet access, either at home or through the university library or graduate center computer labs.

Ongoing assessment of teacher candidate progress occurs through the Teaching Performance Assessments (TPAs), supervised clinical fieldwork (student teaching), and various signature assignments. Through these assessments, each candidate demonstrates proficiency in the California Teaching Performance Expectations (TPEs) and their understanding of the university's conceptual framework. Explanation of the TPAs, TPEs is available on the Graduate School of Education Web page.

Requirements for advancement to Methods course work:

1. California Teaching Commission (CTC) issued certificate, permit or credential
2. Basic Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Satisfactory completion of all Foundations course work (grade of "B" or better)
6. Payment for Teacher Program fee
7. Mandated Reporter Certificate
8. SCTA membership for Liability insurance

The Teaching Performance Assessments (edTPAs) were designed to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities.

The TPAs consist of performance tasks that are completed as candidates progress through the program.

The TPAs serve as a summative criterion for recommendation for the teaching credential. Passing is required to be recommended for a teaching credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Master of Education in Teacher Leadership

The Master of Education requires completion of 36 graduate units (not including student teaching). Students must choose one of the following three options:

Option 1

Students who complete their teaching credential program at CLU at the graduate level:

Candidates who complete the Preliminary Multiple or Single Subject credential course of study at CLU may be eligible for the M.Ed. with the following additional requirements:

EDTP 510		3
EDTP 509	Introduction to Educational Research	3
EDTP 599	Educational Research Project and Thesis	3

Option 2

Students who complete their teaching credential program at CLU at the undergraduate level:

Candidates need 36 graduate units to earn a master's degree. They may take any of the special interest, reading certificate, technology, or clear credential courses in addition to the three required research classes

EDTP 509	Introduction to Educational Research	3
EDTP 510		3
EDTP 599	Educational Research Project and Thesis	3

Option 3

Classroom teachers who did not complete their teaching credential program at CLU:

Candidates need 36 graduate units to earn a master's degree. Cal Lutheran will accept 9 teaching credential units from another university. The student will then need to take 12 elective units from the special interest, reading certificate, technology or clear credential courses.

EDTP 509	Introduction to Educational Research	3
EDTP 510		3
EDTP 599	Educational Research Project and Thesis	3

Special Interest

EDLD 504	School Law and Public Policy	3
EDLD 568	Organization Leadership & Public Educ	3

¹ Provides eligibility for CTC-issued Supplementary Authorization in Computer Concepts and Applications.

Educ-Teacher Prep Courses

EDTP 502. Theories of Teaching and Learning. (3).

Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

EDTP 509. Introduction to Educational Research. (3).

A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principals, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of classroom settings.

EDTP 510C. Action Research Practitioners Tch Educ. (3).

Designed for candidates in the Department of currently teaching in a K-12 school setting. This course provides systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the (A) knowledge base, (B) techniques, and (C) applications of action research. Prerequisites: EDTP 554 and must be currently teaching with preliminary or clear credential or prior approval by advisor.

EDTP 511. Assessment in a Diverse Classroom (Elementary). (2).

EDTP 511/513 is an introductory assessment course designed to assist teacher candidates in creating assessments and analyzing student data. Topics include principles of assessment as well as classroom assessment instruments and methods. Prerequisites: EDLT-500, EDLT-501, EDTP-508.

EDTP 512. Multiple Subject Pedagogy Capstone. (1).

This course provides an in depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The Teaching Performance Assessment (TPA) is designed to give candidates the opportunity to develop a portfolio that demonstrates their teaching knowledge, skills and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTP-511, EDTP-520, EDTP-521, EDTP-522, EDTP-523.

EDTP 513. Assessment in a Diverse Classroom (Secondary). (2).

EDTP 511/513 is an introductory assessment course designed to assist teacher candidates in creating assessments and analyzing student data. Topics include principles of assessment as well as classroom assessment instruments and methods. Prerequisites: EDLT-500, EDLT-501, EDTP-508.

EDTP 514. Single Subject Pedagogy Capstone. (1).

This course provides an in-depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The Teaching Performance Assessment (TPA) is designed to give candidates the opportunity to develop a portfolio that demonstrates their teaching knowledge, skills and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTP-513, EDTP-530, EDTP-531, EDTP-532, EDTP-533.

EDTP 520. Leadership/Law Diverse Class-Elementary. (3).

Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods course work.

EDTP 521. Literacy/Language Diverse Class-Elementary. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDTP 522. Teaching I: Planning Methods Content-Elementary. (3).

This course is a study of the content standards, learning goals and lesson planning strategies for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, assessment and the meaningful application of mathematics and science learning in elementary classrooms. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population.

EDTP 523. Introduction to Clinical Fieldwork -Elementary. (3).

Placement is made in an elementary school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in all elementary subject areas. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 524. Methodology of Instruction in a Biliteracy Setting - Multiple Subject. (3).

(Multiple Subject - Elementary) This course outlines the interrelatedness among the four domains of language (listening, speaking, reading, and writing) as well as an understanding of language forms and functions. The course covers the methodology of planning, developing, implementing, and assessing standards-aligned content instruction in the primary and target language. The course will further highlight the various instructional models of biliteracy as well as how to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials within the local context. Sections of the course, including assignments and readings, will be in Spanish. Prerequisites: EDLT-501, EDLT-502, EDLT-503, EDLT-504.

EDTP 525. Teaching II: Advanced Planning/Methods-Elementary. (3).

An advanced course focusing on curriculum, long-term planning, unit development, instructional strategies, grouping strategies, adaptations and assessments for diverse students in the California elementary classroom. Attention will be given to the integration of content areas and technology through thematic teaching and incorporation of adaptations for English learners and students with special needs.

EDTP 530. Leadership/Law Diverse Class-Secondary. (3).

Teacher candidates study the theories of leadership, educational law, classroom management, and discipline strategies required for an initial experience in the California classroom. Teacher candidates are concurrently placed in a classroom with a diverse student population to observe, develop and implement teaching and classroom management strategies necessary to address this student group.

EDTP 531. Teaching I: Planning/Methods Content-Sec. (3).

This course is a study of the content standards and lesson planning strategies for all single subject content areas. This course will provide an introduction to concept development, assessment, and the meaningful application of content area learning in single subject classrooms. Good pedagogical practices regardless of subject area is the primary focus. Additional focus will be the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).

This course will address methods of teaching reading in the content areas and development of English language literacy, assessment, technology, content standards, and common core standards as they impact student achievement.

EDTP 533. Introduction to Clinical Fieldwork -Secondary. (3).

Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area, RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 534. Methodology of Instruction in a Biliteracy Setting - Single Subject. (3).

(Single-Subject - Secondary) This course outlines the interrelatedness among the four domains of language (listening, speaking, reading and writing) as well as an understanding of language forms and functions. The course covers the methodology of planning, developing, implementing, and assessing standards-aligned content instruction in the primary and target language. The course will further highlight the various instructional models of biliteracy as well as how to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials within the local context. Sections of the course, including assignments and readings, will be in Spanish. Prerequisite: EDLT-501, EDLT-502, EDLT-503, EDLT-504.

EDTP 535. Teaching II Subject Specific Pedagogy. (3).

An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning, unit planning, and grouping strategies in a secondary classroom. Specific attention will be made to designing adaptations and appropriate assessment practices for their specific content areas. Candidates will be concurrently placed in a public school classroom where they will design and implement varied plans and assess student performance. Please contact academic advisor for the appropriate section for your content area.

EDTP 540. Clinical Field Work - Elementary. (9).

Semester-long full-time assignment in an elementary school classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

EDTP 552. Field Study Elementary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Elementary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment (Graded P/NC only).

EDTP 558. Health Environment & Integration Technol. (3).

An advanced course of study regarding the methodology and pedagogy needed to create a healthy learning environment as well as integrating technology as a teaching and learning tool. Teacher candidates build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for Multiple and Single Subjects. Offered Online.

EDTP 560. Clinical Field Work-Sngl Subj-Secondary. (9).

Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

EDTP 572. Field Study - Secondary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Secondary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment. (Graded P/NC only).

EDTP 582. Selected Topics. (2).**EDTP 590. Independent Study. (1-4).****EDTP 599. Educational Research Project and Thesis. (3).**

Drawing from the work completed in EDTP-510, candidates will continue to draw from qualitative, quantitative and combined applications of research to complete a systematic study in an educational setting. Research data is gathered and analyzed leading to the completion of a written master's thesis. Public presentation of the candidate's work culminates this course.

EDTP 599C. Classroom Based Research Project. (3).

Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisites: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by advisor.

Educ-Teaching and Learning Courses

EDLT 500. Foundations of Teaching. (3).

This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will examine personal viewpoints and insights through the lens of Culturally Responsive Teaching and identify barriers to learning on a cultural level. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. 10 hours of documented fieldwork is required.

EDLT 501. Teaching and Learning. (3).

This course examines the instructional design process. Students will examine educational theories related to the teaching and learning process and apply this theoretical knowledge to their lesson plans. Students will explore state content standards and learn how to design learning objectives and assessments that align. Student lesson plans will indicate proficiency in selecting and utilizing appropriate scaffolding and differentiation strategies and reflect elements of culturally responsive instruction. 10 hours of Fieldwork required.

EDLT 502. Teaching English Learners. (3).

This course in teaching English Language Learners and diverse populations examines first- and second-language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. 10 hours of fieldwork is required. Pre/Co-Requisites: EDLT 500 and EDLT 501 must be taken prior to or concurrently with EDLT 502.

EDLT 503. Child Development and Inclusive Environments. (3).

This course will explore the characteristics of typical and atypical child and adolescent development. Candidates will examine methods used to assist K-12 students in accessing content such as technology, including assistive technology; UDL; and accommodations and/or modifications to assessments and instruction. The course will dive into the definitions of exceptionalities, the history of special education services to individuals in the U.S., and family partnerships. 10 Hours of fieldwork observation required. Co/Pre-Requisites: EDLT-500 and EDLT-501 should be taken prior to or concurrently with this course.

EDLT 504. Theories and Policies of Bilingual Education and Bilingualism. (3).

The course provides knowledge of the history, policies, programs, and research of bilingual education and bilingualism in the United States. The content of the course includes a review of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement. The course will further expand on the role of transferability between languages as well as the importance of authentic parental participation and the role of family as a language and cultural resource. Sections of the course including student assignments will be in Spanish. Prerequisite: Passing score on CSET 3 or minor in Spanish from CLU.

EDLT 575. Spanish in the U.S.. (4).

In this course students will develop linguistic and critical awareness about the relationship between Spanish language and society, with special emphasis in California on topics such as language variety, language contact from social, political and educational perspectives, types of bilingualism, sociolinguistic issues, migration patterns and settlements, etc. The course integrates, synthesizes, and makes cross-curricular educational, historical, political and social connections reflecting on communicative and linguistic styles, dialectical differences and cross-cultural interactions between Latinx groups. The content of this course addresses the culture component for the California Bilingual Authorization for Spanish. Although a few readings might be in English this course (assignments, class discussions, presentations, essays, etc.) is conducted entirely in Spanish.

Graduate School of Psychology

Graduate School of Psychology: Integrating Science, Theory, and Application

GSoP students gain a rigorous grounding in psychological science and theory and are guided in its application to clinical activities, consultation, and research.

Degree Programs Offered

- **Doctorate in Clinical Psychology (PsyD).** This is a 5-year (114 credit hour) APA-accredited PsyD program that is designed to develop students' clinical skills through the integration of practice and research. Students are trained to be competent in research and scholarship and appreciative of human diversity through serving the underserved. Students are prepared for careers as a licensed doctoral-level clinical psychologists in settings such as medical centers, universities, prisons, or community counseling centers.
- **Master of Science in Counseling Psychology (MFT)** This is a 2-year (60 credit hour) counseling psychology (MFT) program that prepares graduates for careers as licensed marriage and family therapists or entry into doctoral MFT, clinical, or counseling programs. A 3-year part-time option is also available. The program focuses on teaching students a relational and systemic model for providing counseling services.
- **Master of Science in Clinical Psychology.** Master of Science in Clinical Psychology. This is a 2-year (37 to 40 credit hour) program that employs a scientist-practitioner model and emphasizes the development of skills in research and statistics and specialized clinical training. Most students complete this program as a way of preparing themselves for entry into a doctoral program. Graduates may be involved in activities as diverse as measuring the efficacy of clinical programs, developing new methods of assessment, or providing consultation to organizations.

GSoP Community Counseling Services

A key component of the graduate school of psychology is CLU Community Counseling Services. Through clinics located in Oxnard and Westlake Village, GSoP students provide low fee bilingual counseling services to adults, children, adolescents, couples, and families in our community. Student practicum experiences are fully integrated with the academic degree programs and all clinical activities are supervised by licensed clinical supervisors.

GSoP Mission

Our mission is to provide graduate students in clinical and counseling psychology with a high-quality, relevant, educational experience that integrates theoretical and applied learning. Class sizes are small which allows for personalized attention in a well supervised, hands-on learning environment. All programs emphasize collaboration between students, staff, and faculty to promote integrity, ethics, innovation, professional development, diversity,

equity, and inclusion. We serve the community, diverse populations, and the underserved in Ventura and Western Los Angeles counties through clinical services, outreach, community partnerships, and research.

GSoP Vision

We aspire to be a national leader in mental health educational programs. We are committed to providing quality academic programs and clinical services developing additional clinical, research, and educational partnerships; fostering leadership, innovation, professional success, diversity, equity, and inclusion of students, staff, and faculty; increasing Graduate School of Psychology visibility and reputation regionally and nationally; and improving through the mechanisms of accreditation, program review, and stakeholder consultation.

Accreditation

The PsyD program is accredited by the American Psychological Association.

Doctorate in Clinical Psychology

Mission Statement

The PsyD program in Clinical Psychology is grounded in the practitioner-scholar model with training that underscores the integration of theory and research. The program teaches a variety of theoretical perspectives, emphasizing a developmental understanding of human behavior. The program seeks to establish strong foundations for critical thinking. A commitment to ethical principles, with an appreciation of issues of diversity, service, and social justice is a core component of the program.

Educational Objectives

1. To develop clinical skills that are founded on the integration of practice and research
 - a. Students will understand the scientific research behind psychological assessment and develop skills in assessment
 - b. Students will develop skills in diagnosis and clinical conceptualization
 - c. Students will understand and apply evidence-based practices for a wide range of psychological problems
 - d. Students will exemplify professional values, attitudes, and behavior including reflective practice
 - e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology
 - f. Students will learn proficiency in relationships
2. To develop competence in research and scholarship
 - a. Students will understand the scientific foundations of the broad and general areas of psychology
 - b. Students will appreciate and develop skills in science and research
3. To instill an appreciation of human diversity by serving the underserved
 - a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services
 - b. Students will build skills in client advocacy

Program Philosophy

The educational model of the PsyD Program in Clinical Psychology at Cal Lutheran is based on the practitioner-scholar model, which was developed for professional schools that were focused on training clinicians and awarded the PsyD degree (Nelson & Messenger, 2003). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant

research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of Cal Lutheran's PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As an institution, Cal Lutheran has adopted three Core Commitments that guide its mission and are manifest in the vision for advanced training in clinical psychology. *Liberal Learning* encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. *Professional Preparation* is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university's focus on *Character and Leadership Development*. The PsyD Program in Clinical Psychology will prepare students to become licensed clinical psychologists and will have a distinctive emphasis on understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program's emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: *integration*. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be flexible, knowing what works for whom through an integration of the best available research, the client's contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.

Admission Requirements

Students with a bachelor's degree in psychology or a related major and students with a master's degree in psychology or a related major may apply. Students will need to demonstrate their abilities to succeed in a doctoral-level program through GPA, GRE scores, research experience, and experience in the field. Students will also need to have well-developed writing skills. In addition, students need to demonstrate potential as clinicians by their abilities to engage with and develop interpersonal relationships. The need to target and enroll students from diverse backgrounds will be a priority in recruiting. Ventura County has a strong need for clinical psychologists who are bilingual in English and Spanish and efforts will be made to target potential students who are fluent in both languages. Addressing diversity has been a priority at Cal Lutheran and will be a priority in the PsyD program as well.

The Priority deadline for the following fall semester is December 1st. Applications received after the December 1st deadline will be considered if there is still space available in the cohort.

The PsyD program will consider students when the following requirements have been met:

1. Bachelor's degree from a regionally accredited institution.
2. Overall cumulative undergraduate GPA of 3.0 or better or overall cumulative graduate school GPA of 3.5 or better as stated on degree posted transcript.
3. GRE General Exam - The general test for the Graduate Record Exam (GRE) is required. The test should be taken within the past 5 years. 50th percentile or higher on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.
4. Applicants are required to have at least 3 credit hours of statistics and an additional 12 credit hours of undergraduate or graduate psychology courses. Courses must have been completed within the last 7 years. Grades of B- or higher are required for all pre-requisites.
5. Official transcripts.
6. Personal statement: Essay stating how the PsyD Program's philosophy fits with the applicant's goals for pursuing a doctoral degree.
7. Clinical Experience Form
8. Research Experience Form
9. Completed application and application fee
10. Two letters of recommendation
11. Interview (for those invited)
12. Writing sample (completed at interview)

International students must provide the following:

1. TOEFL score of at least 600
2. Proof of financial sponsorship
3. Financial statements

Comprehensive Evaluation of Professional Competencies

- <http://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence> (<http://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence/>)
- Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.
- As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).
- This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.
- Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Program Probation and Dismissal

- Program probation occurs when the student incurs concerns about professional performance or otherwise shows deficiencies in the stated program competencies (please see the section titled, "Competencies Paradigm in Doctoral Education" above). Prior to being placed on program probation, students will be reviewed by the core faculty of the PsyD program, who will determine an appropriate remediation plan in consultation with appropriate administrators. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include a.) a description of the problem and means by which it was communicated to the student, b.) the stated duration of the probationary period, c.) the responsibilities of the student, d.) the responsibilities of the program, and e.) the method of evaluation at the end of the probationary period. Students who are unable or unwilling to follow their remediation plan may be dismissed from the program.
- While program probation can occur whenever there is a concern about student readiness for the profession (please see "Statement of Comprehensive Evaluation of Professional Competencies" above), the following is a non-exhaustive list of circumstances that may automatically trigger program probation:
 - The student fails the Written Competency Exam (Multiple Choice portion) twice.
 - The student fails the Clinical Competency Exam (Vignette portion) once.
 - Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.

- The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct (see links above under "Student Roles and Responsibilities"; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
- Similar to the policies around program probation, academic dismissal can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:
 - The student does not pass the Clinical Competency Exam (Vignette portion) after two attempts.
 - The student does not pass the Written Competency Exam (Multiple Choice portion) after three attempts.
 - The student is unable or unwilling to follow a remediation plan or is unable to demonstrate sufficient improvement on a remediation plan.
 - The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct (see links above under "Student Roles and Responsibilities"; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal). All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: <http://www.callutheran.edu/students/student-conduct/student-handbook.html> (<http://www.callutheran.edu/students/student-%20conduct/student-handbook.html>)

Requirements for the Doctoral Degree in Psychology

The PsyD in Clinical Psychology curriculum includes sequential research courses, practicum experience and an internship in the field:

- Five-year program with a traditional semester format
- 114 course credits required
- Three areas of focus:
 - o Six core courses
 - o Research
 - o Practical skill development courses
- Includes three years of practicum training
- One year of internship (one year of internal practicum at Cal Lutheran's on-site Community Counseling Services and two years of external practica)
- Clinical Competency Exam
- Dissertation

Note: When students who are enrolled in the PsyD program successfully complete the requirements for the first two years of the program and take a Master's level competency exam, they will be awarded a Master's Degree in Advanced Clinical Psychology.

Course Requirements

First Year	Hours
PSYD 701	1
PSYD 702	1
PSYD 705	3
PSYD 706	3
PSYD 711	1
PSYD 712	1
PSYD 716	3
PSYD 740	2
PSYD 741	2
PSYD 745	3
PSYD 762	3
PSYD 763	3
PSYD 780	2
	28
Second Year	Hours
PSYD 703	1
PSYD 704	1
PSYD 713	1
PSYD 714	1
PSYD 717	3
PSYD 718	3
PSYD 721	2
PSYD 722	2

PSYD 728		0
PSYD 729		1
PSYD 743		2
PSYD 750		3
PSYD 751		3
PSYD 770		3
PSYD 771		3
		<hr/>
Third Year	Hours	29
PSYD 719		3
PSYD 723		2
PSYD 724		2
PSYD 731		1
PSYD 732		1
PSYD 746		2
PSYD 752		3
PSYD 753		2
PSYD 761		2
PSYD 781		3
PSYD 782		3
PSYD 792		1-4
PSYD 772		3
		<hr/>
		28-31
Fourth Year	Hours	
PSYD 725		2
PSYD 726		2
PSYD 733		1
PSYD 734		1
PSYD 747		2
PSYD 754		2
PSYD 755		3
PSYD 791		2
PSYD 792		1-4
PSYD 792		1-4
		<hr/>
		17-23
Fifth Year	Hours	
PSYD 795		.5-3
PSYD 796		0.5-3
		<hr/>
		1-6

Total credit hours: 103-117

List of Electives:

PSYD 756	Intro to Dialectical Behavior Therapy	3
PSYD 757	Intro Dialectic Behavior Therapy: Skills	3
PSYD 758	Methods Suicide Risk Assesmnt & Mgmt	3
PSYD 783		3
PSYD 784		3
PSYD 790		3
PSYD 792	Advanced Topics	3

Courses

PSYD 701. Research Seminar 1. (1).

Throughout the first two years of the program, five to seven students work with a faculty member who mentors student research. The class will introduce various research methodologies used in clinical psychology and assist students in exploring their research interests.

PSYD 702. Research Seminar 2. (1).

A continuation of PSYD-701, this course will focus on introducing students to various research tools and strategies as students develop their research projects. Specific attention will be given to developing the literature review. It is expected that students will complete their literature reviews over the summer. Course offered as Pass/Fail.

PSYD 703. Research Seminar 3. (1).

A continuation of PSYD-702, this course assists students in becoming familiar with completing IRB forms, developing the methodology sections of their research projects, and examining the ethics of research and data collection. By the completion of this course, students are expected to have a completed proposal and be ready for data collection. Course offered as Pass/Fail.

PSYD 704. Research Seminar 4. (1).

A continuation of PSYD-703, this course focuses on the completion of the dissertation proposal, including the methodology and data analytic strategies. By completion of this course, students are expected to have successfully defended their dissertation proposal. Pre-requisite: PSYD-703.

PSYD 705. Research Methods. (3).

This course examines both quantitative and qualitative research designs most frequently used in psychological and social science research. Special attention will be given to understanding experimental designs, group comparisons, case studies, survey research, psychometric studies, grounded theory, and meta-analyses. Students will learn to distinguish the nature of designs that enable casual inferences from those that do not, evaluate the appropriateness of conclusions derived from psychological research, and articulate strengths and limitations of various research designs. Aspects of individual and cultural diversity will also be covered as well as the ethics related to protecting human participants in research.

PSYD 706. Statistics and Data Analysis. (3).

This course examines quantitative research designs including experimental, quasi-experimental, multivariate, cross-sectional and longitudinal studies. In addition, students will gain experience using SPSS for analysis of variance and covariance, simple effects analysis, factorial designs and multivariate analysis of variance.

PSYD 711. Colloquia 1. (1).

Professionals in the mental health field will conduct presentations on a wide range of issues that are relevant to careers in psychology. By drawing on local resources, the colloquia series addresses issues that are particularly applicable to our neighboring communities. The colloquia also include formal clinical case presentations from students, faculty and invited guests. Course offered as Pass/Fail.

PSYD 712. Colloquia 2. (1).

Continuation of PSYD 711 Course offered as Pass/Fail.

PSYD 713. Colloquia 3. (1).

Continuation of PSYD 712. Course offered as Pass/Fail.

PSYD 714. Colloquia 4. (1).

Continuation of PSYD 713. Course offered as Pass/Fail.

PSYD 716. Biological Aspects of Behavior. (3).

This course examines brain-behavior relationships. An emphasis is placed on understanding neuropsychological functions, physiological mechanisms and biochemical processes.

PSYD 717. Human Development. (3).

This course examines theory and research related to lifespan development. Clinical application of course material will be emphasized.

PSYD 718. Cognitive-Affective Aspects of Behavior. (3).

This course examines current theory and research in human cognitive and affective. The impact of cognitive and affective processes on the individual are studied and applied to clinical material.

PSYD 719. Social Psychology. (3).

This course examines the social and cultural bases of human behavior by examining relevant theory and research. Consideration is given to the ethnic/cultural issues that impact clinical practice.

PSYD 721. Practicum 1. (2).

The Practicum is structured to provide clinical experience in conducting psychotherapy. Students provide psychotherapy services to clients at the Community Counseling and Parent Child Study Center under the close supervision of licensed clinicians who are part of the Psy.D. program's clinical faculty. In addition to direct face-to-face contact and supervision, the practicum also provides supervised training in assessment, using standard test batteries that include intelligence tests, projective tests and self-report inventories. In practicum, students acquire the skills to present test findings to their clients and integrate assessment into their clinical practice.

PSYD 722. Practicum 2. (2).

Continuation of PSYD 721.

PSYD 723. Practicum 3. (2).

Continuation of PSYD 722.

PSYD 724. Practicum 4. (2).

Continuation of PSYD 723.

PSYD 725. Practicum 5. (2).

Continuation of PSYD 724.

PSYD 726. Practicum 6. (2).

Continuation of PSYD 725.

PSYD 728. Case Conference 1. (0).

As part of this yearlong seminar, students present information from clinical intakes that they are conducting as part of their practicum, as well as information on ongoing treatments, to a small group of peers and supervisors. The case conference gives each student the opportunity to develop skills in discussing presenting problems, diagnostic impressions, psychodynamic case formulation and treatment planning.

PSYD 729. Case Conference 2. (1).

Continuation of PSYD 728.

PSYD 731. Dissertation Research Seminar 1. (1).

This course is designed for five to seven students led by a faculty member who will mentor students through the dissertation project process. Students will support one another by acting as peer mentors in the course as dissertation proposals are explored. Course offered as Pass/Fail.

PSYD 732. Dissertation Research Seminar 2. (1).

A continuation of PSYD-731, this course continues to provide support for students as they actively develop their dissertation projects. At the conclusion of this course, students are expected to have completed their proposals, chosen a dissertation committee, and successfully defended their proposals. They should be ready for data collection and analysis over the summer. Course offered as Pass/Fail.

PSYD 733. Dissertation Research Seminar 3. (1).

A continuation of PSYD-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects. Course offered as Pass/Fail.

PSYD 734. Dissertation Research Seminar 4. (1).

A continuation of PSYD-733, this course provides support for students as they complete their dissertation projects. In addition, students explore various methods of presenting their research including journal articles, conferences and community forums. Students are expected to complete their final defense by the conclusion of this course and are encouraged to present and publish their work. Course offered as Pass/Fail.

PSYD 735. Dissertation Supervision. (2).

This course is intended for students who have not completed their dissertations within the first four years of coursework and who require additional supervision.

PSYD 740. Diagnostic Interviewing. (2).

Diagnostic and therapeutic interviewing skills are essential for a clinician. In this course, students will develop techniques for conducting diagnostic interviews of clients with a range of symptoms and psychological disorders. The course involves hands-on interviewing exercises and a review of etiological and treatment issues specific to psychological disorders, such as anxiety, depression and eating disorder. Includes interviewing strategies that focus on symptoms, behaviors and dynamics that are specific to each disorder.

PSYD 741. Basic Attending Skills. (2).

This course examines one of the basic skills necessary for effective psychotherapy - the development of listening skills. The course explores concepts such as empathy, sympathy, reassurance, the importance of process versus content, and the importance of examining obstacles that interfere with a therapist's basic listening skills, including countertransference.

PSYD 743. Child and Adolescent Interventions. (2).

This course will examine specific treatment strategies for psychotherapy from the approaches of psychodynamic, cognitive-behavioral and family systems theories. Students will learn how to organize their clinical interventions according to these psychotherapeutic models and how to direct their treatment goals accordingly.

PSYD 745. ABA and CBT Interventions. (3).

This course examines the conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. The principles and techniques of applied behavioral analysis and cognitive behavioral therapy will be reviewed. In addition, relevant outcome research will be presented to support the use of these therapies with specific populations.

PSYD 746. Couples and Family Therapy. (2).

This is an advanced course on the study of conjoint therapy with couples and families. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, system theory and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples for couple enrichment and as part of psychotherapy with distressed couples. Interventions will be taught for dealing with a variety of marital and divorce issues, e.g., dual-career, multicultural/multinational, domestic violence, alcoholism and remarriage. Instruction is through lecture, discussions, role-playing and video. Students will complete a course project either through a practicum experience or some other applied experience developed with the instructor.

PSYD 747. Group Psychotherapy. (2).

This course is designed to help students learn about group theory and the practice of group psychotherapy. Students acquire information and skills on different types of psychotherapy groups, including inpatient and outpatient groups, as well as psycho-educational groups, symptom-focused groups (e.g., eating disorder group), and others. The course examines the value, as well as the potential for iatrogenic effects, of group work as it is impacted by diagnostic categories, age populations and other relevant factors.

PSYD 750. Child and Adolescent Disorders. (3).

This course will integrate psychological and neuroscientific research on child and adolescent development with issues of learning disabilities, behavioral and impulse disorders, addictions and other psychopathologies. The student will understand how psychological, social, cultural and biological factors influence the problems and disorders experienced by children and adolescents.

PSYD 751. Psychodynamic Treatment of Personality Disorders. (3).

This course will provide an introduction and overview of personality disorders and their corresponding treatment interventions from a psychodynamic theoretical perspective. Students will learn DSM criteria for diagnoses of personality disorders while developing a psychodynamically-informed understanding of personality formation and pathology. The course will include an emphasis on the evidence-base both within psychodynamic theory and practice and across the various personality disorders and their treatments.

PSYD 752. Mood and Anxiety Disorders. (3).

This course provides an in-depth examination of mood disorders (e.g., depression, bipolar disorder, dysthymia) and anxiety disorders (e.g., obsessive-compulsive disorder, phobia, panic disorders). The course examines the etiology and course of the disorders from multiple perspectives. In addition, the course requires a critical review of psychotherapeutic interventions that have been proven effective from a variety of theoretical and treatment modalities. The most current approaches to assessment are reviewed.

PSYD 753. Gender and Sexual Disorders. (2).

This course will explore gender and sexual disorders from multiple perspectives including historical, object relational, attachment, cognitive, behavioral, systems, biological and social. Diagnostic criteria and etiology will be examined while considering the influence of culture and societal values. Multiple treatment approaches and interventions will be examined as found in relevant research. Students will explore their own sexual attitudes and develop an awareness of and comfort with the complexities of human sexuality.

PSYD 754. Substance Abuse. (2).

The course examines the major theories addressing substance abuse. Students will understand substance abuse from a variety of theoretical frameworks (including psychoanalytic, behavioral, humanistic and social learning theory), as well as findings from neuroscience. The course emphasizes a developmental perspective in the understanding of this issue.

PSYD 755. Schizophrenia & Other Cognitive Disorder. (3).

This course examines major theories on the etiology of schizophrenia and other cognitive disorders and their symptomatic manifestations. The course includes a historical overview of the disorders as well as recent findings from the fields of biology and neuroscience. The course also includes a review of medications and the neural pathways by which psychotropic medications are thought to affect thought disorders.

PSYD 756. Intro to Dialectical Behavior Therapy. (3).

Dialectical behavior therapy (DBT) is a comprehensive and flexible cognitive-behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. Through DBT one learns behavioral assessment and strategies, acceptance and validation, communication and case management strategies, problem solving and crisis management and many other principles and techniques that are widely used throughout psychological services.

PSYD 757. Intro Dialectic Behavior Therapy: Skills. (3).

Dialectical behavior therapy (DBT) is a comprehensive and flexible cognitive-behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. Through DBT one learns behavioral assessment and strategies, acceptance and validation, communication and case management strategies, problem solving and crisis management and many other principles and techniques that are widely used throughout psychological services.

PSYD 758. Methods Suicide Risk Assessment & Mgmt. (3).

Students in this course will learn the risk factors predictive of suicide, gain familiarity with research examining the function of suicide, become proficient in conducting suicide risk assessments, learn principles of crisis intervention, and become proficient at conducting crisis interventions in a variety of clinical scenarios.

PSYD 761. Professional Seminar. (2).

The purpose of this course is to assist students in the development of a professional identity. Students will investigate the various roles of clinical psychologists. They will examine practice issues in light of relevant ethical and legal issues. Each student will develop a plan for transitioning from student to professional.

PSYD 762. Test and Measurement. (3).

This course introduces students to test theory and the psychometric properties of tests. Controversies and ethical issues in assessment are explored from both a quantitative and qualitative perspective. Particular attention is given to potential test biases and the potential misuse of testing in clinical psychology.

PSYD 763. Ethics. (3).

This course is designed to explore the advanced legal and ethical issues for professional psychology. Students will examine and discuss complex and controversial legal and ethical issues as they pertain to clinical practice and research. Students will be expected to demonstrate a good working knowledge of many legal and ethical concepts and to demonstrate their ability to offer a critical analysis of the professional literature. Classroom discussion is an essential part of this course and students are expected to come to each meeting prepared to ask questions and debate topics. Several take-home assignments and a final exam will also be used to assess grades.

PSYD 770. Adult Cognitive Assessment. (3).

This course is designed to provide Doctoral students with training in the administration, scoring, scoring and interpretation of cognitive assessment measures commonly used with adults. Issues relating to the appropriate use of intelligence tests, theories of intelligence, ethical test use, testing culturally diverse populations, integration of data, and effective report writing will be addressed. Prerequisite: PSYD 762.

PSYD 771. Assessment: Personality. (3).

This course is designed to provide graduate level students with training in the administration, scoring, and interpretation of personality measures including projective drawings, sentence completion, Thematic Apperception Test (TAT, CAT, RAT), Minnesota Multiphasic Personality Inventory-2 (MMPI-2, MMPI-A), Millon Clinical Multiaxial Inventory-III (MCMI-III), California Personality Inventory-R (CPI-R), Beck Depression Inventory-II (BDI-II), and the Achenbach Child Behavior Checklist (CBCL). In addition, other measures of personality assessment will be reviewed. Issues relating to the appropriate use of personality measures, theories of personality, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYD 772. Assessment of Children. (3).

This course is designed to provide doctoral students with training in the administration, scoring and interpretation of the current editions of widely utilized measures of cognitive assessment, academic achievement, and behavior rating scales in the psychological assessment of children. Issues relating to the appropriate use of tests, theories of intelligence, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed. Prerequisite: PSYD-752.

PSYD 777. Introduction to Mindfulness. (3).

During the past 30 years, the eastern traditions of meditation and mindfulness have been increasingly and systematically integrated into western medicine and psychotherapy. The practice of meditation has improved recovery rates from severe physical illness, improved pain management, reduced relapse rate for depression and improved general attention, concentration and overall well-being in clinical and non-clinical populations. The purpose of this course is to provide students with a theoretical background and understanding of traditional Zen practice, review the empirical literature that has integrated eastern practices in psychotherapy and to gain experience in the practice of mindfulness meditation.

PSYD 780. A History of Psychology. (2).

The intention in this course is to guide the student to understand Western psychological science through its history, and through the histories of the societies in Europe and North America within which that science has been embedded. The goal is to have the student become aware that today's psychology is not just a discipline of the 20th/21st century; rather that its roots lie within "long-forgotten" texts that still influence our thoughts today. By the end of this course students will have learned the major philosophical perspectives governing the various schools of psychology and be able to draw more solid connections from past to present. Students will furthermore come to understand contextual relevance and most importantly learn ways to approach research through guiding theory. In the end, it should become clear to students why ignoring the legacy of their intellectual ancestors would be a grave mistake; the great dinosaurs from the old schools of psychology are still able to teach us 'modern' psychologists plentiful.

PSYD 781. Consultation/Supervision. (3).

This course examines the role of psychologists as consultants and as supervisors. Theories of consulting and supervising will be presented, as well as experiential exercises. Students will consider the roles of consultant and supervisor from developmental perspectives.

PSYD 782. Multicultural Psychology. (3).

This course exposes students to the field of multicultural psychology, which includes science, theory, and practice related to multiple aspects of diversity and identity. Students will learn the historical progression of the science of stereotyping and prejudice as well as the models that describe identity development relevant to social categories. Students will also study the psychological consequences of oppression and learn how to incorporate cultural and contextual factors into assessment, case conceptualization, and treatment planning. Parts of this course will involve experiential exercises and writing assignments designed to increase self-awareness of issues related to diversity.

PSYD 791. Psychopharmacology. (2).

This course will examine the principles of psychopharmacology and will review individual classes of drugs as well as their mechanisms. Special attention will be given to drug-to-drug interactions, particularly with the elderly. Students will become familiar with the FDA drug review process and will consider relevant legal and ethical issues.

PSYD 792. Advanced Topics. (1-4).**PSYD 793. Dissertation Completion. (3).**

Dissertation Completion is a 3 unit course that PsyD students take to complete work on their dissertations following the completion of their internship training. Prerequisites: completion of PSYD-795 and PSYD-796.

PSYD 794. Independent Study. (1-4).**PSYD 795. Internship 1. (0.5-3).****PSYD 796. Internship 2. (0.5-3).****PSYD 797. Dissertation Continuation. (1-3).**

Students enroll in dissertation continuation once they have completed coursework and are enrolled in internship.

PSYD 798. Internship. (3.00).

Psychology Master's Programs

The psychology graduate programs at California Lutheran University are designed to develop competencies and skills for students to pursue a career in the helping professions. Master of Science degrees are offered in Counseling Psychology (with an Emphasis in Marital and Family Therapy) and in Clinical Psychology.

The MS Counseling Psychology program provides comprehensive and practical training focused on the development of counseling skills. This program meets all academic requirements for the California state license in marital and family therapy.

The MS Clinical Psychology program provides training in quantitative methods that is tailored toward preparing students for doctoral study in psychology or immediate employment in administrative or research positions related to work in the clinical and health sciences. The program supports open science initiatives and provides instruction in the latest technological advances in statistical methods.

The psychology graduate programs can be completed using either a part-time or full-time schedule, which ranges from two years to three years for completion. The part-time schedule (2.5 to three years) is recommended for students with demanding work or personal responsibilities.

Students attend classes during the fall and spring semesters and also in summer terms. Classes are scheduled in the late afternoon and evening, and some classes are offered on Saturdays.

Graduate classes are taught by full-time professors and by professionals who integrate experiences from their professional practice into the classroom. The University takes pride in its accomplished faculty members who are committed to excellence in teaching.

Courses in the MS programs are 500 level courses. 700 level courses are doctoral courses taken by permission only.

Admission Requirements

Applicants to the Counseling Psychology and the Clinical Psychology programs will be considered for admission for the fall term only. Preference will be given to complete application portfolios submitted by January 15. All application documents and required interviews should be complete at least 45 days prior to the beginning of the desired start term. Admission requirements are as follows.

1. Prerequisites:
 - a. The Counseling Psychology (MFT) program requires prior coursework that includes at least 3 credit hours of statistics and an additional 9 hours of undergraduate or graduate psychology courses. Grades of B- or higher are required for all pre-requisites. Grades of B- or higher are required for all pre-requisites.
 - b. The Clinical Psychology program requires prior coursework that includes at least 3 credit hours of statistics and an additional 12 hours of undergraduate or graduate psychology courses. Grades of B- or higher are required for all pre-requisites. Grades of B- or higher are required for all pre-requisites.
2. Interviews: Applicants should schedule an appointment with an admission counselor as early as possible. They will then be referred to the program director for a personal interview and program advisement.
3. Application: Applicants must submit a completed application form with a \$50 application fee.
4. Transcripts: An official transcript showing a bachelor's degree from a regionally accredited institution is required.
5. Two Recommendation Forms.
6. Personal Statement: Candidates must submit a personal statement addressing personal interests, professional goals, and objectives for a career in psychology.
7. Resume or Curriculum Vitae.
8. Graduate Record Exam (GRE) General Test and Psychology Test are recommended but not required for either the Clinical Psychology or the Counseling Psychology (MFT) programs. If submitting scores, the GRE Test(s) should have been taken within the past 5 years, and scores at the 50th percentile or above are preferred.

Note: Applicants to the MS Counseling Psychology program must demonstrate a personal aptitude for work as a marriage and family therapist. Letters of recommendation should address the aptitude and/or experience of the applicant for work in marriage and family therapy. The personal statement submitted by the applicant should include an examination of significant influences and events that have helped develop present values and approach to life, as well as ways in which these factors may contribute to preparation for a career as a therapist.

The University reserves the right throughout a student's course of study to continually evaluate his or her personal suitability for professional involvement as a counselor. As part of this process, all MS Counseling Psychology students will be evaluated at the end of the first year to determine their suitability for proceeding on to the counseling practicum component of the program.

The Master of Science In Clinical Psychology

The Master of Science degree in Clinical Psychology is a 37- to 40-credit program emphasizing both research and clinical skills. This combination provides a strong foundation for continuing studies at the doctoral level or employment. The development of research skills takes place through completing advanced courses in statistics and research methods. Students have the option of successfully completing a comprehensive examination or of conducting their own research study and completing a thesis (which involves an additional three credits of coursework, for a total of 40 credits).

Clinical skills are developed in many of the courses offered in the Clinical Psychology program. Students gain an understanding of psychological disorders and methods of treating those disorders. They also develop skills in research methods, advanced statistical methods related to clinical psychology and specialized clinical training. Students are exposed to an overview of psychological testing and psychometric theory, and they learn how to effectively engage in program evaluation. Ethical issues related to research are emphasized in the program.

The Clinical Psychology program offers students the option of completing two courses in their second year that include advanced training in clinical or statistical methods.

A number of career options are available to graduates of the Clinical Psychology program. The curriculum is designed to prepare students who plan to continue their graduate studies in a doctoral program. The program is also a pathway for students who desire to complete a terminal master's degree in psychology and do not intend to become a licensed practitioner. Many of our graduates choose this career path and are successfully employed overseeing treatment programs in mental health agencies. Graduates are also qualified for registration in California as a psychological assistant to work under the supervision of a licensed psychologist. They may also work in the community college system as instructors of psychology or as counselors.

Newly admitted students start the Clinical Psychology program in the summer or fall semester. Completion of the program generally takes two years if full-time and three years if part-time.

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Newly admitted students start the Clinical Psychology program in the summer or fall semester. Completion of the program generally takes two years if full-time and three years if part-time.

Requirements for the Master of Science in Clinical Psychology

(37 - 40 credits)

Required Courses (28 credits)

PSYC 501	Dialectical Behavior Therapy Skills	2
PSYC 510	Psychopathology	3
PSYC 521	Clinical and Research Ethics	2
PSYC 532	Behavior Clinical Methods	3
PSYC 533	Program Evaluation: Model & Techniques	3
PSYC 552	Psychometrics: Theory & Methods	3
PSYC 560	STATS I: Exploratory Data Analysis	3
PSYC 562	Advanced Statistics	3
PSYC 564	Advanced Research Methods	3
PSYC 567	STATS 3: Hierarchical Linear Mdlng	3

Electives (3 credits)

PSYC 565	Research Practicum	3
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Select one of the following series: (6 credits)

Students should seek permission of the program director before selecting the 6 credits of electives.

PSYC 540/541	Principles Techniques Child Therapy and Prin Techniques Adolescent Therapy	6
PSYC 568/572	Meta-Analysis and	
PSYC 546/547	Psychological Trauma Concepts Theories and Psyc Trauma: Assessment Intervention	
PSYD 756/758	Intro to Dialectical Behavior Therapy and Methods Suicide Risk Assesmnt Mgmt	
PSYD 792/PSYD758	Advanced Topics and	

Comprehensive Exam or Thesis Option ¹**0-3****Total Hours****37-40**

¹ Students must either take a comprehensive examination or complete a thesis, which requires taking an additional course, PSYC 566. Students choosing to take PSYC 566 will need to take PSYC 565 as a prerequisite.

Program Probation, Remediation, and Dismissal (MS Clinical Psychology)

Program Probation

Program probation occurs when the core faculty of the MS Clinical Psychology program documents concerns about a student's professional performance or a student's performance in meeting professional competencies. Prior to being placed on program probation, a student will be reviewed by the core faculty of the program who will determine an appropriate remediation plan in consultation with appropriate administrators. Some examples of circumstances that can result in program probation include but are not limited to:

1. The student fails the Competency Exam twice.
2. Academic or professional deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
3. The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
4. Evidence of impairment that compromises academic or practicum activities.

Remediation

A remediation plan is written for a student if a concern has been raised about the student by a committee or external site. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include the:

1. Description of the problem and means by which it was communicated to the student,
2. Duration of the probationary period, not to exceed three semesters,
3. Responsibilities of the student,
4. Responsibilities of the program, and
5. Method of evaluation at the end of the probationary period.

As part of a remediation plan the student may be required to retake coursework. Remediation ends if sufficient progress has been made on the remediation plan. In the event the problem has not been remediated, the student may be reviewed for suspension or dismissal.

Dismissal

Similar to the policies around program probation, academic dismissal can occur whenever a student incurs serious or repeated concerns regarding his or her fitness for the profession. Recommendations regarding a student's dismissal are made by the program faculty to the Dean. A student has one week to appeal to the Provost a decision to dismiss. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

1. Students who are unable or unwilling to follow a remediation plan, or are unable to demonstrate sufficient improvement on a remediation plan.
2. MS Clinical Psychology students who do not pass the Competency Exam three times
3. Academic or professional deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
4. Students who engage in unlawful behavior or violate any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (MS Clinical Psychology student) or California Lutheran University's Standards of Conduct (the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
5. Evidence of impairment that compromises academic or practicum activities.

The Master of Science in Counseling Psychology

The Master of Science in Counseling Psychology is a 60-credit program, which prepares the student to become a professional Marriage and Family Therapist. It is designed to meet all academic requirements for the California state license in marriage and family therapy. Licensing by the California Board of Behavioral Sciences requires a master's degree with specified content, supervised counseling experience, a post-master's internship, and two written examinations.

Marriage and family therapy has been described by the American Association of Marriage and Family Therapists as "one of the most delicate and complex undertakings in the whole field of the helping professions."

It requires all the skills taught in the usual academic training program for counseling and therapy, and in addition, a considerable amount of preparation in the dynamics of interpersonal interaction within marriage and the family setting.

Also required is a thorough understanding of the varied roles of intimate relationships, and the understanding of the psychodynamics of family systems and the context in which people live.

In addition, the family therapist needs specific preparation in the issues of child and adolescent clients as well as issues arising from the early life of adult clients.

The Counseling Psychology program is designed to prepare the student for this undertaking from a perspective which takes into account the human being as a whole person with physical, mental, emotional and spiritual dimensions, and which focuses on the family as an interactive system.

The focus of this program is on developing an integration of academic knowledge and clinical skills so that, at the time of graduation, students are well prepared as beginning marriage and family therapists. In addition, students develop personal insights and communication skills to enable them to work effectively in a wide variety of settings.

Over the years, graduates of the CLU program have an outstanding record of obtaining internships, passing the state licensing examinations, and establishing successful practices in both private and institutional fields.

Counseling Practicum

A special feature of the MS Counseling Psychology program is that all students may complete their practicum hours in a placement at CLU Community Counseling Services.

The Counseling Centers are low-cost community counseling facilities which provide an intensive on-site clinical training experience for graduate students. The clients who are seen by student therapists at the centers provide experience in working with a full range of marital, family, and child problems.

Individual supervision, group supervision, staff training, peer support and shared learning experiences, in an atmosphere designed to facilitate growth as a therapist, create exceptional opportunities. Each student-therapist experiences a variety of client types, client problems, and therapeutic approaches.

Work as a therapist is included, and up to 750 hours applicable to the California licensing requirement may be obtained. A fee is required in addition to tuition for the counseling practicum experience.

Requirements for the Master of Science in Counseling Psychology

(60 credits required)

Required Courses (54 Credits)

PSYC 510	Psychopathology	3
PSYC 512	Counseling Theories	3
PSYC 515	Psychopharmacology	2
PSYC 516	Counseling Skills	2
PSYC 517	Lifespan and Family Development	3
PSYC 518	Gender and Sexuality	3
PSYC 520	Law and Ethics	2
PSYC 522	Cultural Diversity	2
PSYC 524	Substance Abuse and Dependency	3
PSYC 526	Domestic Violence and Abuse	2
PSYC 530	Diagnostic and Therapeutic Interviewing	3
PSYC 534	Group Therapy	2
PSYC 540	Principles & Techniques Child Therapy	3
PSYC 541	Prin & Techniques Adolescent Therapy	3

PSYC 542	Principles & Techniques Couples Therapy	3
PSYC 543	Principles & Techniques Family Therapy	3
PSYC 550	Psychological & Relational Assessment	3
PSYC 561	Research Synthesis and Evaluation	3
PSYC 591	Counseling Practicum I	2
PSYC 592	Counseling Practicum II	2
PSYC 593	Counseling Practicum III	2

Total Hours **54**

Graduate Psychology Elective Tracks (6 credits) (Subject to change)

Select a two-course series from the following: 6

PSYC 544/545	Theories of the Recovery Model and Techniques of the Recovery Model
PSYC 570/571	Theories of Latino Counseling and Techniques of Latino Counseling
PSYC 574/575	Attachment Theory and Attachment Techniques
PSYC 577/578	Family Mediation Theory and Research and Family Mediation Application/Practice
PSYC 583/584	IPV: Adv Research, Theory Technique and IPV: Adv Clinical Applications

Graduate Psychology is offering the above elective tracks for students as well as post degree and post license individuals who have an interest in developing knowledge and skill in a specialized area.

Other Requirements

1. Successful completion of a comprehensive examination. Please note the following policy related to absences. Students who do not show up on examination day without having an approved absence automatically fail the exam and it will be counted as an attempt. To be considered for an absence, students must submit a request to the program specialist, along with the reason/documentation for the absence in writing at least one week prior to the exam. Special consideration may be given for exceptional circumstances that are clearly beyond students' control. The Law and Ethics Comprehensive Exam and Clinical Comprehensive Exam must be completed within two years of each initial exam registration.
2. Personal experience in therapy is required for a minimum of 20 sessions. Students are encouraged to begin therapy in the second semester of the first year of the program and must complete the 20 hours of personal therapy with a licensed MFT, PsyD, PhD, or Social Worker before beginning practicum. Consult program adviser for details.
3. A feature of the Counseling Psychology program is a 12-month practicum placement at CLU Community Counseling Services. Alternatively, students may request to complete the practicum experience at an external site such as a nonprofit counseling agency. Please note the following policies related to grading for practicum courses. Students taking Practicum (591, 592, 593, 59X, 59S) complete class requirements in Practicum Seminar (this includes attending classes and completing case presentations) and clinical requirements at their practicum site. Pass is assigned when all class assignments and clinical requirements have been met, or, in the case of PSYC 59S, the clinical portion of the remediation plan has been successfully completed. IN is assigned in a practicum course if students meet any of these conditions: (a) one outstanding practicum seminar assignment, (b) have made insufficient progress in meeting clinical requirements in any practicum course, or (c) have not met all of the clinical requirements at the end of PSYC 593 (e.g., 225 clinical hours, community outreaches, turning in BBS paperwork, finishing documentation/case files). Students must register in PSYC 59X Counseling Practicum Continuation to complete any clinical requirements. No Credit is assigned when academic or professional concerns have been raised in a practicum seminar or on practicum. Such grades lead to review for probation or dismissal. If probation is indicated, as part of the remediation plan students may be required to take PSYC 59S Supplemental Counseling Practicum. Depending upon the remediation plan, PSYC 59S may be required prior to or at the same time as repeating the failed course.

Students who are placed in an external practicum continue to meet for weekly seminars on campus. Students begin the practicum with faculty approval after completing a minimum of 18 credits and PSYC 520 as well as 20 hours of personal psychotherapy with a licensed therapist.

Grading For MS Counseling Psychology Practicum Courses. Students taking Practicum (591, 592, 593, 594, 589S) complete class requirements in Practicum Seminar (this includes attending classes and completing case presentations) and clinical requirements at their practicum site.

1. Pass is assigned when all class assignments and clinical requirements have been met, or, in the case of PSYC 589S, the clinical portion of the remediation plan has been successfully completed.
2. IN is assigned in a practicum course if students meet any of these conditions: (a) one outstanding practicum seminar assignment, (b) have made insufficient progress in meeting clinical requirements in any practicum course, or (c) have not met all of the clinical requirements at the end of PSYC 593 (e.g., 225 clinical hours, community outreaches, turning in BBS paperwork, finishing documentation/case files). Students must register in PSYC 594 Counseling Practicum Continuation to complete any clinical requirements.
3. No Credit is assigned when academic or professional concerns have been raised in a practicum seminar or on practicum. Such grades lead to review for probation or dismissal. If probation is indicated, as part of the remediation plan students may be required to take PSYC 589S

Supplemental Counseling Practicum. Depending upon the remediation plan, PSYC 589S may be required prior to or at the same time as repeating the failed course.

Program Probation, Remediation, and Dismissal (MS Counseling Psychology)

Program Probation

Program probation occurs when the core faculty of the MS program documents concerns about a student's professional performance or a student's performance in meeting professional competencies. Prior to being placed on program probation, a student will be reviewed by the core faculty of the MS program who will determine an appropriate remediation plan in consultation with appropriate administrators. Some examples of circumstances that can result in program probation include but are not limited to:

1. The MS Counseling Psychology student fails either the Law and Ethics or Clinical exams twice.
2. Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
3. The student engages in behavior that violates any of the rules or guidelines of the AAMFT Code of Ethics, CAMFT Code of Ethics or California Board of Behavioral Sciences (BBS) or California Lutheran University's Standards of Conduct; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
4. Evidence of impairment that compromises academic or practicum activities.

Remediation

A remediation plan is written for a student if a concern has been raised about the student by a committee or training site. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include the:

1. Description of the problem and means by which it was communicated to the student,
2. Duration of the probationary period, not to exceed three semesters,
3. Responsibilities of the student,
4. Responsibilities of the program, and
5. Method of evaluation at the end of the probationary period.

As part of a remediation plan the student may be required to retake coursework and for practicum/clinical remediation may be required to add one or two credits of PSYC 589S: Supplemental Counseling Practicum. Remediation ends if sufficient progress has been made on the remediation plan. In the event the problem has not been remediated, the student may be reviewed for suspension or dismissal.

Dismissal

Similar to the policies around program probation, academic dismissal can occur whenever a student incurs serious or repeated concerns regarding his or her fitness for the profession. Recommendations regarding a student's dismissal are made by the program faculty to the Dean. A student has one week to appeal to the Provost a decision to dismiss. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

1. Students who are unable or unwilling to follow a remediation plan, or are unable to demonstrate sufficient improvement on a remediation plan.
2. Students who fail either the Law and Ethics or Clinical exam three times.
3. Students who do not pass the Law and Ethics and Clinical exam within two years of each initial registration.
4. Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
5. Students who engage in unlawful behavior or violate any of the rules or guidelines of the AAMFT Code of Ethics, CAMFT Code of Ethics or California Board of Behavioral Sciences (BBS) or California Lutheran University's Standards of Conduct (the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
6. Evidence of impairment that compromises academic or practicum activities.

Courses

PSYC 501. Dialectical Behavior Therapy Skills. (2).

The purpose of this course is to provide an introduction to Dialectical Behavior Therapy (DBT) skills training. Students are provided with a review of the theory, research, and practical application of DBT Skills across a variety of settings and populations.

PSYC 510. Psychopathology. (3).

Study of psychopathology using the DSM-5, including etiology, assessment, diagnosis, treatment and prognosis. Prerequisite: Undergraduate course in abnormal psychology.

PSYC 512. Counseling Theories. (3).

The objectives of the course are to introduce students to traditional and contemporary models of counseling. Topics include theory and interventions stemming from psychodynamic, humanistic, cognitive-behavioral, and systemic approaches.

PSYC 515. Psychopharmacology. (2).

Students gain an understanding of the role of pharmacology in the treatment of mental disorders. They become familiar with major classifications of psychotropic drugs and learn their modes of action.

PSYC 516. Counseling Skills. (2).

This course provides opportunities for students to learn theories and skills that are essential to the counseling relationship and process. The objectives of this course are to develop mastery of the theoretical material and basic skills in the practical aspects of counseling. Topics include: developing an alliance, counseling techniques, change processes, and systemic and relational factors impacting intervention. The course involves exposure to the therapy process through application of course topics to clinical examples.

PSYC 517. Lifespan and Family Development. (3).

Course examines the developmental changes and sociocultural events that take place during an individual lifespan from infancy to old age with a focus on development within the family. Topics include psychological characteristics, systemic and relational contexts, personal challenges and developmental opportunities for each individual and family developmental stage.

PSYC 518. Gender and Sexuality. (3).

Issues relating to gender identity, gender differences, gender socialization and related topics. An overview of physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and sexual dysfunction. Includes assessment and treatment of sexual abuse and its consequences.

PSYC 520. Law and Ethics. (2).

Law and ethics applicable to the professional practice of counseling and psychotherapy; scope of practice issues; mandated reporting laws including the assessment and reporting of child abuse.

PSYC 521. Clinical and Research Ethics. (2).

The purpose of the course is to cover a range of topics related to the values and ethics of conduct in clinical psychology. Clinically, the course will review issues related to ethics in private practice including privacy, confidentiality, and dual relationships. In terms of research, the course will review topics related to the values associated with open science including the importance of transparency, replication, and reproducibility.

PSYC 522. Cultural Diversity. (2).

Cultural variations in lifestyle and values, and the relationship of cultural issues to treatment procedures.

PSYC 524. Substance Abuse and Dependency. (3).

Course examines the impact of substance abuse and dependency on individual and family functioning. Topics include effects of psychoactive substances on the user and significant others, theories of substance abuse, diagnosis, and systemic assessment and treatment considerations.

PSYC 526. Domestic Violence and Abuse. (2).

Meets the California licensure requirement for training in assessment, detection, and intervention of domestic violence, interpersonal partner violence, and child abuse.

PSYC 530. Diagnostic and Therapeutic Interviewing. (3).

Knowledge and skills necessary for evaluations, diagnosis, preliminary case formulation, recommendations, and appropriate referrals. Communication skills are developed for effective therapeutic interactions.

PSYC 532. Behavior Clinical Methods. (3).

The purpose of this course is to provide students with basic skills required for competent practice of cognitive and behavioral therapies. Topics include behavioral assessment and analysis, behavior skills training, cognitive restructuring, contingency management, and exposure based procedures.

PSYC 533. Program Evaluation: Model & Techniques. (3).

This course covers basic concepts and procedures for evaluating service programs in clinical, health, and educational settings. The course serves as a graduate level introduction to program evaluation for students preparing for careers in education and the social and behavioral sciences. Prerequisites for the course include a basic knowledge of statistics and measurement.

PSYC 534. Group Therapy. (2).

The objectives of the course are to expose the students to theoretical models and research about group psychotherapy and provide students with the skills and knowledge to become comfortable and confident in the role of group psychotherapist. Topics include: therapeutic factors, group processes, change processes, and group leadership. The course also provides students with the skills to critically evaluate a variety of group psychotherapy techniques.

PSYC 540. Principles & Techniques Child Therapy. (3).

This course is designed to help the student appreciate the special nature of child psychotherapy. The course will explore a variety of therapeutic orientations including the psychodynamic, family systems, cognitive-behavioral and narrative approaches. Students will be expected to provide a critical analysis of the literature as well as be willing to explore their own personal views and beliefs. The course will teach the student to assess children for treatment and to arrive at a working diagnosis. The multifaceted issues of ethnicity and culture will also be examined as will issues of divorce, loss of caretakers and domestic abuse. The student will be expected to become familiar with both research and clinical literature as it relates to psychotherapy with children and to produce a scholarly research project. Lectures, movies and classroom activities will all be part of the educational experience.

PSYC 541. Prin & Techniques Adolescent Therapy. (3).

Course explores a variety of systemic therapeutic models of working with adolescents and their families. Topics include assessment and treatment considerations specific to adolescent development, parent-child relationships and family therapy.

PSYC 542. Principles & Techniques Couples Therapy. (3).

The objectives of this course are to introduce students to family systems and other perspectives related to clinical work with couples and for students to learn various techniques and ways to apply theory specific to intervening with couples in a therapeutic context. Topics include: Theoretical approaches to couples therapy, specific issues that impact couples, and couples therapy techniques.

PSYC 543. Principles & Techniques Family Therapy. (3).

The objectives of this course are to expose students to traditional and contemporary family therapy approaches and have the opportunity to apply theory to clinical examples and their own families of origin. Topics include systems theory, family relationships, and principles of applying family therapy techniques.

PSYC 544. Theories of the Recovery Model. (3).

Principles and philosophy of working with adults with serious mental illnesses. Use of functional assessment methods to analyze behavioral assets, excesses and deficits in order to define and plan rehabilitation goals.

PSYC 545. Techniques of the Recovery Model. (3).

Application of behavioral and social learning principles in working with adults with serious mental illnesses. Development of the ability to conduct skills training necessary for consumers to maintain independent living skills, interpersonal skills, social perception skills, problem-solving skills, and vocational skills.

PSYC 546. Psychological Trauma Concepts & Theories. (3).

This course focuses on the fundamental concepts, models and theories of psychological trauma. These topics include the definition of trauma; the history of trauma studies and treatment; the continuum of trauma; DSM 5 diagnostic criteria for PTSD and other trauma-related disorders; the role of dissociation in trauma; co-occurring disorders; types of trauma and traumatic stressors; theoretical models of traumatic stress and trauma treatment; and concepts of self-regulation. Attention will be paid to the relationship of trauma to physiology and neuro-biology; psychopharmacology; memory; development of the self; personality and character development; and other developmental, social and cultural factors. Students have an opportunity to investigate and research an area of individual interest in the field of trauma studies.

PSYC 547. Psyc Trauma: Assessment & Intervention. (3).

This course focuses on trauma assessment and treatment exploring topics such as risk assessment, resourcing, trauma processing, transference and countertransference issues, vicarious traumatization and therapist self-care, trauma integration and post-traumatic growth, treating child trauma victims, treating dissociation, and using mindfulness techniques and the expressive arts in trauma treatment. Students will have an opportunity to explore and practice trauma-oriented interventions. Pre-requisite: PSYC 546.

PSYC 550. Psychological & Relational Assessment. (3).

Course provides an introduction to the assessment process and the role it plays in systemic treatment. Topics include the clinical application of specific psychological and relational assessments that are used when working systemically with individuals, couples and families.

PSYC 552. Psychometrics: Theory & Methods. (3).

Psychological assessment is a standard course in the training of a clinical psychologist and in the social and behavioral sciences in general. Standardized measures are used across all areas of social and behavioral science research and support researchers' ability to understand a variety of areas of interested form intelligence and personality to job performance evaluation. This course exposes students to methods by which social and behavioral scientists effectively measure these constructs. The course will review the philosophical and empirical underpinnings of measurement. Concepts including reliability and validity will be reviewed along with the practical application for conducting analyses in the R statistical programming language.

PSYC 560. STATS I: Exploratory Data Analysis. (3).

A good deal of statistics and research in psychological science involves the ability to conduct descriptive analyses and data visualizations. These skills can vary from data manipulation (arranging, renaming, filtering) and summarizing and basic statistical modeling. In this introductory course, students will be introduced to the R statistical programming language and provided training in these basic competencies.

PSYC 561. Research Synthesis and Evaluation. (3).

Research methodology, with a focus on developing skills in utilizing the professional literature. Emphasis will be given to helping students become knowledgeable consumers of research. Prerequisite: Undergraduate course in statistics.

PSYC 562. Advanced Statistics. (3).

Advanced statistical methods, including univariate and multivariate analysis of variance, correlation, multiple regression, factor analysis, and other methods. Computer applications of statistical software for data analysis purposes will be emphasized. Prerequisites: Undergraduate statistics plus undergraduate experimental psychology or research methods.

PSYC 564. Advanced Research Methods. (3).

Research and evaluation methodology, including consideration of experimental, quasi-experimental, and other methods. Students write a detailed prospectus of a research project applying research methodology to a topic of interest. Prerequisite: PSYC 562.

PSYC 565. Research Practicum. (3).

Applied knowledge base and research skills necessary for successful completion of a thesis. Requires completion of the first three chapters of the thesis. Prerequisites: PSYC 564.

PSYC 566. Thesis. (3).

Supervised experience in conducting research for writing the master's thesis.

PSYC 567. STATS 3: Hierarchical Linear Modeling. (3).

The course provides an introduction to the basic concepts and applications of hierarchical linear models (HLM). Research data in the social sciences are often grouped in ways that impact our statistical analyses (e.g., marital status, school/clinic/hospital setting, repeated treatment sessions). The course will cover growth curve modeling and meta-analysis as well as introduce models for dichotomous outcomes. The objective of the course is to provide students with an understanding of when and why HLM should be used and how to effectively apply the models to answer questions.

PSYC 568. Meta-Analysis. (3).

This course is designed to help students master the statistical techniques used to conduct quantitative meta-analyses. This class will focus on helping students learn how to calculate various kinds of effect sizes and to use them to conduct and make appropriate inferences from meta-analyses, to describe and discuss quantitative meta-analytic methods and associated results and to understand the statistics used in a broad array of meta-analytic scenarios.

PSYC 569. Career Counseling: Theory & Practice. (3).

This course provides an overview of the models, systems, processes, programs, and procedures facing career counselors today. Methods of client analysis, vocational selection instruments, and new theories will be discussed. Students will leave this course with an ability to provide career counseling, an understanding of the underlying psychological foundations of career counseling, and the information needed to synthesize their own models of career counseling.

PSYC 570. Theories of Latino Counseling. (3).

The Latino Counseling Track with an emphasis on Theory explores psychological theories of development, pathology and normal functioning as examined from a Latino cultural perspective. The track considers issues such as the definition of self in Latino cultures and the implications that a different construction of self has for theories of development and treatment. The course challenges precepts in our psychological theories: For example, from what perspective is a culture-bound syndrome defined?; or, What is the role of a transitional object in a culture that values separation and individuation differently? The course provides a basic foundation for exploring techniques of psychotherapy with Latino populations.

PSYC 571. Techniques of Latino Counseling. (3).

The Latino Counseling Track with an emphasis on Technique draws on the theoretical implications covered in Part I of the Latino Track with an emphasis on Theory. In this course students see how theoretical implications find application in the clinical setting. The course addresses, for example, the possible function of code switching (switching between two languages) in the treatment of bilingual patients by bilingual therapists and its implications in terms of anxiety and defense. How do familial values get enacted in the treatment of patients of the same culture? What are the implications for treatment of culture bound syndromes, such as *ataque de nervios*? Prerequisite: PSYC-570.

PSYC 573. Structural Equation Modeling. (3).

The course introduces one of the newer multivariate techniques, structural equation modeling. This technique builds upon and extends concepts introduced in earlier courses related to causal inference, regression, and factor analysis. The family of methods known as path analysis, latent variable analysis, factor analysis, causal modeling, and model comparison are covered. No prior experience with this technique is expected, and the course provides both a theoretical and practical introduction. The software package R is used for understanding, applying, and exploring structural models.

PSYC 574. Attachment Theory. (3).

Attachment theory deals with the central human question of the formation of lasting connections. The course introduces students to the fundamentals of attachment theory as well as to basic research on various aspects of the theory. The course provides a developmental perspective on infant, child, and adult attachment. It also focuses on the interaction between the attachment and other behavioral systems, including the caregiving and sexual systems.

PSYC 575. Attachment Techniques. (3).

Drawing on the research and theoretical work examined in Attachment, Part I: Theory; this course reviews a number of attachment-based clinical applications in the work with couples, families, children and individuals. The course explores how current interventions with mothers who suffer from post-partum depression change the quality of a child's attachment, and how treatment with couples that focuses on elucidating attachment styles leads to meaningful change in quality of the relationship. The course critically examines current research assessing the clinical applications of attachment-based interventions. Prerequisite: PSYC-574.

PSYC 577. Family Mediation Theory and Research. (3).

This course will examine theories of conflict, family dynamics of divorce, child development implications, and mental health issues in divorce. Models of mediation of family disputes and alternate dispute resolution models will be introduced. Other topics to be studied include the legal context underlying divorce, legal remedies and limitations, as well as mental health interventions, including co-parenting therapy, reunification of parents and alienated children, and parent plan coordination.

PSYC 578. Family Mediation Application/Practice. (3).

Observation of and in vivo practice in family mediation of child custody and related issues will be introduced in this course. An overview of and practice in family mediation techniques will be presented. A main focus will be on the application of the theories covered in the first course on Family Mediation. Other topics will include management of conflicted families, interaction with court mediators, attorneys, and judicial officers and the principles of expert testimony. Prerequisite: PSYC-577.

PSYC 580. Theories of Counseling and Spirituality. (3).

This course will examine the ways in which spirituality is an influence upon the human experience. We will examine spirituality both from a theological perspective as it takes shape in various religions and as it impacts persons as a private and transcendent process. The goal of the course is to draw comparisons between psychotherapy and spirituality as processes that influence personal growth and change and to appreciate the role of spirituality in mental health recovery.

PSYC 581. Techniques of Counseling & Spirituality. (3).

This applied course picks up from the discussions of spirituality theories in the previous course and extends them into contributions for psychotherapeutic interventions. In particular, schools of psychotherapy represented by psychoanalysis, Jungian, existential/humanistic and the neurosciences will be used as the models for applying spirituality to the healing process. The student will learn how various interventions from these models address the transpersonal dimension of psychotherapy and how to consider the interventions as part of a comprehensive treatment approach. Prerequisite: PSYC-580.

PSYC 582. Selected Topics. (3).

Topics of current and particular interests or concern in counseling or clinical psychology. Students may enroll in more than one selected topics course.

PSYC 583. IPV: Adv Research, Theory & Technique. (3).

This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYC 584. IPV: Adv Clinical Applications. (3).

This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYC 589S. Supplement Counseling Practicum. (1-2).

The Supplemental Practicum is a supervised field experience that assists the student in remediating deficiencies that have come to the attention of the Practicum Committee. The specific nature of the practicum and its foci vary and are tailored to meet the training requirements of the student. Specifics of the Counseling Practicum vary, depending on the requirements of the Remediation Plan. Students attend practicum seminar while acquiring supervised clinical hours at either the CLU Community Counseling Services or an approved external practicum site. Clinical hours are applicable toward licensing requirements. There is an expectation of 10 hours of availability at the practicum site per week, per credit hour. Practicum fee in addition to tuition. This course does not substitute for the three required counseling practicum courses. Pre-requisite(s): PSYC 520, PSYC 530, Individual Therapy Requirement, completion of a minimum of 17 semester credits of coursework and consent of the Practicum Committee.

PSYC 590. Independent Study. (1-4).

Approved research in an area not covered by course work listed in this catalog.

PSYC 591. Counseling Practicum I. (2).

Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 520, 530, Individual Therapy Requirement, a minimum of 17 semester credits or coursework and consent of the Director or Clinical Training.

PSYC 592. Counseling Practicum II. (2).

Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 591.

PSYC 593. Counseling Practicum III. (2).

Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum with the expectation of a minimum of 225 supervised clinical hours. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 592.

PSYC 594. Counseling Practicum Continuation. (1-2).

This elective permits additional supervised clinical hours and does not substitute for the three required counseling practicum courses. Students attend practicum seminar while acquiring supervised clinical hours at either the CLU Community Counseling Services or an approved external practicum site. Clinical hours are applicable toward licensing requirements. There is an expectation of 10 hours of availability at the practicum site per week, per credit hour. Practicum fee in addition to tuition. Pre-requisites; PSYC 530, PSYC 520, Individual Therapy Requirement, completion of a minimum of 17 semester credits of coursework and consent of the Practicum Committee.

PSYC 599C. Thesis Continuation. (0).**PSYC 599D. Thesis Supervision. (1).**

Pacific Lutheran Theological Seminary

- **Welcome to Pacific Lutheran Theological Seminary (<https://www.plts.edu/>) (PLTS) of California Lutheran University (<https://www.callutheran.edu/>),** a seminary of the Evangelical Lutheran Church in America. (<http://www.elca.org/>) We are a faith and learning community dedicated to excellence in theological education for developing leaders for the church in the world. Our bustling downtown location, dynamic faculty, cutting-edge curriculum, closely-knit community, and membership in the multi-denominational and multi-religious Graduate Theological Union (<https://www.gtu.edu/>) provide a unique setting for wrestling with issues of Christian faith, discipleship, and the communication of the Gospel to a world in need of truly good news.

Four orienting perspectives characterize PLTS' role in the church and our approach to theological education:

Nurturing a life-giving relationship with God includes embracing and sharing the life-changing power of God's love through Jesus and cultivating spiritual practices and skills for building community that strengthens people spiritually.

- **Intellectual engagement with Scripture, faith traditions, and the world** involves hearing and interacting with theological voices from the margins of power and privilege and putting Christian beliefs and practices into collaborative engagement with other religious traditions and secular disciplines.
- **Faithful social transformation** grounded in the good news of Jesus Christ endeavors to build communities of resistance and hope by integrating the spiritual and political dimensions of life through theological reflection, social analysis, and implementing strategies to work for justice and ecological healing.
- **Learning through a socio-ecological lens** that looks at race, class, gender, and earth in order to develop competencies for effective community engagement in diverse cultural and political contexts.

is an inclusive community and offers hospitality to all who participate in our programs of study. As disciples of Christ committed to public leadership among God's people in diverse and changing cultural contexts, we eagerly learn from and welcome one another's diversity, including, but not limited to, theological perspective, race, ethnicity, nationality, gender identity, relationship status, age, physical ability, social and economic status, and sexual orientation.

Community Day

Students are expected to regularly participate on Wednesday in Community Day at PLTS. On Community Day, we gather for Eucharist, formation events and/or in formation groups, and lunch together. The Worship Committee coordinates the Wednesday worship offerings on campus, working with faculty, staff, and seminarians in the preparing and leading of campus worship. For more information about how you might get involved, please contact Pastor Sara Wilson or Pastor Katy Grindberg.

PLTS Academic Policies

University Graduate Academic Policies

Please refer to the Graduate Academic Policies in this catalog at:

<http://catalog.callutheran.edu/grad/academicpolicies/>

Academic Policies

All Pacific Lutheran Theological Seminary academic policies and procedures (including but not limited to curricular, registration and enrollment, course learning, and academic performance policies and procedures) are subject to standard California Lutheran University policies and procedures. Any variance in policies and procedures in the PLTS Catalog are superseded by those of California Lutheran University unless determined otherwise.

I. Curricular Policies

A. Four-year Degree Requirement

Normally, a seminarian cannot be awarded the MDiv or MTS without first receiving a four-year college degree. A seminarian will not be admitted to the second year of full-time degree work unless all work for the college degree is completed.

B. Transfer of Course Credits

Upon review by the Office of the Dean and evaluation by the Office of the Registrar, up to 9 credits of coursework with a grade of C (or equivalent) or above may be transferred into a PLTS program. Undergraduate level courses are not transferable. In order to qualify for the PLTS MDiv degree, a seminarian presenting credits for transfer must normally be in the degree program with PLTS for at least the final year of course work.

C. Requirement Exemptions

Seminarians may be exempted from required courses by:

1. Examination

This especially applies to language, Bible, and history courses prior to the opening of fall semester. The successful completion of an examination does not carry course credit but permits the seminarian to substitute advanced courses in the subject area. Work in addition to the examination or specific advanced courses may be prescribed.

2. Equivalent Courses

Equivalent courses taken at another graduate-level school. To establish equivalency, in addition to a transcript record, seminarians should provide a course syllabus to be reviewed by the faculty of a subject area. Equivalency does not necessarily carry course credit.

D. Variance from Prescribed Program Procedure

In all cases of variance from the prescribed program, the seminarian should confer with their academic advisor, who will be in consultation with the Office of the Dean. Consultation with the Office of the Dean will be required before approval is final. The seminarian is responsible to see that a record of permission for the variance is included in their file by the Office of the Dean.

E. Full-Time Descriptions for Programs

A full-time program is defined as 12 credits per semester. 6 credits per semester is the minimum required to qualify for financial aid.

Note: Assuming a year-long internship, the MDiv seminarian must average 36 credits per year of coursework in order to graduate in three years in the MDiv.

G. Maximum Time Allowed to Complete Programs

MDiv (star: 4 years + internship)

MTS: 4 years

CTS and CATS: 2 years

Note: Credit transferred to programs is applied to time allowed in all programs.

1. Minimum Tuition Requirements

The allowable minimum tuition paid for the MDiv Pathway completed at PLTS must equal full-time tuition for six semesters, plus internship year charges based on charges in effect during the years of enrollment. For the MDiv Intensive Pathway, the minimum tuition paid must equal full-time tuition for four semesters, plus internship year charges based on charges in effect during the years of enrollment. For seminarians transferring from other schools, minimum tuition required for the MDiv and MTS degrees will be adjusted according to a determination of the number of credits transferred to the PLTS degree program.

II. Registration and Enrollment Policies

A. Course Planning

Seminarians are expected to take courses as prescribed in the curricula which apply to their programs and classes upon entrance to PLTS.

Seminarians must have prior permission for any variance. This permission is recorded on the Completion, Waiver, Substitution or Delay of Required Course Form available from the Office of the Dean and online (<https://www.plts.edu/students/forms.html>). The form must be completed and submitted to the Office of the Dean before a seminarian can register for a substituted class. There is normally a limit of two special reading (independent study) courses during the seminary program. Exceptions to this policy are approved by the academic advisor in consultation with the Office of the Dean.

The seminarian should also be cognizant of the fact that classes are scheduled with the prescribed course sequence in mind. Variance in the program may result in schedule conflicts. In the case of a schedule conflict, the regularly scheduled required course has priority. To view individual progress towards a degree, seminarians can use the Program Evaluation tool under Students in WebAdvisor in their MyCLU.

B. Area and Free Electives

Electives may be taken from among appropriate courses offered by any of the members of the GTU combined faculties. Beyond the courses offered through PLTS and affiliated GTU schools, seminarians may participate in the program offerings of the centers related to the GTU. Courses cross-listed in two areas (for example, STNTxxxx) can only be used to satisfy electives in the area listed first (in this case, ST) unless determined otherwise by the area faculty and approved by the Office of the Dean.

Full-time degree seminarians may also register for one course each term at the University of California at Berkeley or other accredited institutions in the area (i.e., Mills College or Holy Names College). Contact the Office of the Dean or the GTU Common Registrar for cross-registration details.

C. Residential and Online Courses

Students completing a Distance Learning degree program will be required to come to the campus in Berkeley for the first week of courses in their first year of study. Additionally, students in a Distance Learning program will be required to take one course in person on the Berkeley campus each intersession in January.

D. Summer Session Credit

Seminarians may apply credit received from courses in GTU school summer sessions to elective requirements with permission of the Office of the Dean. Seminarians wishing to apply credit from other continuing education courses must receive prior approval from the Office of the Dean, and credit is subject to transfer credit policies.

E. Registration

Registration for all courses, required and elective, takes place under the direction of the Office of the Registrar at the time and place announced prior to each semester. The one exception is courses offered by UC Berkeley; registration for these courses is usually well in advance of GTU registration. Therefore, seminarians wishing to take such courses should make early inquiry regarding dates. A full-time degree seminarian may take one course per semester at the UC Berkeley at no charge. Registration instructions from the Office of the Registrar are sent via e-mail to seminarians for each term. Please note: Requests for admission to limited-enrollment classes may be submitted two or more weeks before classes begin.

F. Normal Course Load

A normal course load is considered to be 12-15 credits per semester. A seminarian in good standing may take 18 credits. More than 15 credits requires the permission of the Office of the Dean after approval by the seminarian's academic advisor, and may result in the payment of additional tuition.

G. Change of Enrollment

Changes made during the first two weeks of a term do not incur any tuition charges. Thereafter, charges may apply. After the deadline for registration, any change in enrollment will require an Enrollment Petition found under Forms (<https://www.plts.edu/students/forms.html>). No changes of enrollment (dropping or adding a course, changing credits or grading option) are permitted after the tenth week of the semester. With the permission of the instructor, a seminarian's academic advisor, and the Office of the Dean, a seminarian may be allowed to withdraw from a course after the deadline. In such a case, the instructor has the option of recording a grade of W that will be placed on the seminarian's transcript. The instructor also has the option to include an explanatory letter that will be placed in the seminarian's file.

Satisfactory Academic Progress

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

Students' progress is evaluated at the conclusion of each term and all work is evaluated cumulatively, even work completed in semesters when no financial aid was received.

The Pacific Lutheran Theological Seminary (PLTS) SAP is designed to take into consideration program requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. The PLTS SAP procedure is designed to encourage success by making provisions for each seminarian to steadily work towards graduation requirements as well as maximize opportunities for improvement through personal effort and institutional support.

Note, though not the minimum requirement necessary to meet progress, PLTS strongly encourages seminarians to maintain a 3.0 or better cumulative GPA throughout their tenure at the Seminary.

PLTS SAP requirements:

1. **GPA:** Maintain a cumulative minimum 2.50 GPA. Successful completion of a course requires a grade of "C" or better. Repeated courses are treated per the institution's standard [Repeated Coursework Policy \(https://www.callutheran.edu/financial-aid/policies-eligibility/repeated-coursework.html\)](https://www.callutheran.edu/financial-aid/policies-eligibility/repeated-coursework.html).

2. **Satisfactory Contextual Education and Formation Requirements Completion:** Completion of contextual education and formation requirements of the program with a Pass (P) grade;
3. **Satisfactory Enrollment and Completion of Course Load (Pace):** Students must achieve a 67% successful completion rate of their cumulative coursework in order to remain eligible for financial aid. This is measured in terms of total units completed divided by total units attempted.
4. **Satisfactory Advancement in the Program (Maximum Time Frame):** Completion of the certificate or degree in the maximum time allotted to complete the program; 150% of the units required to receive the degree or certificate. MDiv: $73 \times 150\% = 109$ maximum attempted units; MTS: $49.5 \times 150\% = 74$ maximum attempted units; CATS 24 $\times 150\% = 36$ maximum attempted units.

Satisfactory Academic Progress Procedure

At the end of each semester, the Office of the Dean in conjunction with the Financial Aid Office reviews the academic records of progress for each seminarian to determine if the seminarian made Satisfactory Academic Progress. Students will be notified in writing and through electronic communication when it is determined they are NOT meeting minimum SAP standards. The notification will include their standing and steps for expected improvement.

Level 1: SAP Notice:

When a student is still maintaining SAP standards but is in danger of going below standards the school will notify the student through a "SAP Notice" status. Such situations warranting a "SAP Notice" might include but is not limited to:

1. A seminarian receiving one or more F's/Fail/NC's in any term, and/or whose cumulative grade point average (GPA) has fallen below a 3.0 average but remains above 2.5
2. A seminarian who will exceed the maximum time allotted to complete a program in the next academic year.

While on SAP Notice a seminarian is eligible to receive all types of financial aid. The Notice will include a statement that failure to meet minimum SAP standards at the conclusion of following semester may result in placement on Financial Aid Warning. In some cases, students may receive multiple SAP Notice status determinations (i.e. multiple semesters of maintaining minimum GPA but also earning grades less than "C" in one or more classes).

Level 2: SAP Warning:

A student is placed on SAP Warning the first time (or any time after a successful semester) they fail to meet one or more of the minimum SAP standards.

1. During the semester a seminarian is on warning, they will remain eligible to receive all types of financial assistance programs.
2. The warning will include written notification to the seminarian that failure to meet SAP in the following semester will result in being ineligible for institutional and federal financial aid in future semesters.
3. A student cannot receive Warning status in consecutive semesters.

Note: With being placed on warning, the Office of the Dean may advise the seminarian to follow up with a spiritual care team member about vocational discernment.

The seminarian's academic advisor is notified that the seminarian has been placed on warning, and a Formation Conversation is scheduled to determine or revise a Program Success Plan that includes a course of action for improvement or completion in the next term. The course of action will be placed on file.

Level 3: SAP Suspension:

Following a semester on SAP Warning, if a student does not meet all SAP standards they will be placed on SAP Suspension and made ineligible for federal, institutional, and other types of financial aid. The student remains ineligible for financial aid until they have successfully completed one of the following processes to take them off SAP Suspension:

1. Meet all SAP Standards
2. Successfully appeal the suspension and be placed on SAP Probation

Students may continue to be enrolled in the Seminary but will not be eligible for financial aid programs while in the Suspended Status.

SAP Probation and Reinstatement of Aid Eligibility:

Students may become eligible for financial aid through one of two processes.

1. Meet all SAP Standards. When they have completed a semester and are in good standing in GPA, Pace, and Maximum Time Frame standards they must notify the Office of the Dean and the Financial Aid Office to request to have their aid reinstated. The reinstatement is not retroactive and only applies in semesters moving forward in the program.
2. Appeal Process (SAP Probation)

A student may appeal the suspension for extenuating circumstances. Extenuating circumstances include, but are not limited to, personal illness/accident; serious illness or death to an immediate family member; or other reasons beyond the reasonable control of the student.

1. The student must complete the SAP Appeal Form and include all requested documentation and an academic plan outlining their educational plan through graduation.
2. Appeals must be submitted within 30 days of the date of the SAP notification.
3. Appeals will be reviewed by the Appeals Committee
4. Students will be notified of the determination of the Appeals Committee and the decision is final.
5. Denied appeals mean the student is ineligible for financial aid.
6. Approved appeals mean the student is placed on "SAP Probation" and allowed to continue to receive financial aid as long as they:
 - a. Continue to improve their SAP standards and make satisfactory progress toward graduation. Failure to meet SAP Standards or meet all requirements of probation will result in immediate SAP Suspension.
 - b. Meet all requirements outlined for the student's specific Probation plan and follow all special instructions provided in the appeal approval letter.
7. Probations can be one or more semesters. The length is determined the Appeal Committee. Probation lengths are determined the ability and length of time needed to meet all SAP Standards before Maximum Time Frame is expired
8. Probation lengths are not automatically extended
9. The SAP Probation status is lifted once the student is in good standing on all SAP standards.

Note: All students must be in good standing with SAP requirements and all internship prerequisites must be completed prior to beginning an internship program.

Satisfactory Academic Progress

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

Students' progress is evaluated at the conclusion of each term and all work is evaluated cumulatively, even work completed in semesters when no financial aid was received.

The Pacific Lutheran Theological Seminary (PLTS) SAP is designed to take into consideration program requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. The PLTS SAP procedure is designed to encourage success by making provisions for each seminarian to steadily work towards graduation requirements as well as maximize opportunities for improvement through personal effort and institutional support.

Formation Conversation Process

This process is designed to provide a means to assess a seminarian who demonstrates a need for growth in areas of ministry preparation via their behaviors and interactions in learning and/or other seminary settings. This process is also used when a seminarian is not making satisfactory academic progress.

The process is intended to provide the seminarian with honest and constructive feedback about these growth areas and to determine an appropriate course of action for the seminarian to take in order to address these growth areas.

Below are the steps of this process:

1. Review in Executive Session of the Faculty

If a need for growth in areas of ministry preparation are expressed during an executive session of the faculty, and it is deemed necessary, the academic advisor will have the responsibility for arranging a formation conversation meeting with the seminarian.

2. Meet with the Seminarian

The academic advisor will make an appointment with the seminarian to 1) meet in person to notify the seminarian of the need for a formation conversation, 2) review the formation conversation process with the seminarian, and 3) refer the seminarian to spiritual care for support through this process. [*The advisor can request that another faculty member be present if this is desired.*]

3. Documenting Details

The academic advisor will follow up with faculty members who have expressed concerns about the seminarian during the review in executive session to document details as appropriate. This documentation serves as the basis for outlining the reasons for calling the formation conversation.

4. Conversation Composition

A conversation consists of the seminarian, the seminarian's academic advisor, a second faculty member, and a member of the Spiritual Care Team as an observer. If the matter involves Contextual Education matters, a representative from the Contextual Education Office may also be present.

5. Observer Selection and Responsibilities

The seminarian selects an observer from among the Spiritual Care Team members. The seminarian will need to give written release to the observer to hear the details of the conversation. The release form will be provided by the academic advisor. The observer may ask clarifying questions during the process.

6. Schedule a Conversation

The academic advisor will schedule a formation conversation meeting that will work for all parties and notify all parties of the date, time, and location.

7. Outline Growth Areas in Preparation for Ministry

The academic advisor provides the seminarian with an outline of reasons for calling the formation conversation. This outline provides the grounds for the ensuing conversation to give concrete means for the seminarian to address growth areas.

8. Distribute the Outline in Preparation for Conversation

Copies of the outline are distributed by academic advisor in advance of the conversation. All distributed materials are considered "Confidential" and may not be copied or shared. Distributed materials will be returned to the academic advisor following the conversation, and all surplus materials will be destroyed in an appropriate manner by the academic advisor.

9. Formation Conversation

The academic advisor begins by providing reasons for the conversation.[1] (p.) Discussion then occurs among the faculty representatives regarding all pertinent information, and questions are prepared for the conversation with the seminarian. The seminarian and observer are then invited into the conversation. In conversation with the seminarian, the conversants will develop appropriate outcomes or conditions to address the growth areas or an agreed upon plan to address program success (Program Success Plan).[2] Outcomes or conditions may include a schedule for completion or regular reporting to the academic advisor as necessary. These outcomes or conditions, or the plan, will be communicated to the faculty at a faculty meeting.

10. Meeting Outcomes to Address Growth Areas or Following a Plan to Address Program Confusion

The determination that the seminarian has fulfilled all outcomes or conditions, or is effectively utilizing the plan developed will be brought to the faculty by the academic advisor following completion or at the end of any specified timeline and a follow-up conversation. Should the seminarian request an extension to fulfill specified outcomes or conditions, the academic advisor will bring this request to the faculty for consideration.

[1] (p.) Additional structural clarity to the process is as follows: Prayer, Preparation (the members of the conversation will discuss the seminarian's circumstances, consider the seminarian's gifts for ministry, and determine questions to ask or areas of concern to pursue with the seminarian), Invitation (the seminarian and the observer will be invited into the meeting), Prayer, Conversation (the members of the conversation will have conversation with the seminarian, naming gifts, asking questions, pursuing growth areas, and identifying potential ways to grow), Deliberation (the seminarian and observer will leave the meeting to wait for a decision to include conditions, and the members of the conversation will deliberate in order to come to a decision), Decision (a decision with outcomes/conditions will be made during deliberation), Invitation (the seminarian and observer will be invited into the meeting and the decision will be communicated to the seminarian), and Prayer.

[2] (p.) The course of action for improvement may include a reduced course load, taking one or more courses as Pass/Fail, other requirements that maximize improvement in the following semester, and/or regularly scheduled meetings with the seminarian's academic advisor. The course of action for completion must include a schedule with deadlines for completing the outstanding program requirements.

ADVISEE RESPONSIBILITIES

As a student, you are empowered to plan and are responsible for your program and any licensure process you are in. Your responsibilities include:

NOTING CALENDAR INFORMATION

- Knowing and meeting deadlines for all Classroom, Contextual Education, Licensure (Candidacy), and Academic programming, and any other deadline related to your study and vocational preparation.

CHECKING COMMUNICATIONS

- Regularly checking you seminary email account and/or having your seminary email account forward to the email account you regularly check.

KNOWING PROGRAM REQUIREMENTS

- Reviewing your program evaluation in MyCLU to become familiar with your program requirements and to regularly check on your progress.
- Being knowledgeable about your program requirements.

PLANNING AND MAINTAINING YOUR PROGRAM

- Planning your program requirements with advice from your advisor.
- Fulfilling your program requirements.
- Keeping records of your program progress.
- Submitting appropriate Forms (<https://www.plts.edu/students/forms.html>) for fulfilling course, program, and licensure requirements.
- Contacting the Associate Dean (lveen@plts.edu) if you notice discrepancies in your program evaluation and/or need your program updated.

SEEKING CONTEXTUAL EDUCATION ADVICE

- Noting information about contextual education requirements sent out by email from the Contextual Education Office.
- Making an appointment with Pr. Katy Grindberg (kgrindberg@plts.edu) to discuss contextual education requirements of your program, including enrollment; placement; and questions, issues, or concerns that arise while in placement.
- Updating your advisor about what Pr. Grindberg advises regarding contextual education requirements after you have checked in with Dr Veen.

SEEKING ADVISING RECOMMENDATIONS

- Attending any registration information session offered;
- Making an appointment and meeting with your advisor at least once each semester for program review, program planning, and registration.
- Coming prepared for your advising appointment by reviewing information emailed by the Associate Dean's Office and/or distributed during an information session, reviewing your program evaluation, reviewing your program recommended sequence, reviewing course offerings for the upcoming sessions/semesters for which registration is opening, and locating suitable courses to fulfill program requirements in the recommended sequence.
- Consulting your advisor before making registration or program changes.

SEEKING LICENSURE (CANDIDACY) RECOMMENDATIONS

- Checking with the Associate Dean regarding licensure (candidacy) timing, scheduling, and questions.
- Updating your advisor about recommendations from the Associate Dean.
- Attending licensure (candidacy) workshops offered by the Associate Dean.
- Submitting forms and paperwork to seminary and synod offices to schedule and complete licensure (candidacy) requirements and interviews.

REGISTERING FOR COURSES

- Registering for courses during each registration period.
- Verifying your registration by reviewing your class schedule.
- Notifying the Associate Dean and Registrar's Office if there is a discrepancy in your registration.

SEEKING ACADEMIC SUPPORTS

- Being in conversation with your instructors in advance about absences, assignment questions, and difficulties with assignments.
- Making arrangements with support services, including Disability Support Services (<https://www.callutheran.edu/students/disability-services/>) if you require accommodations, the Writing Center (<https://www.callutheran.edu/students/writing-center/>) if you require writing assistance, and the GTU Library Reference Desk (<https://www.gtu.edu/library/get-help/contact-us/>) if you require research assistance.

CHECKING IN WITH FINANCIAL AID AND/OR VETERANS RESOURCES

- Consulting with the Financial Aid Office and/or Veterans Resources before making registration or program changes, including changes recommended by your advisor, the Associate Dean, and/or Registrar's Office. You are responsible for checking with Financial Aid and/or Veterans Resources about how a recommended change might affect your financial aid, financial aid status, and/or veterans benefits. You are responsible for adjusting your program accordingly to meet your financial aid needs and requirements, and notifying your advisor, the Associate Dean, and/or the Registrar's Office of these changes and why.

TAKING CARE OF HOLDS AND PAYING FEES

- Checking your MyCLU to see if there are holds on your account: Business, Registrar, Program, Library, Veterans, etc.
- Doing what is needed to clear holds.
- Paying any fees related to holds, not registering for courses on time, etc.

CHECKING IN REGARDING PLACEMENT

- Making a plan for post-graduation support, living, and working arrangements.
- Meeting with the Associate Dean regarding ecclesial placement (assignment).
- Consulting with Career Services (<https://www.callutheran.edu/students/career-services/>) about interim placement while awaiting call and/or about long-term placement opportunities.

BEING EMPOWERED AND RESPONSIBLE

- Understanding that your advisor, Contextual Education Director, Associate Dean, and Registrar's Office are here to assist you, and you are ultimately responsible for meeting your course, sequencing, registration, program, and licensure (candidacy) requirements as well as seeking the supports you need.

Programs Offered

The University offers the following degrees and certificates through the Pacific Lutheran Theological Seminary (PLTS):

- **Master of Divinity Degree**
- **Master of Theological Studies**
- **Certificate of Theological Studies**
- **Certificate of Advanced Theological Studies**
- **Certificate of Theological Education for Emerging Ministries (T.E.E.M.)**

Master of Divinity

The Master of Divinity (M.Div.) is a professional degree designed to develop biblical, theological, historical, practical, and contextual competencies, and to integrate these competencies in the practice of leadership in congregations and related ministry settings. The M.Div. prepares students for Word and Sacrament ministry in the ELCA, ordained ministry in another Christian tradition, Word and Service ministry in the ELCA especially in chaplaincy or other professions requiring a 72 or more credit hour degree, and specialized lay ministries.

The M.Div. degree program consists of 73 credit hours of coursework, contextual coursework, and co-curricular requirements. The minimum for full-time status for the M.Div. program is 12 credits per semester. There are three pathways to choose between for completing these requirements: MDiv Intensive, MDiv, and MDiv Flex. In the MDiv Intensive pathway, students take 15-16.5 credits per semester as well as four intensive courses during the January Intersession terms. In the MDiv pathway, students take around 12 credits per semester as well as for intensive courses during the January Intersession terms. In the MDiv Flex pathway, students take around 7 credits per semester as well as four intensive courses during the January Intersession terms. Core courses must be taken with PLTS faculty. Substitutions to this requirement must be approved by the faculty member teaching in the area and by the Office of the Dean.

Contextual coursework include Ministry in Context, Clinical Pastoral Education, and Internship. Contextual courses require a one-time completion of a professional boundaries workshop prior to beginning at a site.

Ministry in Context is defined as 6 preparation and contact hours per week in a congregation for two semesters and in a community organization for one semester and receives 0.00 credit hours per semester.

Clinical Pastoral Education is normally completed in an ACPE accredited site during the first summer in program.

Internship ordinarily consists of 40 contact hours per week over the course of twelve months. Internship includes weekly pastoral visits, worship leadership, administrative duties, and other responsibilities as agreed upon. Internship is or exceeds the equivalent of enrollment in full-time coursework at PLTS.

A student preparing 1) for specialized lay ministry, 2) for Word and Service ministry in the ELCA, or 3) for ordained ministry in another Christian tradition will be in contact with the Contextual Education Office in order to prepare a plan for how to meet the internship requirement in a way that fulfills respectively 1) the student's vocational requirements, 2) the requirements of ELCA candidacy for Word and Service ministry, or 3) the licensure requirements of the student's Church body or denomination. For a student who is a member of a denomination that does not require internship, this requirement may be waived by petition to and vote by the faculty.

Co-curricular completion requirements include two semesters of participation in a Spiritual Care Group, two semesters of participation in a Spiritual Practice Group, a one-time professional boundaries workshop, an annual anti-racism training, a Safe Zone training, and other workshops and trainings designated as course pre-requisites.

RELIGIOUS HERITAGE

OT 1076	Introduction Old Testament	3
HSST 1125	Lutheran Theology:Sources & Hermeneutic	3
BS 1145	Introduction to Biblical Greek	1.5
CE 1125	Christian Ethics: Radical Love Embodied	3
NT 1002	Intro to the New Testament	3
HSST 1126	Reading Christian Theology in Context	3
BS 2245	Exegesis Workshop: Greek	0
NT 2225	Paul: Ancient Context,present,concequenc	1.5
ST 2225	Constructive Theology	3
HSST 4450	Freedom Theology With Martin Luther	3

CULTURAL CONTEXT

RSFT 1120	Methods & Hermeneutics I	1.5
RSFT 8120	Reading Congregations in Context	1
RSFT 1121	Methods and Hermeneutics II	1.5
RSFT 2250	Ministry Across Cultures	3
FE 1145	Ministry Context I: Gathered Community	0
FE 1146	Ministry Context II: Gathered Community	0
RSFT 1300	Intro Faith-Rooted Social Transformation	3
FE 1147	Ministry Context III: Sent Community	0

PERSONAL AND SPIRITUAL FORMATION

SP 1124	Foundations of Christian Spirituality	1.5
SP 1120/8120	Spiritual Care Group	0
FE 1200	Anti-Racism Training	0
FT 1203	Academic Theology Writing & Researching	2
FE 1205	Professional Boundaries	0
SP 2220	Spiritual Practice Group	0

CAPACITY FOR MINISTERIAL AND PUBLIC LEADERSHIP

PS 1145	Pastoral Care I	1.5
FE 2250	Clinical Pastoral Education	0
LS 2225	Living Worship A	2
FT 1145	Spanish for Worship I	1.5
HM 2245	Biblical Preaching	4
HMRS 3000	Preaching Toward Social Transformation	1.5
LS 2226	Living Worship B	2
FT 1146	Spanish for Worship II	1.5
FT 2255	Church Leadership	1.5
PS 1146	Pastoral Care II	1.5
RSFT 2300	Faith-Based Community Organizion	1.5
FE 4450	Internship	6
ED 2226	Christian Faith Formation: Contextual	0.5

AREA SELECTIVES AND GENERAL ELECTIVES

Elective in the Area of Race-Class-Gender-Earth Nexus	3.0
Elective in the Area of World Religions	

7.5 unites of free electives are required to complete the degree. These free electives may be taken at any GTU school, including but not restricted to PLTS.

PROFESSIONAL LICENSURE

Entrance or equivalent is ordinarily required prior to starting FE 1145 Ministry in Context I. Endorsement or equivalent is ordinarily required prior to starting FE 4450 Internship. Exceptions must be arranged with the Contextual Education Office.

Total Hours

70.5

Certificate of Theological Studies

The Certificate of Theological Study (CTS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters) by seminarians interested in furthering their theological education. Courses in the areas of Bible, church history, systematic theology, and Christian ethics or cross-cultural studies (12 units total) must be taken from PLTS faculty members. The remainder of the seminarian's program (12 additional units) is arranged to meet her or his special interests and goals. **Due to federal regulations on gainful employment programs, the CTS is not eligible for federal financial aid.**

Certificate of Advanced Theological Studies

The Certificate for Advanced Theological Studies (CATS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters). The CATS may also include internship (except international students). The CATS is designed for seminarians who already hold an MTS or MDiv degree (or their equivalents) in another institution [e.g., roster-seeking MTS or MDiv seminarians graduated from non-ELCA seminaries needing to fulfill core Lutheran courses and other requirements of the Lutheran-Year-In-Residence, including contextual education and formation requirements]. At least one-half of the units must be taken from PLTS faculty members. For a seminarian who desires to complete the CATS and for whom denominational requirements do not include contextual education requirements, these requirements may be waived by petition to and vote by the faculty.

Certificate of Theological Education for Emerging Ministries (T.E.E.M.)

The TEEM program develops leaders whose gifts are particularly needed for the mission of the church in urban, rural and specific ethnic-cultural ministries. TEEM begins when candidates ministering a congregation are given entrance by the Bishop and Candidacy Committee. Three years of study combines 16 courses and 4 workshops held on the PLTS campus in October and January and at Luther Seminary in June. Seminarians prepare for classes through self-study at home with the guidance of a local (academic) mentor pastor, along with a supervised Internship and a unit of Clinical Pastoral Education (CPE). The Theological Education for Emerging Ministries (TEEM) is granted by PLTS to seminarians who have fulfilled the ELCA's academic and candidacy requirements for ordained ministry. An Award of Affiliation may be earned by students whose synod does not require the full certificate. A student must complete at least three of the courses listed below.

Required Courses

TMPS 1000	Pastoral Care	1
TMOT 1015	Introduction to Old Testament	1
TMOT 1010	Old Testament Prophets	1
TMNT 1010	Introduction to New Testament	1
TMNT 2000	Pauline Epistles	1
TMFT 2000	Ministry in Context	1
TMHM 1051	Preaching I	1
TMHM 2051	Preaching II	1
TMHR 1000	World Religions	1
TMHS 1000	Church History	1
TMHS 1001	Lutheran Confessions	1
TMST 1004	Systematic Theology I	1
TMST 2004	Systematic Theology 2	1
TMLS 1030	Lutheran Liturgy	1
TMED 1015	Christian Education	1
TMCE 1000	Christian Ethics	1
Workshops		
TMFT 1010	Evangelism	0
TMFT 1015	Youth Ministry	0
TMFT 1020	Stewardship	0
TMFT 1092	Teem Internship	0
TMFT 1005	E.L.C.A. Polity	0
TMFT 1025	Safe Boundaries	0

Biblical Studies Courses

BS 224. Esegesis Workshop: Greek. (1).

This course is designed to apply the basic linguistic tools learned in Biblical Greek to the task of interpreting the biblical text in the context of preaching. This course focuses on the text selected in Biblical Preaching. The emphasis is on understanding the nuances of approaching the text in its original language with the purpose of making it available to a worshipping audience.

BS 1002. Basic Greek I. (3).

Taught by SFTS. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

BS 1003. Basic Greek II. (3).

Taught by SFTS. Intensive introduction to working with the Greek text of the NT; assumes familiarity with the Greek alphabet and some basic vocabulary and grammatical concepts. Class meets at SFTS. 1/7/19 - 1/25/19.

BS 1010. Elements of NT Greek. (3).

Taught at CDSP. This course offers an introduction to the Hellenistic (Koine) language as found in the New Testament. The emphasis is on exposure to the basic features of New Testament Greek, the use of exegetical tools and the ability to use Greek for practical purposes such as preaching and teaching in the context of ministry. Assignments include daily quizzes, written homework assignments, exams and short exegesis exercises. The course is primarily intended for students in MDiv programs or the equivalent; all are welcome to enroll.

BS 1020. NT Greek I: An Introduction. (3).

Taught by GTU. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

BS 1021. NT Greek II: An Introduction. (3).

BS 1036. Ecclesiastical Latin I. (3).

Taught at JST. This first half of a year's course aimed at preparing students to read (with a dictionary) Latin from Vulgate to recent Vatican documents. No prerequisites except readiness to come to class and study two/three hours in preparation. Daily recitation, occasional quizzes, midterm and final. Text: J.F. Collins, "A Primer of Ecclesiastical Latin" (CUA Press).

BS 1037. Ecclesiastical Latin II. (3).

Taught by JST. A continuation of Ecclesiastical Latin I. Same text, same requirements. My hope is to finish the Collins Text before the end of the term and have time for reading of real texts from Bible and Christian Latin authors such as Augustine and Aquinas.

BS 1042. Latin I & II: Intensive Study. (6).

This six week course (June 12-July 21) covers two semesters of Latin. The course offers an introduction to the grammar and syntax of Latin. The goal is to learn Classical and Medieval Latin well enough by the end of Semester II to read accurately, precisely, and without extensive help. Exercises and readings are drawn from original texts of Classical and Medieval authors. There is strong emphasis on etymology, vocabulary, and comparative grammar. The three paperback textbooks are Wheelock's Latin, 7th edition (2011); Workbook for Wheelock's Latin by Paul Comeau and Richard LaFleur (2000); and Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin by Anne Groton and James May (2004). Grades for each semester are made up of four components: class participation including regular quizzes, written exercises, tests every four chapters (of 40 chapters overall), and a cumulative exam at the end of the semester. The course fulfills the Latin requirement for the JST or Boston College School of Theology & Ministry S.T.L. degree. Professor Greg Carlson is happy to answer questions about the course.

BS 1110. Biblical Hebrew. (3).

Taught by PLTS and CDSP. The purpose of this course is to provide the student with a working knowledge of Biblical (Classical) Hebrew; by the end of the course, the student will be able to read any passage of narrative in the Hebrew Bible with the aid of a lexicon (dictionary). The ability to reach this goal is dependent upon three primary areas of comprehension: 1) Knowledge of the Hebrew writing system (consonants and vowel points), 2) Knowledge of Hebrew grammar and basic syntax, and 3) Knowledge of Hebrew vocabulary. Classroom time will be primarily devoted to introducing and reviewing these various facets. The primary place where the student will learn the language is in his or her own private, independent study. The learning of a new language is extremely time-intensive. The student should be prepared to spend 2 to 3 (or more) hours every day in preparation. Success in this program is almost solely dependent upon the dedication of the time and energy of the student to this class. This requirement of the class cannot be emphasized enough.

BS 1120. Basic Hebrew I. (3).

Taught by SFTS. An introduction to the basic phonology and morphology of biblical Hebrew. This course or the equivalent is a prerequisite for Basic Hebrew II, the intensive course given in January Intersession.

BS 1121. Basic Hebrew II. (3).

Taught by SFTS. The second (intensive) half of a course aimed at enabling students to achieve reading knowledge of biblical Hebrew. Class meets weekdays, at SFTS. BS1120 or equivalent] 1/7/19 - 1/25/19.

BS 1127. Elementary Biblical Hebrew I. (3).

Taught at GTU. This is the first half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [20 max enrollment].

BS 1128. Elementary Biblical Hebrew II. (3).

Taught by GTU. This is the second half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [BS 1127 or equivalent; 20 max enrollment].

BS 1145. Introduction to Biblical Greek. (1.5).

This course designed to provide students with the basic linguistic tools to approach the Greek New Testament. This course focuses on vocabulary, grammar, and short translations. The emphasis is on becoming familiar with the basic grammatical structure of Koine Greek.

BS 1200. Rhetorical Use of Texts. (3).

Taught by PSR. This course is co-taught by Aaron Brody and Sharon Jacob. This course will introduce students to methodologies of interpretation of sacred texts. Focus will be placed on various texts of the Hebrew Bible and New Testament, but will include comparative texts from other sacred traditions (ancient Near Eastern, Mediterranean, and Hindu). Methods explored may include literary criticism, text criticism, and source criticism, material cultural approaches, arts and religion approaches, postcolonial, and critical race/ethnicity methods. Assignments will include several reflection papers. Assessment will be based on those papers and class participation and class presentations.

BS 1250. Using Biblical Languages. (3).

Taught by GTU/ABSW This course introduces students to the fundamental skills of biblical interpretation including basic Greek and Hebrew analysis of biblical texts, the use of key Hebrew and Greek grammatical and lexical aids in both print and electronic resources. Students will also be introduced to basic linguistic theory and a wide range of methods of biblical criticism. Required course for MDiv students.

BS 1900. GTU Holy Land Tour/Seminar. (1.5).**BS 2002. Intermediate Hebrew I. (3).**

Taught by CDSP and JST. The goals of this course are: to continue the study of Hebrew in 2 semesters of Elementary Hebrew (building vocabulary, morphology, syntax) and to read significant prose sections of the Hebrew Bible. At conclusion of semester course students will have developed greater proficiency in Biblical Hebrew narrative (oral reading and translation). Regular reading (oral) and translation, weekly quiz on vocabulary & morphology. [2 semesters Elementary Hebrew; Auditors with faculty permission].

BS 2003. Intermediate Hebrew II. (3).

Taught by DSPT. Students in the course continue the reading of biblical prose narrative begun in fall semester, with attention to the critical apparatus of BHS and some textual witnesses from Qumran. Attention given also to oral reading of the texts. Assessment by regular class participation and by two examinations. [Faculty consent required; Interview required].

BS 2005. Hebrew Reading. (1).

Taught by SFTS. This course will give students exposure to translating a range of Hebrew texts. Students will learn nuances of Hebrew grammar, syntax, and the text critical apparatus while reading Hebrew Scripture. The class will also raise issues of how translation matters for biblical exegesis. Pass/Fail only.

BS 2007. Intermediate Hebrew. (3).

Taught by ABSW. The goals of this course are: to review the grammar (morphology and syntax) learned in first year; to increase vocabulary knowledge; to introduce students to prose readings from the Hebrew Bible (especially from narrative texts). Prerequisites: 2 semesters of elementary Hebrew.

BS 2008. Intermediate Greek I. (3).

Taught by DSPT. This course is designed to develop proficiency in reading and translating New Testament Greek. For that purpose, it includes a revision of some elements of verb morphology, verbal aspect (tenses) and grammar. It nevertheless mostly consists in translating and analyzing sections of Luke, Acts and some letters from the Pauline corpus, paying special attention to syntax. The course also introduces the student to the usage of the critical apparatus of NA28. [Two semesters of Greek or equivalent; 20 max enrollment; Auditors excluded].

BS 2245. Exegesis Workshop: Greek. (0).

This course is designed to apply the basic linguistic tools learned in Biblical Greek to the task of interpreting the biblical text in the context of preaching. This course focuses on the text selected in Biblical Preaching. The emphasis is on understanding the nuances of approaching the text in its original language with the purpose of making it available to a worshipping audience. .

BS 2326. Masculinity and the Bible. (3).

TAUGHT BY GTU. The study of men and masculinity is necessary to attain a holistic understanding of the construction(s) of gender in the Bible. Masculinity Studies operates under the assumption that "maleness" and "masculinity" are not unmarked categories from which "femininity" deviates, but rather as equally "stylized repetition acts," (which need not be limited to those who identify as male.) Using theoretical frameworks from Gender Studies and the emerging field of Masculinity Studies, this course will explore the ways in which masculinities are constructed across various biblical texts and how these constructions of masculinity function in the narrative form and inform our understanding of gender in the Biblical texts. Using both primary and secondary sources, we will attempt to ascertain the dominant (hegemonic) masculinity in the ancient worlds from which the biblical texts emerged, and compare that masculinity to the way in which certain biblical figures are portrayed. The focus of this course will be on several major characters, including David, Samson, Jacob, Moses, Jesus, Paul, Jael, and God, and how they conform to or subvert the dominant (hegemonic) masculinity. This course is taught by PhD student Jenny Lehmann with a Newhall Award, under the supervision of Dr. Deena Aranoff.

BS 2575. Jesus and Judaism. (1).

Taught by JST. In accord with Vatican II's call for the Church to "search" its spiritual and historical ties to "Abraham's stock" (Nostra Aetate 4), this bridge course investigates the Jewishness of Jesus in the context of Palestinian Judaism of the Greco-Roman era. The course will (1) relate elements of the Gospels' narratives of Jesus' life to historical and literary developments of Second Temple Judaism, (2) compare Jesus' interpretations of Mosaic ritual laws and ethical norms to other, roughly contemporaneous Jewish teachings, and (3) examine the conflict stories in the Gospels in the light of political and social tensions of Judean life under Roman rule. Required Text: The Jewish Gospels: The Story of the Jewish Christ by Daniel Boyarin.

BS 3600. Shadow of Empire: Jesus & Empire. (3).

TAUGHT BY PSR. Shadow of Empire: Jesus and Empire in the Gospels: The purpose of this course is to study the impact and influence of the Roman Empire on the New Testament texts. We will explore the intimate but often tense relationship between the gospel writers and the Roman Empire and its impact on the depictions of Jesus. Major textual issues and contemporary methods of studying and interpreting these texts will be introduced in this course. This class will also introduce lenses such as empire criticism, gender and sexuality, postcolonial theory to help read, interpret, and gain a better understanding of Jesus in these four gospels. This course is an upper level exegesis course which means that some familiarity with regards to the content and history of the text is assumed and as a result a pre-requisite is required for this course. [Faculty Consent required].

BS 3900. Margins, Speak. (3).

Taught by PSR. This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study and critique of particular interpretations of the New Testament coming from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and in doing so they begin to create a space in which their voices can be heard and empowered. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course serves the stated program goal of helping students attend to "the continuing importance and practice of interpretation of texts and their communities in history and culture." During the semester, we will read and study biblical texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially.

BS 4014. Advanced Greek. (3).

Taught by SFTS. THE SYMPOSIUM: This course will read selected portions of Plato's Symposium, which is one of the best known prose texts in Attic Greek. The class will translate the text and discuss its grammatical features focusing on the syntax of each sentence and morphology of the vocabulary. Pertinent philosophical ideas of Plato will also be discussed as they shed light on the linguistic features of the given text.

BS 4430. Dead Sea Scrolls & Scriptures. (3).

Taught by JST. Survey of the Dead Sea Scrolls (DSS), their discovery, archaeology and publication. Contents will include: sectarian writings, pseudepigrapha, apocrypha and biblical texts found in the Qumran 'library'. Special focus on Jewish interpretations of Scriptures and their significance for understanding Judaism of the Second Temple / New Testament eras. Lecture / seminar format; student presentations/ book review/ research paper; intended for Advanced Students (M.A., S.T.L., PhD, ThD, STD); texts read in English (special sessions for students who read Hebrew). [Courses in OT and NT; Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

BS 5000. Qumran Literature. (3).**BS 6005. Texts and Methods. (3).**

Taught by JST. This seminar is required of all doctoral students enrolled in the concentrations of Hebrew Bible/ Old Testament and New Testament. Hermeneutical theories, methods, and approaches for biblical texts. Focus: accounts of dreams and visions in the New Testament. Evaluation: presentations, written assignments: hardcopy and online, major research paper. [Faculty Consent required; Auditors excluded].

BS 8100. Introductory Biblical Languages. (3).

This course introduces participants to the learning and use of Biblical languages through Bible Software. Participants will learn the basic morphology, syntax, and grammar of Biblical Hebrew and Biblical Greek in order to deploy this learning in the use of software. The course aims to equip participants with the initial skills needed to perform exegesis. Participants will be assessed by short quizzes, written assignments, and practice sessions. (Counted as Elective Credit).

BS 8105. Introductory Biblical Greek. (3.00).**BS 8230. Exegesis Workshop: Greek. (0).****BS 8260. Baldwin, Bible & Social Justice. (3).**

Taught by BST/ABSW. James Baldwin's biblical canon in *Go Tell It on the Mountain* and *The Fire Next Time* will be explored to identify his use of OT/NT texts to carve out a unique expression of social justice. Baldwin's texts, including texts to be selected by students, will help each participant to develop their own Baldwinian applied justice portfolio.

Ethics Social Courses

CE 1051. Intro to Christian Ethics. (3).

Taught by PSR. ONLINE Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an ^issues^ or ^rules^ -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the ^art^ of moral reflection and discernment, and provide ethical leadership and guidance to others. This is a required course for MDiv students. This ONLINE course meets asynchronously using Moodle from 6/4/18 - 6/15/18. It has no required meeting times. High-speed internet connection required.

CE 1125. Christian Ethics: Radical Love Embodied. (3).

This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian Ethics. This course is jointly offered by CDSP & PLTS.

CE 2003. Roman Catholic Sexual Ethics. (3).

Taught by DSPT. This seminar course will examine human sexuality from the perspective of the Roman Catholic tradition as experienced in various cultural contexts and in dialogue with other religious traditions. The investigation includes an examination of the Church teachings and studies by leading theologians that explore topics such as marriage, family life, single life, and celibacy. The interreligious component seeks to foster a dialogue between the Roman Catholic Church and other faith communities concerning the core topics of the course. Method of evaluation consists of two 8-10 page papers (mid-term and final), weekly moodle posts, and group presentations. The course is intended for MA/MTS, MDiv students. PHD and DMin students are welcome but must register for a course upgrade and complete a 20 pages research paper for their final paper. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

CE 2008. Sexual Ethics. (3).

Taught at JST. This course is a theologically and scientifically informed reflection on major issues in Christian sexual ethics, with an emphasis on the Catholic tradition. Topics include: sex and sexuality, Biblical norms for sex, marriage and divorce, celibacy, homosexuality, pre-marital sex, pornography, contraception, et al. Format is reading/discussion and lecture. Student evaluation will be based on reflection papers on the reading and a final paper on a related topic of the student's choice. [Previous study of fundamental moral theology or a graduate introductory course in ethics; Faculty Consent required].

CE 2009. Work, Family & Ecology. (3).

Taught at JST. This course examines three central but often-neglected questions in Catholic social ethics. How can human labor be most life-giving? To what extent should we rethink family arrangements and gender roles in our new millennium? In what ways does our Christian vocation to care for the natural environment call for new commitments? Drawing upon recent developments such as the social teachings of Pope Francis, we will engage in moral reasoning about many issues that shape our cultural and physical environment. We will also investigate diverse Christian resources for social activism in response to the challenges of our times. Expect a combination of lecture, seminar format and student presentations. Requirements will be tailored for students in any masters or doctoral program.

CE 2012. Health Ethics. (3).

Taught at SKSM. Health and medicine lie at the intersection of theologies, morals, and our bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and biopolitical knowledge to key health issues, such as end-of-life decision-making, patient-provider relationships, responsible research, genetic/reproductive technologies, and the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant "laboratory" component, in which students develop and lead hands-on analysis of key concepts and ethical problems in order to produce valuable arguments for bioethical debate as well as pastoral leadership.

CE 2013. Morality & Ethics. (3).

Taught by ABSW. This course is part of the 5 course Public Theology program. The class will be geared toward assisting the student in establishing a systematic personal ethical method from which one does their work--training clergy and community leaders to bring their spiritual perspective to the most pressing social issues of our time - and assisting them in creating ways to have their voices be heard. INTERSESSION 2018 Class meets daily, 1/16/18-1/20/18, from 9:00am-5:00pm at ABSW.

CE 2016. Family Ethics. (3).

Taught by JST. The course will engage Christian thinking on sex, gender, marriage, family, and children. By taking family as its primary frame, the course carves out a space at the intersection of sexual ethics and social ethics. Questions include: Why do Christians care about family? What is sex for? What is gender and does it matter? What does justice have to do with marriage? Readings: Catholic and Protestant theologians, social scientists, critical theorists. Format: reading, discussion, and lecture. Student evaluation will be based on weekly reading responses, discussion, a take-home exam, and a final paper. Students should have taken one prior course in ethics.

CE 2045/2056. Fundamental Moral Theology. (3,3).

Taught by DSPT. This course (designed for the MA/MDiv/MTS levels) will consider the fundamental principles of moral theology (the teleological drive for happiness and perfection, the moral virtues, freedom and voluntariness, natural law, prudence, the determinants of the moral act, moral "objectivity" and intentionality) from the perspective of the Roman Catholic tradition, particularly in the lineage of Aquinas. We will also examine in some detail the contemporary debate over the nature and importance of the "indirectly voluntary." Students should be prepared to engage in disciplined and critical reading and thinking in the Aristotelian/Thomist tradition, and be willing and able to synthesize a large amount of sometimes complex and difficult material; this is not an easy course. The format is lecture, with opportunity for questions and discussion; students will be required to write a book review and take an in-class final examination. Class attendance is required. [Auditors with faculty permission].

CE 2065. Introduction to Christian Ethics. (3).

This course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The structure of the course will combine lectures with class discussions throughout. Evaluation will be based upon a vocabulary quiz, a mid-term paper, a final paper, and class participation.

CE 2500. Ethics & Economics. (3).

Taught by JST. This course brings the insights of religious social ethics and Christian theology to bear on current economic realities. How may we relate the tradition of Christian reflection on economic justice (such as the documents of modern Catholic social teaching) to the task of advancing justice for individuals, social groups and entire societies? Students will develop their skills in social analysis and the application of theological principles. They will contribute to group presentations that help their classmates explore the justice dimensions of such realities as the globalization of markets, environmental degradation, international financial institutions, social inequality and migration. We will consider threats to authentic human development such as poverty, terrorism, and consumerism as well as public policies that address these concerns in a prudential way. Expect a combination of lecture, seminar format and student presentations. Requirements will be tailored for students in any masters or doctoral program.

CE 2506. Introduction to Biomedical Ethics. (3).

Taught by JST. An introduction to major methodological and practical questions in biomedical ethics. In this course, we'll consider topics including methodologies, beginning of life issues, (e.g., reproductive technologies, stem life issues. (e.g., assisted suicide and pastoral care in the hospital setting. Topics may change if students wish to pursue a particular interest. Grades will be based on class participation, weekly reflection papers, and a final project. While there is no prerequisite for this course previous study of ethics will be helpful. [Faculty Consent required].

CE 3050. Catholic Social Teaching. (3).

Taught at DSPT. This is a seminar course focused on the Roman Catholic social teaching as expressed in the encyclical tradition from Leo XIII to Pope Francis and the Regional Bishops' Conferences of the Catholic Church. The study will examine the development of Catholic social thought as it emerges from the reading of the "signs of the times" in light of sacred scripture, natural law, and virtue. Method of evaluation consists of two 8-10 page papers (mid-term and final), weekly Moodle posts, group presentations, and monthly news analysis. The course is intended for MA/MTS, MDiv students. PHD and DMin students are welcome but must register for a course upgrade and complete a 20 pages research paper for their final paper. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

CE 3080. Earth Ethics As Justice Ethics. (3).

This course addresses the unprecedented moral challenge facing humankind in the early 21st century. The challenge is to forge ways of living that Earth can sustain while also building social justice between and among societies. The course engages that challenge through the lens of Christian ethics. The complex intertwining of ecological destruction with racism and economic injustice on local and global scales will be a central focus. Methodological resources include liberation ethics, Earth ethics, inter-faith perspectives, eco-feminist perspectives, and eco-hermeneutics. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. The course functions as a seminar in which all participants are responsible for leading class discussion of readings.

CE 3615. Ethics & Spiritlty of Ministry. (3).

Taught by JST. What makes a good minister? What makes a bad minister? Who do you hope to become in the course of your ministry? What sustains and enlivens pastoral ministry? What particular issues and concerns are of significance in the practice of ministry? In this course, we will bring into dialogue aspects of the ethics and spirituality of ministry in various contexts: parishes, schools, prisons, etc. The aim is to develop an account of some of the virtues relevant to pastoral ministry. This account should both reflect the best aspects of the ministers who have been formative for us, and serve as a guide in our own future practice of ministry. I assume that all students bring to this class some experience in volunteer or professional ministry. While it is not a requirement of this class that students be engaged in practical ministry during this term, I strongly encourage you to do so. The course is organized according to four salient virtues for ministry: self-care, justice, fidelity and trustworthiness, and is most suitable for M.Div. and ministry-related MA students. This class is taught as a seminar. Grading will be based on weekly reflection papers, discussion facilitation, class participation, and a final paper or project. [One prior graduate level introductory moral theology or ethics class is required; Faculty Consent required; 15 max enrollment; Auditors excluded].

CE 4006. Violence, Justice and Mercy. (3).

Taught by JST. This course will consider the difficult topics of war, incarceration, sexual violence, racism, torture, and migration using the framework of justice and mercy. In each case we will ask: What does justice require? What does mercy require? Can we make sense of suffering? Is forgiveness desirable or necessary? Is healing possible? Immersion component: a one week immersion trip over spring break to El Paso/Juarez is required. Format: reading/seminar-style discussion. Student evaluation will be based on weekly one-page reading reflection papers, discussion, and a final paper. Students should have taken one prior course in ethics. [Faculty Consent required; 12 max enrollment].

CE 4035. Issues in Virtue Ethics. (3).

Taught by JST. Contemporary ethics is witnessing a resurgence of virtue and character-based modes of ethical reflection. However, one consistent challenge to this methodology is to question its adequacy as an action guide: is virtue ethics adequate to provide moral "traction" in difficult questions? How might a virtue-based approach affect analysis of moral issues? Students will delve into classical and modern virtue ethics rooted in the Thomistic/Aristotelian tradition, and will engage two topics of their own choice using virtue ethics methodology. Grading will be based on questions posted to the course Moodle site, final paper, class participation and class presentation. [One previous class in moral theology or Christian ethics at the graduate level, or extensive work in ethics at the undergraduate level; Faculty Consent required].

CE 4040. Sexual Ethics. (3).

Taught by SKSM. Sexuality is sacred. This intensive course examines the role of sexual health for faith communities and their leaders. Students will engage key theological, ethical and public health perspectives on themes in sexual ethics, including: sexual freedom and responsibility, pleasure and desire, boundaries and consequences, heteropatriarchy and resistance, responding to violence and misconduct, abortion care, reproductive technologies, and prophetic witness for sexual justice. The course also provides students pursuing ministry and leadership within a tradition the opportunity to demonstrate their competency in professional clergy sexual ethics and promoting sexually healthy congregations. Particular emphasis is paid to queer and womanist/feminist voices on sexuality and faith. Evaluation is based on participation and discussion leadership, as well as case study analysis. It is open to both high- and low-residence students who have consistent access to technology requirements. Students should have taken the ECO Seminar, passed another course related to systemic oppression, or be willing to take a pre-course module. Relates to SKSM Threshold 5 and fulfills required course content for MFC Competency 2 [25 max enrollment; Auditors excluded].

CE 5002. Methods in Ethics. (3).

Taught by JST. Clear understanding of ethical method is a fundamental tool for teaching and research in ethics and moral theology. In ethics, methodology determines what "counts" as relevant information, the process by which that information is used, and the nature of an adequate response to a moral question. This seminar will explore the major methods used in Christian ethics and apply them to contemporary issues. Class format is lecture/discussion; weekly short papers and a final major paper on a topic of the student's choice are required. This class is intended for GTU PhD students, JST-SCU STD and STL (comps option) students, and advanced master's degree students in all programs. [Faculty Consent required].

CE 5008. Introduction to Bioethics. (3).

Taught by GTU. This seminar will provide an overview of bioethics. Starting with the dominant philosophical approach, the course will then look to Christian approaches to bioethics. The remainder of the course will be spent examining particular issues in bioethics, including stem cell research, cloning, organ transplantation, and genetic engineering. Students will be asked to present materials related to one of the issues, write a reflection paper on a second of the issues, and write a final paper constructing a position on an issue in bioethics. No prior experience in science or ethics needed.

CE 5600. Climate Justice Climate Ethic. (3).

This course will use methodologies of Christian ethics to examine: 1) the climate crisis as a moral matter in relationship to various forms of structural injustice including injustice grounded in race/ethnicity, class, and colonialism, and 2) pathways for addressing the climate crisis. Special attention will be given to global - local connections and perspectives from marginalized communities. Methodological resources include liberation ethics, Earth ethics, post-colonial perspectives, eco-feminist perspectives, and eco-hermeneutics. This is a seminar course involving extensive reading, writing, collaborative knowledge building, and discussion grounded in the reading. Assignments include a paper, research into the climate justice movement, peer-teaching, and occasional short written assignments. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. [15 max enrollment].

CE 8109. Intro to Christian Ethics- O.L. (3).

Taught by PSR. MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 4 - December 14, 2018.

CE 8125. Christian Ethics: Rad Love Embodied. (3).

ONLINE COURSE. This course is jointly offered by CDSP & PLTS. This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian ethics.

CE 8130. Religion, Violence and Peace. (3).

Taught by SFTS ONLINE - From a global interdisciplinary perspective, we consider theories of religious violence and the nature of religiously inflected conflicts. We will address theological ethics, theories and practices of peacebuilding that claim to bring about a just, decolonial peace. The course will consider ethical responses to war (pacifism, just war, just peace, humanitarian intervention), and normative regimes and peace movements that respond to violence. This hybrid course also includes three US Institute of Peace short online modules and four face to face sessions. Hybrid meeting times: We will meet four times during the semester on Friday 12-2pm. (February 8, March 1 and May 10; other meeting TBA.).

CE 8147. OL: Intro to Christian Ethics. (3).

Taught by PSR. MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 3 - December 13, 2019.

CE 8190. Finding God in a Digital World. (1).

TAUGHT BY JST. During the COVID-19 pandemic, our teaching and preaching is being mediated through information and computational technologies (ICTs). How do we authentically minister online, including worship and outreach? How do we appropriately communicate on social media with both our friends and our congregants? What responsibility do we have for the content we produce, consume or endorse on the Internet? And what do we make of the "digital divide" between technological "haves" and "have-nots," in both a local and global context? These questions bring into sharp relief the nature of embodied worship, communities of socialization, media bias, and national and global inequality. Revolving around the themes of wisdom, transcendence and justice, the focus of this course will be theological studies of ICTs broadly construed, including the role of ICTs and media in shaping our understandings and beliefs (fake news, social media groups, media bias); the function and use of ICTs in religious education and worship; and social ethics related to the use of ICTs. Course meets synchronously T & Th, 1/5/21-1/21/21, from 12:30pm-3pm.

CE 8210. Intro to Christian Ethics. (3).

This online course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The course will be conducted online and asynchronously. Students will be required to read assigned texts, submit reflection papers on a regular basis, participate in online discussions, and write a final paper. NOTE: This course is jointly offered by CDSP & PLTS. [30 max enrollment].

CE 8212. Health Ethics. (3).

Taught by SKSM. Health and medicine lie at the intersection of our religion/spirituality, values, and bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and bio-political knowledge to key ethical issues, such as end-of-life decision-making, patient-provider relationships, genetic/reproductive technologies, the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant "laboratory" component, in which students develop and lead discussion of key concepts and cases in order to provide valuable arguments and cultivate pastoral leadership. The course requires weekly consistent on-line community building and peer-to-peer accountability practices, which enhance the learning and engagement for all. Relates to SKSM Threshold 5 and MFC Competency 2 and 4. [Students are expected to have taken an introductory course in ethics, have significant undergraduate philosophy or ethics experience or some equivalent educational experiences in a related field. Final acceptance to the course will be determined on a case-by-case basis. Students should contact the instructor to discuss their interests and experiences. 25 max enrollment].

Field Education Courses**FE 1005. Concurrent Field Study I. (3).**

For PSR students. hour per week on-campus class and 15 hours per week on-site basic field education. 2-semester long course. Must take both semesters in sequence to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1006. Concurrent Field Study II. (3).

For PSR students. 3 hour per week on-campus class and 15 hours per week on-site basic field education. Second part of 2-semester long course; must take both to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1011. Internship I. (0).

For PSR students. Full-time on-site field education. Arranged in consultation and with approval of Field Education faculty. Pass/Fail only. To enroll, students must have made arrangements for an approved field education placement with the Director of Field Education. [Faculty Consent required; Auditors excluded].

FE 1145. Ministry Context I: Gathered Community. (0).

The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly.

FE 1146. Ministry Context II: Gathered Community. (0).

The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly. PREREQUISITES: Reading Congregations and Ministry in Context I.

FE 1147. Ministry Context III: Sent Community. (0).

PRE-REQUISITE: MINISTRY IN CONTEXT I AND II The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly.

FE 1200. Anti-Racism Training. (0).

Required annually for ALL certificate and degree programs (except while on project/internship) and is a prerequisite for project/ internship. Meeting info TBA.

FE 1201. Discerning Appropriate Pastoral Boundaries. (0).

Discerning Appropriate Pastoral Boundaries Workshop. Prerequisite for ANY field placement in any degree program including Teaching Parish and Internship. Class meeting information TBA.

FE 1205. Professional Boundaries. (0).**FE 1220. Teaching Parish. (0).**

Three semesters required of PLTS MDiv students prior to Internship.

FE 1810. Shin Buddhist Servc & Ceremoni. (3).

SHIN BUDDHIST SERVICES AND CEREMONIES Teaches chanting and ceremonial required for ministerial service in the Jodo Shin Hongwanji-ha tradition. Offered every other semester.

FE 2000/2002. Clinical Pastoral Education. (12.00,0).**FE 2091. Field Education Placement I. (3).**

For CDSP students. Supervised ministry in approved placements in the student's living and learning context, for students in a low-residence program. Weekly on-line check-in. Assignments: a learning covenant, weekly meetings with supervisor, weekly online reflections, keeping a journal, special reports as needed, timely completion of evaluation forms. Pass/Fail only. [PIN code required; contact cmccall@cdsp.edu. Auditors excluded.].

FE 2180. Intro to Theological Field Ed I. (3).

For CDSP students. Supervised ministry in approved placements, for students in the residential program. Weekly class sessions. Format: Lecture, discussion, and small groups. Assignments: a learning covenant, weekly reflection papers, timely completion of evaluation forms. CDSP students in first year of field education. Pass/Fail only. Students must have made arrangements for an approved placement. PIN code required; contact cmccall@cdsp.edu].

FE 2203. Cross-Cultural Experience. (0).

Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv, MCM, and MTS students only. [FE 2204; Auditors excluded].

FE 2250. Clinical Pastoral Education. (0).

Clinical Pastoral Education is a program of supervised, experience-based learning in pastoral care certified by the Association for Clinical Pastoral Education (ACPE). CPE brings theological students and ministers from different denominations and faiths into supervised clinical settings in which students provide care for persons in crisis. Through feedback from peers and teachers in the group setting, students develop new awareness of themselves as persons and of the needs of those to whom they minister. Successful completion of one unit of CPE is required before a student may begin an internship placement.

FE 2620. Theology of Ministry Practicum. (6.00).

Elective course in special Contextual Education placement or field research for Evangelism and Justice requirements. [Auditors excluded].

FE 3300. Advanced Theological Field Ed I. (3).

For CDSP students. Second year of supervised ministry in approved placements and weekly class sessions on campus. Format: Seminar. Assignments: weekly reflection paper, approved learning covenant, end of term evaluations. Pass/Fail only. Students must have an approved field placement. [Pass/fail only; PIN required; contact cmccall@cdsp.edu.].

FE 4012. Clinical Pastoral Education. (1-10).

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed into the student's permanent files. Discuss first with your advisor and then faculty. Final evaluation from CPE supervisor needs to be sent to faculty by the last day of the semester to receive credit. Every year SKSM offers an orientation to CPE and to the application process; students are responsible for applying and securing a place in a CPE program. Please check the SKSM Student Handbook for more information. Auditors excluded.

FE 4020. Internship. (0).

PLTS students only. Completed Requirement/Not Completed Requirement (CR/NC) only.

FE 4053. Congregational Fieldwork. (0.5-5).

For SKSM students. Fieldwork is an opportunity to put into action the theory learned in the classroom. Working in a congregation gives the student a chance to develop their unique pastoral voice while navigating complexities of a congregation's history, culture, systems, and ethos. Fieldwork placements may include: teaching a religious education class for children or adults, working with a youth group, serving on a pastoral care team, participating in a stewardship campaign and more. Please arrange with the professor. Faculty Consent required; Auditors excluded.

FE 4061. Community Fieldwork January. (0.5-2).

Taught by SKSM. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. [Faculty Consent required; 30 max enrollment; Auditors excluded].

FE 4063. Community Field Work Summer. (0.5-5).

For SKSM students. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. Faculty Consent required; Auditors excluded.

FE 4450. Internship. (6).

Candidates for ELCA ordination are required to complete 12 months of full-time internship in a congregation or an agency/congregation combination, under the supervision of an experienced pastor. The purpose of internship is to facilitate student vocational skill development and assist in student pastoral formation. Supervising pastors work with students in the various areas of pastoral ministry and reflect with them about their learning and growth in regular supervisory sessions. The internship lay committee also meets regularly with the intern and is involved in the preparation of the intern for ordained ministry. Quarterly and cumulative evaluation reports are submitted to the Office of Contextual Education by the supervisor, intern, and internship lay committee.

Functional Theology Courses**FT 0005. Reading Theological French. (0).**

Taught by GTU. *^Au commencement etait le Verbe . . . ^* (Jean 1:1). The focus of this course is to enable theological reading and research in French. The course focuses on learning the language, i.e., grammar and vocabulary. The course also develops and improves comprehension, translation, and summarization skills, while engaging theological writing and the Bible, and develops French pronunciation. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the course, including a French language proficiency exam administered at the end of the course, with a B or better grade will certify proficiency in French for the GTU Common MA and Doctoral degree programs. Contact the instructor at . Cost for course is \$650. Class meets weekdays, 7/9/18-8/3/18, from 9:00am-12:00pm, at GTU Student Lounge. [Beginning to Intermediate French strongly desired; if you are just starting in French, please contact the instructor; 15 max enrollment; Auditors excluded].

FT 0006. Reading Theological German. (0).

Taught by GTU. *^Im Anfang war das Wort . . . ^* (Johannes 1:1) This course teaches German to facilitate reading and research at a graduate level. The instructor focuses on grammar and vocabulary, with particular attention to specialized theological/exegetical language. A good deal of time will be spent on translation and comprehension of previous GTU German exams, and on developing effective strategies for covering a good deal of material in a minimum of time. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the German language proficiency exam administered at the end of the course will certify proficiency in German in the GTU Common MA and Doctoral degree programs. Cost for course is \$650. Class meets weekdays, 7/9/18-8/3/18, from 9am-12pm at GTU HEDCO. [15 max enrollment; Auditors excluded].

FT 0007. Reading Theological Spanish. (0).

Taught by GTU. ^En el principio, exista el verbo . . . ^ (Juan 1:1) This course will teach Spanish with a particular emphasis on reading and researching at the graduate level. The instructor will focus on grammar and vocabulary to strengthen the students' ability to read, understand and translate passages. Most of our time will be spent reviewing grammar, verb conjugations, idiomatic phrases as well as practicing translation and comprehension with previous GTU Spanish exams. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the Spanish language proficiency exam administered at the end the course will certify proficiency in Spanish for the GTU Common MA and doctoral degree programs. Cost for the course is \$650. Class meets weekdays, 7/9/18-8/3/18, from 3:00pm-6:00pm, at GTU Student Lounge. [Contact instructor for prerequisites; 15 max enrollment; Auditors excluded].

FT 1002. Research & Writing Lab Seminary Contxt. (0).

Working on a paper, thesis, or class presentation? Need help with overcoming procrastination, writer's block, or writer's anxiety? The purpose of this lab is to offer a weekly block of time wherein an instructor is present to offer support for, and feedback on, student research, writing, time management, and goal setting. This communal environment provides accountability and energy to increase motivation and productivity. The instructor is available during this time-block to meet with students one-on-one in a nearby room for periods of fifteen minutes to half an hour as needed.

FT 1023. Finding Place, Making Space. (1.50).

Christianity has often given attention to time. In this experiential course, we will engage with questions of place. How do we learn about and facilitate a community through making decisions related to changing space and contexts? How do we create sacred spaces? What do we do with stuff? How do we think about things as idols or icons? What are our attachments? Why? What from our current space needs to be incorporated for continuity, and how can it be made new? How do we consider aesthetics and ethics together? How do we connect our community to a wider community? How will we engage our neighbors in public spaces? How do we communally understand public spaces as "our" spaces (parks, trails, etc)? What do the spaces we create and the contexts we participate in communicate about our answer to the questions, "Who do you say that I am?", "Who do we say that we are?", and "What is important?" Evaluation will be based on participation and reflection papers. Pass/Fail only.

FT 1024. Formation for Ministry Group. (0).

Required for MDiv, MTS degree and CATS students. [5 max enrollment per section].

FT 1062. Interdisciplinary Lectures. (1.5).

Each week a different member of the SFTS faculty will address a common theme from the perspective of his or her discipline, providing students an opportunity to broaden and integrate learning in a key field. The course is required for all MDiv students entering in/after fall 2014 and is open to all masters degree students. Attendance is mandatory, a brief reflection paper is required. Pass/fail only.

FT 1063. Foundations for Ministry. (3).

Taught by CDSP. MDiv/CAS study and for ministry in the Episcopal Church, including reading theologically and historically, using the basic tools of congregational analysis and practical theology, and developing some familiarity with the applications of critical theory and intercultural competency. Through readings, discussion, practical work, and collaborative projects, students will engage the self-reflective and growing process of developing the identity and skills appropriate to an Anglican ministry leader. Course format is seminar and discussion based; evaluation through reflection and research papers and in-class presentations. Intended audience: MDiv/CAS/MTS students, particularly in the Anglican context. (Note: this course was previously listed as RSFT 1615). [Auditors with faculty permission].

FT 1075. Writing for Grad Theo Studies. (1.5).

Taught by PSR. This course will examine writing genres and skills central to graduate theological study. Within their degree programs, students already produce many different kinds of writing, such as personal reflection papers, analyses of case studies, and research papers. This course aims to orient students to these various genres and their distinctive purposes. We will identify key conventions of common academic and theological genres. We will also identify and practice methods of reading and writing that will help students write effectively throughout their coursework. Special attention will be given to two important and importantly different genres: the theological reflection and the academic research paper. Additional genres and writing practices studied will be selected based on student interest. Through writing exercises, workshops of student writing, and discussions of exemplars, students will develop, reflect on, and refine their abilities to communicate clear and complex ideas for their seminary studies and beyond. Meeting times TBD.

FT 1109. Theological Writing I. (1.5).

Taught by ABSW. First semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1111. Graduate Theological Writing. (1.5).

Taught by ABSW. Second semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1130. Church Leadership. (3).

Taught by ABSW. To prepare as ministry leaders in the 21st century, students will be exposed to new paradigms of church leadership. This introductory course designed to provide Masters of Divinity Students with basic principles of church as non-profit administration and management including navigating boards and organizational structures as systems, understanding budgets, assessing organizational capacity, developing staff and /or laity, and understanding social location (i.e., contextual /cultural dynamics of the neighborhood and community). Students will learn organizational concepts, such as transformational leadership, adaptive change, conflict resolution, fund development, and member equipping. Course will include periodic papers and as a final project - an organizational assessment.

FT 1145. Spanish for Worship I. (1.5).

A beginning course on Spanish language acquisition focused on worship leadership in Spanish. "Spanish for Worship I" students will study grammatical principles and will practice their usage in liturgical and biblical sources. The course will include, among other things, class discussions on biblical material, grammar quizzes, liturgical presentation projects, and a visit to a Spanish-speaking worship service of the students' choice. While the course will utilize Lutheran liturgical materials, the course is open to all GTU students.

FT 1146. Spanish for Worship II. (1.5).

PRE-REQUISITE: SPANISH FOR WORSHIP I Spanish for Worship II is a course on Spanish language acquisition focused on worship leadership in Spanish. This course builds and expands on the grammatical and practical work covered in Spanish for Worship I, a prerequisite for this course. This course will include, among other things, class discussions on biblical material, discussions on selections from Luther's Small Catechism, liturgical presentation projects, a visit to a Spanish-speaking worship service, and the production and sharing of a statement of faith written in Spanish.

FT 1203. Academic Theology Writing & Researching. (2).

PRE-REQUISITE: Methods and Hermeneutics I This course is a general introduction to the tasks of conducting research in order to write academic theological arguments. The course focuses on honing the skills you already have in order to research more efficiently, and writing more precisely in a theological setting (papers, sermons, bible studies, etc.).

FT 1239. Organizing for Public Ministr. (3).

Taught by CDSP. This course focuses on developing skills, tools, and theoretical/reflective capacity for community organizing around multiple issues within a ministry context, and is taught by a team of experienced trainers from IAF (the nation's oldest network of faith-based and community organizations) with additional theological reflection and context provided by a CDSP professor. Format will include lectures, discussion, role-play, small group work, and reading. For those taking the course for academic credit, additional reading and writing, including pre-reading and a pre-course paper as well as a final paper, will be required. The course is open to all members of the seminary community and will also include local non-credit participants from community organizing projects.

FT 1277. Reading Congregations. (1.5).

This course assists M.Div students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological "cultures" of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshiping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community's understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.

FT 1853. Spanish for Worship I. (3).

Spanish grammar, syntax and vocabulary with the goal of equipping students to lead worship services in Spanish. (To be followed by Spanish for Worship II.) Spanish for Worship I starts with review of basic Spanish grammar as refresher of prior Spanish language study and advances from there by abstracting grammatical principles and vocabulary from liturgical, ministry, and biblical sources. Recommended: One year of college Spanish or equivalent. Beginning students are welcome if intentional in dedicating extra time and work to catch up to level of course.

FT 1854. Spanish for Worship II. (3).

Classroom, face-to-face course. Continuation of Spanish for Worship I. Course focuses on liturgical, ministry, biblical, and theological resources to build language proficiency and confidence in the proclamation of Word and Sacrament liturgies in Spanish-speaking or bilingual contexts. Prerequisites: Spanish for Worship I. Students not having taken Spanish for Worship I could petition professor to enroll if having taken a minimum of two years of college Spanish.

FT 1856. Spanish Immersion: Los Angeles. (3).**FT 1902. Leadership in Ministry. (1.5).**

Taught by CDSP. An introduction to a variety of multi-disciplinary tools for leadership in ministry. Through shared learning and case studies, together with theological reflection on our own practices, we will develop the courage and imagination needed for leadership. Pre-course readings, lecture, discussion, case studies. Evaluation: class participation, final paper. Audience: low-residency students.

FT 1927. Social Transformation in Action. (1.5).

Taught by PSR. Under the PSR Stackable Curriculum, every student will engage in experiential learning during the intersession of their first or second year. Students will engage with the principles of community organizing and transformational change within a theological and social justice framework. Course begins with readings, lectures, and discussions. 3-4 Bay Area social justice organizations and movements will present opportunities for onsite work in various topic areas. Once students select a site, they will participate for 24 hours of experiential learning work (over 5.5 days), then re-convene for final discussions, summary, and closing. Students following Stackable Curriculum programs get priority registration; others may participate as space is available. Course meets daily, 1/14/19-1/16/19 and 1/22/19 from 10am-2pm at Holbrook 133. [24 max enrollment].

FT 2095. Fieldwork Or Project Development. (1.5).

Seminar for PLTS students to assist in developing their required major paper or project (required for the MTS degree). In addition, for those students seeking rostered status in the ELCA, attention will be given to design and implementation of supervised fieldwork that satisfies both the PLTS degree and ELCA candidacy requirements.

FT 2172. Vital Worship in the 21st Cent. (3).

Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This core worship course for MDiv, MA/MTS, or DMin students will explore not only theology and history of worship as well as ritual theory, but also the depths of spirituality, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations. Course is a combination of lecture, discussion, and practice. Evaluation is based on written papers and practical projects. Class will meet in person every two (2) weeks with brief online reflections on readings due every week.

FT 2203. Cross-Cultural Experience. (0).

Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv and MTS students only.

FT 2204. Ministry Across Cultures. (3.00).

In this course the student will gain increased awareness of our diverse cultural values & pieties; discuss the intersection of ethnicity/race and socioeconomic class, and its repercussions for ministry; reflect theologically on our role as church leaders in the multicultural society of the U.S.; explore ways of practicing anti-racism in our Church; discern specific issues impacting ministry with African Americans, Latinos, Asian Americans, and Anglo Americans in the multicultural context of the United States. Lecture/discussion/films/guest speakers/research presentation/exam. [Auditors with faculty permission].

FT 2208. Bay Area Immigrant Intensive. (1.5).**FT 2255. Church Leadership. (1.5).**

This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS M.Div. students prior to internship.

FT 2525. Evangelical Justice Outreach. (1.5).

This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.

FT 2534. Church Leadership. (3).

This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS MDiv students prior to internship.

FT 2820. Church Administration As Minis. (3).

Taught by SKSM. Course Description: Ministry is relational. This is crucial in all areas of parish administration—budgets, pledge drives, fund-raisers, building campaigns, staff oversight, volunteer support, facilities, long-range planning. What is the pastor's role? Where to prod and when to defer to lay leaders? When to hold a program or a committee together or let it fall apart? How to supervise staff and what to pay? We will consider ministering in "after pastor" congregations and the experiences of leaders of color in dominant-culture congregations. To consider personal balance and boundaries as professionals, we will interview ministers about their stresses and lessons. In class discussions and papers, we will reflect on articles, books, case studies, sermons. Semester project with an in-class presentation based on your goals and interests. Materials are intended for UU students but course is open to other students on an ordination track. Please contact the instructor; approval needed for all students. This course meets the SKSM Threshold: 1) Life in Religious Community and Interfaith Engagement and MFC Comp: 5) Administration.

FT 2923. Orgnztnl Leadrshp Ch & Commnty. (3).

Taught by PSR. This course is an excursion into various forms of organizational leadership in church and community. It includes pre-requisites for leadership, defining leadership, and embodying leadership. The course lifts up the importance of the self and what leaders bring to leadership. It explores the dynamics between the leaders and the communities (or organizations) they serve. The course seeks to the soul of the students. Course format: seminar. Evaluations based on class discussion, reflection papers, research papers. Intended audience: MDiv/MA/MTS/MAST/Dmin.

FT 2942. Evangelism. (3).

This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.

FT 2973. Transformative Leadership. (3).

TAUGHT BY PSR. TRANSFORMATIVE LEADERSHIP: PROPHETS, HERETICS, AND SOCIAL ENTREPRENEURSTransformational leadership entails a dynamic relationship between the leader and the community of which the leader is a part. It entails developing strategies that enhance the probability of achieving shared goals and visions. Essential to transformational leadership is inspiration that lifts one from common place existing to living beyond the norm. In the quest for a more just and compassion world transformational leadership challenges dominant systems and other forms of oppression. This course will explore various expressions of transformational leadership including those resulting from prophetic imagination and social entrepreneurship.

FT 3150. Disciples, History and Polity. (3).

Taught by PSR. Utilizing historical, theological and cultural methods and approaches, this class will survey and examine the Christian Church (Disciples of Christ), from its founding two centuries ago to its contemporary expressions. The course will explore the present design and functioning (polity) of the Christian Church (Disciples of Christ) in its congregational, regional, and general manifestations. We will analyze the theological roots and developments of the Disciples tradition, and discuss the directions of mission, ministry, and ecumenism within the contemporary witness and work of the Christian Church (Disciples of Christ). This course fulfills the denominational requirement in Disciples history and polity for ordination. The course is designed for M.Div. students seeking ordination, but others may enroll.

FT 3950. 21st Century Evangelism. (1.5).

Taught by PSR. This course introduces the theological and practical dimensions of evangelism in the context of the 21st century and with special emphasis on the United Methodist Church. We shall investigate the theological basis of the Christian evangelistic message and think together about the ways this message can be shared in our present reality. Class format: seminar, lecture/class-discussion. Evaluation method: attendance and participation, small reflection papers, book review, and final paper. Course meets daily, 1/22/19-1/25/19, from 8:10am-12:30pm at PSR 5.

FT 4082. Effective Change in Orgs. (1.5).

Innovating is at the core of successful enterprises today whether in congregations, or start-ups, or nonprofit agencies. It requires diligence, discipline and the credible projections of future trends and competitive forces. It requires imagination, focus and human resources. It also requires shared tools, practices and habits of mind. This course will introduce students to the tools and practices of innovation, deep congregational insight, and design thinking in churches. This is a learn-by-doing lab. Students will work collaboratively to understand and then solve challenges of today's congregational systems. The goal of this course is to equip students with skills and practices that drive administration and management in pastoral organizations, business and social innovation. These practices enable one to meaningfully contribute to congregation-centered problem solving; they emphasize empathy, flattened hierarchies and networked decision making with large and small churches. Students will be introduced to research methods, ethnographic interviewing/observation, analysis and synthesis, reflective thinking, persona and scenario creation, ideation processes, rapid prototyping, collaboration, concept testing, iterative design and narrative communication.

FT 4670. Public Ministry. (3).

This course will explore the calling and opportunities for the church and its members to engage in ministry beyond the walls of the church itself. We will study theologies of the Public Church and also analyze various models for Christian engagement in community organizing, advocacy, and direct services. The course will challenge students to conduct research in these areas and to integrate that with on-the-ground possibilities in their community. Evaluation will be based upon participation in class discussion, a class presentation, smaller writing assignments and a larger research project.

FT 4680. Public Ministry (distance). (0).**FT 8103. Academic Theo Writing & Researching. (3.00).**

TAUGHT ONLINE. PRE-REQUISITE: Methods and Hermeneutics I This course is a general introduction to the tasks of conducting research in order to write academic theological arguments. The course focuses on honing the skills you already have in order to research more efficiently, and writing more precisely in a theological setting (papers, sermons, bible studies, etc.).

FT 8124. Formation for Ministry Group (online). (0).

Required for MDiv degree online students. [Online PLTS students only].

FT 8145. OL: Spanish for Worship I. (1.5).

TAUGHT ONLINE. A beginning course on Spanish language acquisition focused on worship leadership in Spanish. "Spanish for Worship I" students will study grammatical principles and will practice their usage in liturgical and biblical sources. The course will include, among other things, class discussions on biblical material, grammar quizzes, liturgical presentation projects, and a visit to a Spanish-speaking worship service of the students' choice. While the course will utilize Lutheran liturgical materials, the course is open to all GTU students.

FT 8160. Practices & Pilgrimages. (3).

Taught by SFTS. This course explores the role of events in the entrepreneurial businesses of those serving the spiritual needs of persons and communities. Special attention is paid to design and facilitation in the communication of a theme and message as well as skills and business acumen to carry that out successfully.

FT 8217. Vital Worship in the 21st Cent. (3).

Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations.

FT 8227. Reading Congregations. (3).

This online course assists M.Div. students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological "cultures" of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshipping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community's understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.

FT 8250. OL Ritual Practice and Curating a Life. (1.5).

Taught by SFTS. ONLINE (RITUAL PRACTICE AND CURATING A LIFE OF DEPTH FOR NONES) Research points to increased diversity in the US population when it comes to "spirituality." Many are finding meaning in ways that do not involve traditional religious affiliations-as the term "Nones" describes. This course will look creatively at the ways that life-passage ritual practices and activities for curating a life of depth might be articulated for the religiously unaffiliated. A live and recorded videoconference at the beginning and end of the semester (scheduled according to the availability of the participants enrolled) will bookend an independent study format wherein students choose from a list of research materials, find their own materials related to their inquiry, and share their findings online with other participants. Optional opportunities will be offered to be part of creative projects related to this topic with the instructor, live or online.

FT 8251. Making Ritual Rich: Course in Ritual Studies. (1.5).

ONLINE CLASS - TAUGHT BY SFTS. This course will focus on the underlying principles of ritual that can inform the creation and practice of meaningful, memorable and supportive moments in the lives of people from diverse religious backgrounds or no religious tradition. Whether you seek to create something fresh in a church or other ministry setting (chaplaincy, advocacy work, education, etc), this exploration of the field of ritual studies will equip you with invaluable theories and practices. All degree or certificate student participation welcome. Online: asynchronous with optional opening and closing synchronous sessions and required small group synchronous conversations based on student availability.

FT 8255. Online: Church Leadership. (1.5).

Taught Online. This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS M.Div. students prior to internship.

FT 9100. Addiction, 12 Steps & Church. (1.5).

Why is there a seminary course on addictions? Are there connections between addictions and the spiritual life and, if so, what are they? How might these issues affect or even shape our lives as ministers? How do our personal and individual values, life experience, and limitations impact our ability to deal with these issues and the people in whom they are embodied? How might God be manifesting in all this? The goal of the course is to familiarize church leaders with the issues of alcoholism/addiction and the 12 step process. This familiarization with alcoholism/ addiction will help church leaders so that they can recognize issues around alcoholism/addiction and refer parishioners to 12 step meetings and trained counselors. We shall try to maintain, or at least come back regularly to, a theological perspective. As we do all this, we shall become comfortable with the language and concepts of addiction and recovery. We shall move rapidly through a large amount of material. References will be available for those who wish to pursue topics in greater depth. We shall look at addiction from the standpoint of the addicted person, the significant other people who get caught up in the process with the addiction (co-dependents), the Church as extended family, and the issues as they relate to the larger community.

FT 9200. Special Topics. (1-3).

Special topics course. May be taken more than once.

Homiletics Courses

HM 224. Biblical Preaching. (3).

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. This course must be taken concurrently with the accompanying "Exegesis Workshop." Students will have completed one full year of courses. Successful completion of a course in Gospels is required.

HM 1001. Introduction to Preaching. (3).

Taught by SFTS. Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

HM 1003. Prophetic Preaching. (3).

Taught by SFTS. This course is co-taught by Jana Childers and Yolanda Norton. This course exists at the intersection of biblical studies, preaching and worship. Students will examine the character and nature of biblical prophecy. The course also asks students to examine examples of prophetic preaching in various cultural traditions. Students will be asked to engage different social issues and currents in the sermons that they write, preach, and evaluate.

HM 1073. Foundations of Preaching. (3).

Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. [Faculty Consent required; 12 max enrollment].

HM 2100. Introduction to Homiletics. (3).

Taught by GTU and CDSP. This is a basic (introductory) course in the theory and practice of liturgical preaching. The class will be centered on the practice of preaching by students, as well as the skills of careful listening and the offering of constructive criticism for the benefit of all participants. The particular emphasis of this homiletics course will be on lectionary-based preaching in a eucharistic context. In addition, there will be reading and discussion on various models of homily preparation valuing ecumenical resources, the various texts in any community which contribute to contextualized preaching, as well as some of the important and emerging contemporary issues in preaching. NOTE: Cross-Registration is not permitted during Early Registration. If space is still available when general registration opens in January, non-CDSP students may register at that time. [PIN code required; contact ghudgins@ses.gtu.edu.]

HM 2230. Liturgical Preaching. (3).

Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. In this course, the student will explore the elements of preaching within the context of the liturgy of the Church and its celebration of the sacraments. [Faculty Consent required; 12 max enrollment].

HM 2244. Preaching: Theology & Praxis. (3).

Taught by PSR. This course will familiarize students to diverse theologies and understandings of preaching so that they will come to understand preaching in their local contexts. Discussions will focus on biblical exegesis, interpretation, sermon form, orality, the person of the preacher, sermon delivery, issues of authority and the ethics of preaching. Weekly assigned readings. Students will preach two sermons in class which will be evaluated by professor and students.

HM 2245. Biblical Preaching. (1).

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. [Substitutes for HM-2525 Biblical Preaching] .

HM 2258. Prophetic Preaching. (3).

Taught by ABSW. This intermediate lecture/discussion course will equip students with the theories and practical skills of biblical interpretation and sermon design in many settings of prophetic ministries in the 21st century postcolonial societies. Each student will prepare and preach two sermons in class, one on a given text and the other on a student's chosen text of his or her interest, and write a 10-15 page paper. [Basic preaching or IDS 2260; 12 max enrollment].

HM 2525. Biblical Preaching. (3).

This course uses lecture/discussion to explore strategies regarding sermon content, design, and delivery. Each student prepares sermons and preaches them in class. Evaluation is based on written assignments, sermon preparation, and sermon delivery. Pass/Fail only. Required for PLTS MDiv students prior to internship.

HM 2727/2727. Womanistic Practical Theology & Preachin, Womanist Practical Theology & Preaching. (1-3,3,1-3,3).**HM 4007. Advanced Thematic Preaching. (3).**

Taught by SKSM. This is an advanced hybrid course in thematic preaching intended for students with preaching experience who seek to further develop their own unique preaching presence and voice. Topics will focus on thematic development, use of poetic voice, effective sermon construction, pulpit presence, and preaching through the liturgical year. This course utilizes a high level of peer collaboration and review. All religious traditions are welcome. Some of our students (a maximum of four) will be joining us from offsite. If you plan to take this course as a low resident student, you need to have access to video recording equipment (the quality from a laptop is sufficient) in order to present your sermons. [Faculty Consent required; 15 max enrollment].

HM 4015. History/Theology of Preaching. (3).

This course is co-taught by Shauna Hannan and Sangyil Park. This seminar-style course is a study of representative treatises on preaching beginning with Augustine's *De Doctrina Christiana* leading up to contemporary homiletical theory. The influences of classical rhetoric and theological commitments upon various homiletical theories will be examined. The course is required for GTU Ph.D. students in Homiletics. Advanced Master's students are welcome and encouraged to request permission to take the course. [Faculty Consent required; Auditors excluded].

HM 4087. Contemporary Preaching Theorie. (3).

Taught by ABSW. This advanced seminar, designed for advanced Masters and Doctoral students, will deal with various theories around the New Homiletic and related preaching theories which have been discussed for the past four decades. Successful students will have a good grasp of trends in preaching theories that are being dealt with among mainline North American scholars. Students will make presentations, write book reviews and research papers, and take a part in discussion around a selected author or topic each week. A prerequisite: an introductory or basic preaching course.

HM 5015. History & Theology of Preaching. (3).**HM 6010. Homiletical Pedagogy. (3).**

This doctoral level course is required for GTU Ph.D. students with a concentration in homiletics. The course consists of observing, participating in and reflecting on various components of an introductory preaching course. In addition, the course will include a seminar-style component in which students will present mini-lectures, share book reviews, and workshop an Introductory Preaching course syllabus. [12 max enrollment].

HM 8101. Introduction to Preaching. (3).

Taught by SFTS. This online course is designed to enable the students to learn the theoretical and practical elements of contemporary preaching; students will be guided to enhance the practical skills of biblical exegesis and the development and delivery of their sermons that are relevant in today's world. The readings for the class will include diverse theological and cultural traditions to expand students' horizon. Students will preach two sermons for the class. [Auditors excluded] SPRING 2019 SECTION: Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course. Online version of course HM-1001 [8 max enrollment].

HM 8245. OL: Biblical Preaching. (I).

TAUGHT ONLINE. This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. [Substitutes for HM-2525 Biblical Preaching] .

HM 9840. St: Homiletics. (1.5-3).

Special homiletics topic course. May be taken more than once.

Historical ST/Systematic Theol Courses**HSST 0005. Ancient/Medieval Jewish Civilization. (0).**

Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 0007. Modern Jewish Intell & Cult Th. (0).

Taught by GTU/Center for Jewish Studies This course will investigate major themes in the intellectual and cultural history of the Jews from the seventeenth to the twentieth centuries. It will take some of the key thinkers of this period as the lens through which to view cultural developments. The course will start with Shabbatai Zvi and Baruch Spinoza in the seventeenth century and Moses Mendelssohn and Israel Baal Shem Tov in the eighteenth. Other Jewish writers and thinkers we will study include Berthold Auerbach, Heinrich Graetz, Hermann Cohen, Emma Lazarus, Yehuda Leib Gordon, Theodor Herzl, Martin Buber, Franz Rosenzweig, Hannah Arendt and Gershom Scholem. We will use the third volume of the Culture of the Jews as a background text.

HSST 1112. History of Christianity II. (3).

This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. (Flexible Life Students Only Except By Permission).

HSST 1114. History of Christianity I. (3).

Introduction to the history of the Church, from the second century through the end of the Middle Ages. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (3 papers of 4-5 pages each) and a final examination. The course is intended for MDiv and MA/MTS students. Taught by CDSP.[Auditors with faculty permission].

HSST 1115. History of Christianity II. (3).

Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (4 papers of 2-4 pages each) and a final examination. The course is intended for MDiv and MA/MTS students.

HSST 1125. Lutheran Theology:Sources & Hermeneutic. (3).

A study of Lutheran theology with the texts in the Book of Concord in light of their historical roots, significance in Lutheran tradition and global Christianity, and contemporary theological and spiritual considerations. With an ecumenical orientation, the 16th century documents are engaged, critically and constructively, as a companion and living sources for Lutheran spirituality and ministry globally speaking, and for Lutheran spiritually and socially attentive theology that is transformative and speaks to and empowers action vis-a-vis issues of justice and equity and spirituality. Students are invited to explore ways to creatively, faithfully, and intelligently articulate and apply Lutheran hermeneutics in different situations, with new conversation partners and approaches, and with new voices. The study involves an excursion to the specific faces and phases of Lutheranism in the Americas, the place of Lutheran tradition in the framework of global Christianity and the ecumenical scene. [The course prepares ELCA candidates for their required theological review essays.] This course is offered as a seven-week intensive.

HSST 1126. Reading Christian Theology in Context. (3).

This course will introduce students to a variety of Christian teachers and theologians and thereby, with their texts, provide students with a framework for the study of Christian faith in context, familiarity with major developments in theological inquiry, and a map for the diversity of sources and voices that speak particularly to the Christian experience of faith over centuries. Chronologically, the materials engaged range from the 3rd century Christian Creeds to the Enlightenment, concluding with the challenges presented in the post-Holocaust and Scientific revolutions reality. The focus in the study is theological, and the primary intent is to connect students with the Christian sources and hermeneutical explorations. Students are invited to orient towards a critical constructive look into their own faith traditions, historical or theological analysis, and/or methodological and source-critical issues.

HSST 2023. Ancient/Medieval Jewish Thght. (3).

Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 2025. Modern Jewish & Cult Th. (3).

GTU/Center for Jewish Studies This course will investigate major themes in the intellectual and cultural history of the Jews from the seventeenth to the twentieth centuries. It will take some of the key thinkers of this period as the lens through which to view cultural developments. The course will start with Shabbatai Zvi and Baruch Spinoza in the seventeenth century and Moses Mendelssohn and Israel Baal Shem Tov in the eighteenth. Other Jewish writers and thinkers we will study include Berthold Auerbach, Heinrich Graetz, Hermann Cohen, Emma Lazarus, Yehuda Leib Gordon, Theodor Herzl, Martin Buber, Franz Rosenzweig, Hannah Arendt and Gershom Scholem. We will use the third volume of the Culture of the Jews as a background text.

HSST 2902. Lutheran Confessional Writings. (3).

This course will examine the writings of the "Book of Concord" in their historical context, as theological documents, and with regard to their importance for contemporary proclamation and pastoral care. Lecture/discussion; midterm and final case studies. Required for second-year PLTS MDiv students and first-year MTS students.

HSST 4000. Gender and Judaism. (3).

Taught by GTU/Center for Jewish Studies. This course will explore the intersection between gender and Judaism by exploring the role of gender ideologies in Jewish texts from the Bible to contemporary philosophy; the gendered character of Jewish historical experience; and Judaism as a continually evolving mode of constructing gender. We will begin with reading a few general introductions to the study of gender and religion, moving on to such topics as feminist and queer readings of the Bible and rabbinic sources; childrearing in medieval Jewish life; women in mystical discourse and Hasidic experience; and sexuality and secularization. Seminar will meet in April and May only, on Wednesday and Friday mornings 9:40am-12:30pm.

HSST 4157. Orthodox Xtn Ch:history/Thlgy. (3).

Taught by GTU. This course is an introductory survey of the history and theology of the Orthodox Christian Church. Beginning with the Church's pre-Byzantine roots, the course will sketch the development of Orthodox Christianity through the Christological, Trinitarian, and iconoclastic controversies. Historical inquiry will be given to topics such as sin, salvation, and eschatology, as well as Byzantine art, music, and liturgy. The course combines lecture and seminar formats. Evaluation based on classroom participation, one short paper, a classroom presentation, and a final synthesis paper.

HSST 4204. Luther, the Bible, & the Jews. (3).

Martin Luther did not know any practicing Jews but he wrote about the Jewish faith throughout his career. He inherited and developed ingredients for a Christian theology and biblical hermeneutics that are of supersessionist nature. This seminar will probe the logic, ingredients, and context of Luther's comments about the Jews, particularly in his biblical hermeneutics and Christology. Attention will be given to his predecessors and contemporaries, as well as (select) subsequent appropriations of anti-Jewish ideologies in the early twentieth-century. In the post-Holocaust world of theology and history writing, and prompted by the 500th anniversary of the Reformation in 2017, a critical re-assessment of the legacy of one of the most influential Christian teachers facilitates the necessary theological adjustments with the fundamentals of Christian faith for the sake of its transformative relevance in today's global and inter-faith context. This 4000-level course is open to advanced Master's level students and PhD candidates.

HSST 4224. Women and the Reformations. (3).

Women were deeply immersed in and affected by the Reformations of the sixteenth century and contributed in the shaping of their respective traditions. In this class, we will examine women's theological voices and their reactions to the new developments in theology and spirituality - and thereby critically assess the reality of the Reformations' impact with attention to gender factors. The contributions of women from different geographical contexts and factions (Lutheran, Calvinist, Anabaptist, Catholic) are interpreted in light of their published works and with interdisciplinary approaches (theology/history/gender study). This 4000-level seminar, open to MA students, is designed to foster methodological innovation by re-interpreting a significant component of Christian tradition, by including women's works in the corpus of Christian theology, and by doing theological work with historical materials.

HSST 4450. Freedom Theology With Martin Luther. (3).

We will examine a selection of Martin Luther's works, employing different hermeneutical approaches 1) to re-engage Luther towards in-depth understanding of his theological motifs, arguments, contributions, and shortcomings in light of his own context, and 2) to re-engage Luther theologically with contemporary questions in mind, particularly focusing on the topic of "freedom". A selection of contemporary interpreters will be consulted. In addition, the class provides first-hand familiarity with Luther's 16th century texts, a lens for critical assessment of the interpretative traditions and trends in Luther scholarship, practice in critical reading of historical texts, and immersion in constructive Christian theology with a focus on the highly relevant topic of "freedom".

HSST 4700. Classics of Xian Journey. (3).

Taught by CDSP. This is a course in historical Christian spirituality, reading classic texts by very diverse writers who used the motif of journey or pilgrimage. It reaches from the second century to the twentieth. The readings change each year, but have included Perpetual of Carthage, Ignatius of Antioch, Origen, Augustine, Gregory of Nyssa, Bernard of Clairvaux, Bonaventure, Dante, Julian of Norwich, Martin Luther, John Bunyan, Teresa of Avila, and Evelyn Underhill. Readings are subject to change until the syllabus is published. Lectures and discussions of the texts. Course work is evaluated through two papers of 8-10 pages each. It is intended for MDiv and MA/MTS students.

HSST 4802. English Reformations. (3).

Taught by CDSP. During the sixteenth century, Christians in England underwent a series of changes in their religion, some violent and rapid, others uneven and slow, that made the country Protestant. During those changes a wide range of writings was produced, many official documents from government and church, that helped shape the changes. In turn, some of those documents gained various degrees of authority in the Anglican church of subsequent centuries. This is a "great books" course, studying those influential documents in their historical context. Extensive reading in primary sources and two papers of seven to ten pages are required. [Pre-requisite: introductory study of the history of Christianity].

HSST 8100. History of Christianity II. (3).

This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. Lecture/discussion; 25-30 page journal on the reading and class material.

HSST 8115. Hist of Christianity II Online. (3).

Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and online class discussions. The course is intended for MDiv and MA/MTS students.

HSST 8126. Reading Xian Theology in Context. (3.00).**HSST 8190. OI: Lutheran Theol:sources & Hermeneutic. (3).**

ONLINE: A study of Lutheran theology with the texts in the Book of Concord in light of their historical roots, significance in Lutheran tradition and global Christianity, and contemporary theological and spiritual considerations. With an ecumenical orientation, the 16th century documents are engaged, critically and constructively, as a companion and living sources for Lutheran spirituality and ministry globally speaking, and for Lutheran spiritually and socially attentive theology that is transformative and speaks to and empowers action vis-a-vis issues of justice and equity and spirituality. Students are invited to explore ways to creatively, faithfully, and intelligently articulate and apply Lutheran hermeneutics in different situations, with new conversation partners and approaches, and with new voices. The study involves an excursion to the specific faces and phases of Lutheranism in the Americas, the place of Lutheran tradition in the framework of global Christianity and the ecumenical scene. [The course prepares ELCA candidates for their required theological review essays.] This course is offered as a seven-week intensive.

HSST 8450. OI: Freedom Theology W/ Martin Luther. (3).

Offered Online. We will examine a selection of Martin Luther's works, employing different hermeneutical approaches 1) to re-engage Luther towards in-depth understanding of his theological motifs, arguments, contributions, and shortcomings in light of his own context, and 2) to re-engage Luther theologically with contemporary questions in mind, particularly focusing on the topic of "freedom". A selection of contemporary interpreters will be consulted. In addition, the class provides first-hand familiarity with Luther's 16th century texts, a lens for critical assessment of the interpretative traditions and trends in Luther scholarship, practice in critical reading of historical texts, and immersion in constructive Christian theology with a focus on the highly relevant topic of "freedom".

HSST 8500. Luther's Theology. (3).

This course is taught in collaboration between Helsinki University and PLTS/CLU/GTU from March 9-May 3, 2019. It is open to Master's and Doctoral level students from PLTS/CLU/GTU and from Helsinki University. The international course has a shared syllabus, and the students will interact, while the classes remain distinct with their respective lecturers and administration. The focus in the class is on Luther's theology from a variety of angles, introduction to and analysis of the different loci or themes that characterize Luther's theology, and interpretation of Luther's theology in his historical context, as well as engaging Luther with critical contemporary perspectives. Primary text readings from Luther are paired with secondary text readings, and lectures. The course is taught in English, and solely online. [20 max enrollment].

HSST 9100. Special Topics. (3).

Special topics course. May be taken more than once.

HSST 9200. Special Topics:. (3.00).

Special topics course. May be taken more than once.

HSST 9400/9820. Special Topics. (3,3).

History Courses

HS 1041. Introduction Christian History. (3).

Taught by PSR. This course provides an introductory overview of Christian history with a focus on important theological, spiritual, social, and ecclesiological issues as they were shaped and understood by the laity, institutional authorities, and a variety of religious leaders. Class format will include lectures and class discussions based on the reading and interpretation of primary and secondary texts. Requirements: online discussion forums; the writing of six analytical essays; several pop quizzes; and two take-home written exams. This is a basic survey course in the History of Christianity intended primarily for MDiv, MA, and MTS students. It satisfies the basic history requirement for PSR's degree programs.

HS 1080. History I. (3).

Taught by SFTS. CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 1081. History II. (3).

Taught by SFTS. CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

HS 1105. History of Christianity I. (3).

Taught by DSPT. History of the Church from the Apostolic Period until the end of the Middle Ages, focusing, in particular, on its transformation from a small Jewish sect into the international Church of the middle ages. Some attention will be paid to the development of doctrine, but more emphasis will be placed on piety and worship, dissent, missions, mysticism, ecclesiastical organization, and Church relations to secular government. [25 max enrollment; Auditors with Faculty permission].

HS 1120. History of Christianity. (3).

Taught by PSR. This course is a basic introduction to the history of Christianity for students in a variety of programs of theological education. The format includes lecture, reading, class discussion, and the possibility of collaborative projects. The course will treat Christianity as a world religion, and will offer students ways of focusing on denominational history or the history of particular traditions, interpretation of Christianity to non-Christian communities, or the exploration of a particular theme or problem in the history of Christianity. The course will include attention to institutional church developments, theology, and the relationships of Christianity and society. Students will gain skills in finding and interpreting historical evidence, reading and using historical books and articles critically, and the ability to craft a good historical essay or presentation that could be used in an educational setting outside the classroom. Grading will be based on class participation including four written discussion forums on Moodle, and three written assignments.

HS 1220. Living Tradition. (3).

An introduction to theology and ministry in the Lutheran context with special attention given to Martin Luther's life and basic theological writings, the subsequent influences of Orthodoxy and Pietism, the Neo-Lutheranism(s) of the 19th century, and the Luther Renaissance of the 20th and 21st centuries. The course is also intended to assist students with their work in core courses that deal with questions of Lutheran identity and mission and for the kind of theological integration and reflection that takes place in the teaching parish. (Flexible Life Students Only Except By Permission).

HS 2006. Baptist History & Polity. (3).

Taught by ABSW. Beginning in Europe and tracing its development in America, this course will survey the history of the Baptist traditions. Attention will be given to prominent persons who helped shape the tradition as well as key social and theological issues that helped define Baptist over the years. This course is also presented as partial fulfillment of the regional polity requirement for ordination in the ABC/USA.

HS 2012. American Lutheranism. (3).

What has it meant to be a Lutheran in "America," i.e., in the United States? What might it mean to be one now? How might we develop an understanding of "American" Lutheranism as a cultural process whereby individuals and groups map, construct, and inhabit worlds of meaning? In addressing these questions, we will consider significant aspects of "American" Lutheran life??immigration and ethnicity, belief and identity, theology and confession, institutional arrangements, gender, religious practice and piety. Evaluation will be based on participation in class discussion, written assignments, and a final paper. The course will meet three times in-person during the course of the semester: 9/3, 10/15 & 12/10. The September and October meetings are both on Tuesday from 12:40pm to 2:00pm. The one in December is TBA.

HS 2020. Chrysostom & Social Justice. (3).

St. John Chrysostom is justly celebrated for his intense concern for the poor and disenfranchised. However, some of his views (such as his attitude toward women) are written off as being due to the limitations of time and culture. Using English translations of Chrysostom's homilies, this course will examine his views on the social fabric in relation to his overarching concern that his flock will attain the kingdom of heaven and to his understanding of what it means to be human. The students will be invited to examine their conceptions of social justice in light of their own basic presuppositions and understandings of humanity. The course will be discussion driven. Evaluation will be based on weekly written reflections, participation in classroom discussions, and one research paper.

HS 2195. Church:Modern to Contemporary. (3).

Taught by DSPT. CHURCH HISTORY, 1451-2013: A SURVEY OF THE LIFE AND STORY OF THE CATHOLIC CHURCH FROM THE FALL OF CONSTANTINOPLE TO THE FIRST DECADE OF THE 21ST CENTURY While the intent is to trace the general trends and conditions that shaped the Church Catholic during 500 years, the opportunity is given students to study more localized events and traditions, noting where movement has taken place to renew the Church and re-launch the Gospel mission. HS2195 is primarily a survey course. FORMAT: Lectures, with some group work. Evaluation: Annotated bibliography, two book reviews, class presentation.

HS 2316. Augustine: Brilliant, Hip, Disobedient, And Heretical - Saint?. (3).

TAUGHT BY ABSW. This course will combine pastoral experience with historical research to offer an accessible and lively introduction to the Christian spiritual classic, Augustine's Confessions. How did a brilliant, hip, disobedient, and heretical African student end up as a Roman bishop and a saint? Augustine himself told the story of his past as a testimony to divine wisdom and love. In this class we will read the story again to illuminate Augustine's conversion for new generations. Students will do a careful reading of Augustine's works: The Confessions, The Trinity, Marriage and Virginité, and his letters, 100-155 as well as discuss Augustine's struggle with the Donatists.

HS 2498. Church to 1400. (3).

Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 1st century CE to the 15th and the eve of Modernity. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of historical perspectives and original sources. Requirements include two short essays (5-7 pages): an analysis of one of our assigned original sources and a non-textual analysis--some work of art or architecture from the historical periods covered. Each student will present for discussion one of the original sources in the syllabus. Finally, students will participate in small group 'Pastoral Application Projects' which entail communicating historical material in particular pastoral settings.

HS 2751. History of the Eastern Church. (3).

Taught by ABSW. This course surveys the history of "Eastern" Christianity from late antiquity (age of the emperor Justinian) until the present day. The focus will be on the formation three characteristic components of Eastern Christianity: institutions, liturgy and piety, and mysticism and theology. The focus will be on Greek Christianity in the earlier part of the course and Slavic Christianity in the later. We will include Eastern Catholics, Copts, and Assyrian Churches as well as Eastern Orthodox. Relations with the Christian west will also be considered. [20 max enrollment].

HS 2776. Church: 1400 to Present. (3).

Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 15th century to the present. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. These topics include Christianity in the late medieval world, the Reformation, early Jesuit history, faith and the Enlightenment, missiology and the Church in the 20th century. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of perspectives and historical sources.

HS 3577. Homosexuality & Christianity. (3).

Taught by PSR. This course offers an historical overview and survey of attitudes toward homoeroticism and homosexuality in ancient, medieval, and modern Christianity in the West and in present-day American Christianities. Several key figures, texts and movements will be considered and analyzed with a view toward understanding and interpreting their impact on contemporary debates. Seminar format; research paper and two (2) in-class presentations are required.

HS 4001. Swedenborg in History. (3).**HS 4144. Luther and Reformations. (3).**

An examination of Catholic and Protestant Reformations broadly conceived, from the late Middle Ages to the late sixteenth century, from Conciliarism to the Formula of Concord and the immediate aftermath of the Council of Trent. Special attention to Martin Luther, his life, his theology and biblical scholarship, his spirituality, and his polemic against others, including Muslims and Jews. Discussion of the reception and impact of Luther's ideas in theology and culture more generally, in the past and in the present present, and in light of the 500th anniversary of the publication of the Ninety-Five Theses in 2017.

HS 4191. Postcolonial Theory & Theology. (3).

Taught by PSR.

HS 4476. Heresies and Inquisitions. (3).

Taught by DSPT. Students in this seminar will read and discuss the sources for Christian dissenting movements during the period 1000-1400. Focus will be on "popular" heresies: Cathars, Waldensians, Joachites, Fraticelli, Dolcinites, Free Spirits, witches etc. We shall also examine how Orthodoxy responded to dissent: persuasion, coercion, repression, and inquisition. The goal of this course will be acquiring the background and techniques needed to understand and interpret original sources on dissent and its repression in the middle ages. The outcome will be that the student is able to write an original research paper, potentially publishable as an article, on some aspect of medieval dissent or its repression, using original sources and showings control of modern scholarly literature on the topic. [10 max enrollment].

HS 4525. The Seven Councils. (3).

Taught by DSPT. The Ecumenical Councils from Nicaea (325) to Nicaea II (787). Theology and Practice of the Conciliar Principle. The dogmatic and disciplinary canons. The interaction of ecclesial and imperial power. Significant personalities and issues. Greek useful but not necessary. Format: lecture/discussion. Research paper and class presentation. [Faculty Consent required; Auditors excluded].

HS 4575. The Other Christian in History. (3).

Taught by PSR. Historical exploration of Western Christian attitudes toward outsiders and aliens from the early Christian era through the early 21st century. Consideration will be given first to theoretical issues involved in the study of "the other" in Christian history, and topics treated will include pagans, heretics, witches, Jews, Muslims, foreigners, immigrants, homosexuals, and members of "minority" groups. Seminar format; two analytical essays; one research paper and two (2) in-class presentations. Intended for MDiv, MA and PhD/ThD students. [Faculty Consent required; 12 max enrollment].

HS 4576. The Other in Western Christian History. (3).**HS 4701. Swedenborg in History. (3).****HS 5022. New Religious Movements. (3).**

Taught by GTU. This seminar will introduce students to the research field of New Religious Movements and to the structure and content of the Doctoral Program in New Religious Movements at the GTU. It will initiate students to the techniques of research, introduce some methodologies appropriate to the field of New Religious Movements, survey broadly the two historical periods (nineteenth century alternative movements and twentieth-century alternative movements), and promote skills in organizing and writing. The seminar will be geared specifically to the needs and interests of doctoral students in New Religious Movements, but students from other fields and other programs are welcome. Informed classroom participation is 75% of the final grade, final research paper or pastoral project is 25%.

HS 5133. From 3 Popes to 2 Councils. (3).

Taught by DSPT. After the disputed election of two Popes in 1378, Europe was uncertain which claimant was the true pope and a schism followed. Reform of the church, in head and members, was now demanded on all sides. The schism was healed through the efforts of a generation of canonists, theologians, and secular rulers, with the Church joyfully reunited through the work of the Councils of Constance (1414-18) and Basel (1431-1449). This course will cover the currents of renewal, collegiality, and reform in the Church that continued through the Catholic and Protestant reformations and which find echoes in both Vatican I and II.

HS 8010. History I. (3).

Taught by SFTS. CHRISTIANITY FROM JEWISH SECT TO COLONIAL RELIGION. (ONLINE VERSION) This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly asynchronous exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. The learning community will be reinforced by periodic web conferences. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 8020. Baptist History and Polity. (3).

Taught by ABSW. ONLINE Beginning in Europe and tracing its development to America, this course will survey the history of the Baptist traditions that contributed to the present theological and ethical principles understood as Baptist polity. To identify oneself as Baptist is not a monolithic understanding. Students will find a very diverse practice. In this online course, attention will be given to prominent persons shaping the tradition. Students shall engage in weekly interactive exchange as discussion of readings and exploration of mutual congregational experiences. This course may fulfill the Baptist polity course requirement for ordination in the American Baptist Churches, USA. The exchange should be a fun learning experience through committed readings and invigorating exchange among students with input from the professor.

HS 8100. History of Christianity I. (3).

This online course will trace the history of Christian communities from their inception through the late medieval period. Emphasis on close reading of primary texts and issues of power, authority, the nature of discipleship, and the social and political contexts of Christian witness. Lecture/discussion; four 3-5 page papers and either a written take-home or oral final exam. Required for PLTS MTS and MCM students not taking HS 1112 or HS 2012. (Flexible Life Students Only Except By Permission).

HS 8181. Online: History II. (3).

TAUGHT BY SFTS. HISTORY II: CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

HS 8200. Church History. (3).

Taught by ABSW. This ONLINE course will survey the history of Christianity from its earliest beginnings up to the eve of the Reformation. Special attention will be given to prominent leaders who help shape Christian doctrine. Moreover, key theological, political and social issues will be addressed and primary texts will be used to enhance group discussion.

HS 8417. Hstry of Xtnty in Pacific Reg. (3).

Taught by PSR, ONLINE. HISTORY OF CHRISTIANITY IN THE PACIFIC REGION, a course designed as an elective for MDiv, MA, DMin and PhD students. The usual historical narratives that have helped mainline, ecumenical, and progressive American Christians define their identity do not seem as relevant in the Pacific world where so many do not share the cultural and historical experience from which these narratives derive. In this class we will take a different look at the history of Christianity in the Pacific world and work to build historical narratives that will inspire and undergird the work of strengthening and re-shaping Christian communities for the future and illuminate the relevance of Christian thought and practice for addressing the problems facing Pacific societies. Students will learn skills for finding and interpreting sources of information about history, creating plausible historical narratives, and viewing historical events and persons from more than one point of view. This is an ONLINE course. There will be 4 synchronous webinars scheduled after the first meeting of the class and is otherwise asynchronous. The course will be available on the GTU Moodle platform and will involve students in a number of learning experiences. Grades will be based on written work in the class, the quality of engagement in class conversations, quizzes, and small collaborative projects. PhD students will be expected to use more than one language in their research work. [Auditors excluded].

Liturgical Studies Courses**LS 1010. PLTS Worship Preparation. (0).**

Worship preparation for PLTS chapel. Pass/Fail only.

LS 1012. Living Worship. (2).

This two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012A. Living Worship Part A. (2).

This is the first of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012B. Living Worship Part B. (2).

This is the second of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1201. Christian Worship. (3).

Taught by PSR. For many communities of faith, worship forms the heart of their life together. It is a place where participants learn the behaviors, rhythms, and patterns of faith that form them for lives of spiritual and social transformation. In this introduction to the practice of worship, we will examine the ways in which worship both shapes and is shaped by culture, history, theology, language, and practice. As we investigate the different movements and rhythms of worship and sacraments, students will learn to harness the power of embodied spiritual and ritual practices in different ministry contexts by critically and constructively engaging liturgical texts and contexts, by designing multisensory, intercultural, and meaningful worship services, and by practicing their leadership of different elements of worship, all while immersing themselves in their own unique religious/denominational, historical, and cultural styles of worship. This lecture/discussion course will be evaluated by attendance, participation, weekly critical and constructive reflections, midterm exam and final worship design synthesis project. [Auditors with faculty permission].

LS 2132. Celebration of Euchar & Music. (3).

Taught by JST. the Eucharist from historical, liturgical-theological, spiritual, musical and pastoral points of view. In this course will be studied the structural elements of the order of the Mass from the following points of view: 1. Historical aspects 2. Liturgical and theological aspects / Documentation 3. Reflection / The mystagogical implications 4. Musical aspects 5. Pastoral aspects.

LS 2171. Worship Lab. (3).

Taught by ABSW. This course is co-taught by Jennifer Davidson and Nancy Hall. Students enrolled in this course will develop practical worship planning skills that are intentionally multicultural, historically informed, and theologically robust. Participants will be given the opportunity to engage in discussion and hands-on creation of different elements of worship in a collaborative environment. Mindful participation in worship experiences will be cultivated through weekly, focused worship journals that encourage students to pay attention to particular themes related to course content. Students need to attend weekly worship experiences in order to fulfill the worship journal requirement. Required readings will help inform students' perspectives. Guest speakers will provide rich and diverse perspectives on worship planning approaches. This course is taught from and toward Christian worshiping contexts. It is primarily intended for MDiv and MCL degree programs, although MA students with a particular interest in worship may also enjoy this course.

LS 2175. Plan Worship- Day Season Theme. (1.5).

Taught by ABSW. Using as our course textbook "The New Manual of Worship," (Judson Press, April 2018) by Dr. Nancy Hall, students will explore basics of worship planning, the Christian liturgical year, and special days, seasons, and themes that are part of congregational life. We'll be writing prayers, creating liturgies, and singing hymns and songs for various occasions. Weekly reading assignments will include thought-provoking articles from online blogs, journals, and other sources on the nature of worship in an era of shifting demographics, interfaith partnerships, and boundary-crossing theologies. Learn about online and print resources that will help you plan innovative and rich worship and music experiences for any congregation. This course is open to all students in the GTU and also to community members and auditors -- lay persons, directors and ministers of music, pastors and ministry staff....all denominations and faith traditions....everyone is warmly welcomed! [Auditors with faculty permission].

LS 2225. Living Worship A. (2).

Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 2226. Living Worship B. (2).

PRE-REQUISITE: LIVING WORSHIP A Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 4112. Worship - Full Life. (1.5).

TAUGHT BY PSR. Bed, Bath and Beyond! For many faith communities, worship forms the heart of communal life. It is a place where participants learn the behaviors, rhythms, and patterns of discipleship that they hope to embody as faith-filled people in the world. Worship also marks times of transition within the life of individuals and communities. From birth to death, communities ritualize these liminal spaces that are rife with meaning and sacredness. In this course, we will examine the ways in which pastoral liturgies (e.g. dedications, weddings, healing rites, funerals, etc.) and sacraments both shape and are shaped by culture, history, theology, language, and practice. Students will integrate their learning by practicing leading these rituals that make up a worship-full life.

LS 4220. Research in Music & Liturgy. (3).**LS 8225. OL: Living Worship A. (2).**

TAUGHT ONLINE. Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 8226. OL: Living Worship B. (2).

Taught Online. This is the second of a two-semester collaborative course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

M.Div. Course Courses**MDV 3010. PLTS Exchange Program. (0).**

ELCA SEMINARIES' J-TERM CROSS-REGISTRATION COURSES The ELCA Seminaries' J-Term Reciprocity Program permits degree students enrolled at any of the ELCA seminaries to cross-register for select J-Term courses hosted by the other ELCA Seminaries. Only the courses listed below are available for cross-registration. For further information, consult the host seminary's website or Registrar. For on-campus courses, students are expected to contact the host seminary regarding housing arrangements (the cost of which is the student's responsibility).

MDV 3015. P.L.T.S in Comp/Thesis Project. (3).

For MTS/MDiv degree students preparing for comprehensive examinations, writing a thesis, or completing a project. 0.0-6.0 units.

New Testament Studies Courses

NT 1001. NT Introduction: Paul. (3).

Taught by SFTS. This course is an examination of Paul's life, letters, and theology, as well as of the deuter-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deuter-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom": Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, and in tutorials is done with teachers and students discussing questions. Evaluation: Final examination, book review MDiv, MA/MTS.

NT 1002. Intro to the New Testament. (3).

This course is an introduction to the field New Testament Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches to the New Testament, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Composition, Synoptic problems, etc.,) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate the New Testament for different theological and Ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 1003. Intro to New Testament. (3).

Taught by DSPT. This course will introduce the issues basic to the study of New Testament texts, reviewing the historical and social contexts, surveying the literature in terms of its referents and rhetoric. There will be an emphasis on the continuity between the two biblical testaments. The basic critical tools of modern biblical study will be utilized. The format will be lecture and discussion, with prepared participation expected and occasional short written assignments anticipated. [Faculty Consent required; 20 max enrollment; Auditors excluded].

NT 1004. NT Introduction:. (3).

Taught by GTU. GOSPELS AND ACTS. This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. This course is taught by PhD student Grace Eunhye So with a Newhall Award, under the supervision of Dr. Eugene Eung-Chun Park.

NT 1009. Introduction to New Testament. (3).

NT 1013. Christian Scriptures. (3).

Taught by PSR. The purpose of this course is to introduce students to the collection of writings that we come to call the New Testament. In this course students will become familiar with the historical context, culture, and the politics that lead to the production of this text. In addition to the traditional historical critical approach to the text, students will be introduced to other methods such as feminist, queer, postmodern, and postcolonial readings that will help us deconstruct these texts and reconstruct interpretations that are socially, ethically, and politically relevant to the world we live.

NT 1014. NT Introduction: Gospels. (3).

Taught by SFTS. This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. This course is co-taught by Dr. Eugene Park and Grace Eunhye So with a Newhall Award.

NT 1016. Critical Intro to NT. (3).

Taught by PSR. This introductory course to the New Testament begins by familiarizing students with some basic issues of the text (manuscript transmission, translation, and canon) and the Greco-Roman and Judaic context of its writing. We will then focus on the diverse body of texts that form the NT itself, paying special attention to various methodologies of interpretation and the perspectives they represent. Intended Audience: MDiv, MA.

NT 1070. Introduction to N.T Greek. (3).

Part one of a two semester course sequence designed to enable students to read the Greek New Testament. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading the Gospel pericopes from John assigned to Lent and Easter for Year A of the Common Lectionary. Extensive online resources are supplemented by a two-hour weekly in-class discussion session. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1074. Reading NT Texts in Greek. (3).

Part two of a two semester course sequence designed to enable students to read the Greek New Testament. Some attention will also be given to the Septuagint. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading each week one or more pericopes assigned by the Common Lectionary to the following Sunday. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1075. Interpreting the Gospels. (3).

This course introduces the four canonical gospels and several apocryphal gospels, with a focus on their theologies as well as on contemporary methods of interpretation. The class is primarily for pastors who will be preaching, reflecting ethically, and giving pastoral care for parishioners in dialogue with these gospels with their narratives and words of Jesus. [20 max enrollment].

NT 1215. The Gospel of John in Greek. (3).

By reading selected portions of John's Gospel in Greek, students will build vocabulary while constantly reviewing morphology and grammar. Designed for beginning level students who have completed one semester of Greek. Required of PLTS MDiv students who have not met the Greek requirement. Lecture/discussion. Weekly quizzes.

NT 2000. New Testament Exegesis. (3).

Taught by SFTS. This is an introduction to major hermeneutical theories from Romanticism to postmodernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. MDiv/MATS/MABL/MA. [Elementary Greek].

NT 2225. Paul: Ancient Context, present, consequence. (1.5).

This course is an introduction to the field of Pauline Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches within Pauline Studies, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Law, Grace, Israel, etc.) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate Paul for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 2235/2238. The Synoptic Gospels. (3,3).

Taught by DSPT. This lecture course first reviews critical and methodological issues in the study of the Synoptic Gospels. Exegesis of selected passages will be used to provide in-depth understanding of the origins of the Synoptic traditions and their theology, ecclesiology and eschatology as seen in the life, Passion, and Resurrection of Jesus and in the early Church. This discussion will include the Christological titles, the miracles of Jesus, the parables of the Kingdom, the Sermon on the Mount, the Passion Narrative, and the Resurrection Narrative. Students will be expected to provide a one-page response to eight selections of readings to be posted on moodle. By the end of the course the student will have an understanding of the first-century historical background to the gospels in the Jewish and Greco-Roman worlds and be able to discuss the historical and theological issues of the Synoptic Gospels against the background of first-century Judaism. Evaluation will be based on the weekly essays (25%), a mid-term (20%), an 8-12 page research paper (25%), and a final examination (30%). [Introduction to New Testament or equivalent - consult with professor if in doubt; PIN code required; 25 max enrollment].

NT 2251. The Gospel of John. (3).

Taught by DSPT. This course will be a basic introduction though at the intermediate level to the fourth Gospel, studying its literary character in detail, with some emphasis as well on its historical issues and reception within the tradition. The structure and symbolism will receive special attention, with students expected to use modern methods (as well as classic methods) to explore these features. Some previous critical study of the NT (either an introduction or another NT course) is required, since the basic tools of NT study must already be in hand. Short written assignments (three to five) and substantial reading of secondary sources and class participation will be used to evaluate student progress. [Faculty Consent required; 20 max enrollment; Auditors excluded].

NT 2257. Gospel of Mark: Then and Now. (3).

Taught by GTU. An examination of key themes of the Gospel of Mark, focusing on the implications for contemporary exegesis and application. Topics may include apocalyptic, miracles, the role of women, and Christian-Jewish relations. Format: seminar with some lecture material. Assignments include discussion, short responses, and a final paper. Audience: MDivs and MAs. [20 max enrollment].

NT 2271. Revelation in Critical Perspective. (3).**NT 2416. Teach/Preach Jesus History. (3).**

Taught by BST/GTU/ABSW. This course introduces students to the history and methods of historical Jesus research, and examines how the Jesus of history can be effectively taught and preached in the contemporary church context. The course will compare gospel and Pauline traditions as well as consider the influence of ancient Mediterranean cultures and values. Throughout the course we will consider how historical Jesus ideas can shape views of spirituality, human rights, and God. Students will be asked to offer their own narratives of the "Jesus of history."

NT 2500. Paul. (3).

An examination of Paul's life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deutero-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped.

NT 2508. Pauline Epistles. (3).

Taught by CDSP. An examination of Paul's letters in their original socio-historical and religious context. Various methods and approaches in biblical interpretation will be used to understand the possible meanings of specific texts and their relevance for contemporary Christians and ministry. Format: Lecture, seminars, online discussions, group discussions Evaluation: short papers and exegesis paper Audience: MDiv/MA/MTS.

NT 2523. Paul's Letters-Context & Thlgy. (3).**NT 2530. Methods:Study of the Synoptics. (3).**

Taught by JST. Canon, Gospel literary genre. Synoptic fact. Contents and theological perspectives of the synoptic gospels. Introduction to exegetical methods such as historical criticism, narrative criticism and reader's response. Format: Lectures/discussion. Evaluation: Written assignments/research paper/in class and online discussions. The course is intended for MDiv, MTS, MA, and STL students. [20 max enrollment].

NT 3105. Luke's Parables: Invitation to Post. (3).

In this course, the student will situate Luke's Parables (Good Samaritan, Prodigal Son, Rich Man and Lazarus, etc) in the Gospel's narrative, economic, and (colonial) diasporic context. Using recent research, the student will contextualize the short narratives within a First Century agrarian subsistence regime, considering how the Master-Slave relation is produced by local and Imperial State authorities. Furthermore, the student will consider the challenges of 'belonging' in the Jewish diaspora and ask how these short diaspora narratives disrupt meaning or counter-narrate power under the Roman Empire. Hopefully, the students will bring the parables into the contemporary world, learning to ask how economic crises serve those who have while marginalizing the rest. Interested students should have taken or be taking concurrently an Introduction to New Testament or Introduction to the Gospels course. [Faculty Consent required; 20 max enrollment].

NT 4416. In Many Ways: History Reception Hebrews. (3).

Taught by JST. "In the past, God spoke to our ancestors in many times and many ways." (Heb 1:1 CEB) These are the first words of the letter to the Hebrews. The course focuses on the many ways the letter to the Hebrews has been read through the centuries and of the roles it has played. It is therefore a course on the history of the reception of this document. Besides, students enrolled in the course will gain a sense of the organization of the document itself, of the major hypotheses about its origins, of theories about the study of reception, and of questions concerning the ethics of biblical interpretation. The format of the course is a seminar: It involves a few lectures, much class discussions; Student presentations and papers. Reading knowledge of a two or three ancient or modern languages is desirable. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

NT 4495. Luke-Acts: Narrative Prspctive. (3).

Taught by JST. Study of Luke-Acts from narrative perspective. Focus on its perspectives on Jesus, the Spirit, the disciples, the Church, the role of women, and salvation. Format: Lecture/seminar. Evaluation: Participation and research papers. Greek not mandatory but helpful. [Faculty Consent required; 15 max enrollment; Auditors excluded].

NT 4900. As Nver Seen B4:Visions in NT. (3).

Taught by JST. This seminar will examine material from the NT which describe visionary experiences found in the synoptic Gospels, the Acts of the Apostles, 2 Corinthians, and Revelation. It will use approaches from cultural anthropology, intertextuality, narrative criticism, and media studies to study these segments of the NT. Format: lectures/seminar. Evaluation: student presentations, short written assignments, term paper. [15 max enrollment; Auditors excluded].

NT 5462. NT & Critical Theol. (1.5).

Seminar. New Testament Studies comprise a wide array of methods and hermeneutical approaches to the biblical texts. In addition to Historical-Critical, Literary, and Socio-Scientific Approaches, Cultural Studies and Ideological Criticism have offered in the last twenty-five years ground-breaking insights on the biblical texts and, more importantly, on the nature, boundaries, and scope of the discipline of Biblical Studies itself. In the present seminar we will explore these trajectories of interpretation with particular attention to Postcolonial, Queer, and Critical Race Studies. [Faculty Consent required; 10 max enrollment].

NT 6001. Texts and Methods NT. (3).

Taught by SFTS. The Text and Methods seminar is an introduction to the state of biblical studies and the primary methodologies for New Testament. It provides hermeneutical theories from standard historical critical methods to new approaches like postcolonial theory currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. We will focus on 1 /2 Corinthians and Ephesians. Format: Seminar. Evaluation: Final exegesis paper, three reflection papers. Audience: Doctoral Students, advanced MABL. [Faculty Consent required].

NT 8103. OL: Intro to New Testament. (3).**NT 8109. Intro to New Testament Online. (3).****NT 8114. NT Intro: Gospels - ONLINE. (3).**

Taught by SFTS. This online course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course hermeneutical implications of the critical interpretation of the bible will be raised and discussed.

NT 8115. Intro to Gospels & Acts. (3).

Taught by ABSW. This ONLINE course is an introduction to the New Testament Gospels and Acts and other (extra-canonical) early Christian literature as part of the interpretation of early Christianity. The course is designed to help students to engage theoretical frameworks and cultivate critical skills for ongoing independent interpretation, questioning, debate and engagement. The overarching organization of this course is historical-cultural-critical.

NT 8175. Interpreting the Gospels. (3).

This online course introduces the four canonical gospels and several apocryphal gospels, with a focus on their theologies as well as on contemporary methods of interpretation. The class is primarily for pastors who will be preaching, reflecting ethically, and giving pastoral care for parishioners in dialogue with these gospels with their narratives and words of Jesus.

NT 8200. OL Mthds:study of the Synoptics. (1.5-3).

Taught by JST. Canon, milieu, Gospel literary genre. Synoptic fact. Contents and theological perspectives of the synoptic gospels. Introduction to exegetical methods such as historical criticism, narrative criticism and reader's response. Format: Readings, audio podcasts, discussion forum, wiki. Evaluation: Written assignments/participation. This is the online version of NT2530 Methods: Study of the Synoptics designed for MDiv/MTS/MA. Course can be taken for 1.5-3.0 units. [15 max enrollment; Auditors excluded].

NT 8250. OL: Exegeting the Parables of Jesus. (3).

Taught by CDSP. ONLINE: This course explores the parables of Jesus in their historical, cultural, and literary contexts. We will study specific parables determining the critical theological themes in them and their various meanings. Also, we will address the questions of how the parables fit into the teachings of Jesus and later into the teachings of the early church and fathom the significance for the church today. [Max enrollment: 15].

NT 8270. Paul's Letters:Cntxt & Thlgy. (3).

Taught by JST. Exegetical and theological study of Paul's letters as expressions of an early Christian contextual theology. Location of each letter in the whole Pauline corpus. Survey of theological themes with emphasis on their contemporary relevance. Audio podcasts. Discussion forums/assignments/research paper. [Faculty Consent required; 15 max enrollment; Auditors excluded].

NT 8275. OL: Paul: Ancient Cntxts, Prsnt Co. (1.5).

TAUGHT ONLINE. This course is an introduction to the field of Pauline Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches within Pauline Studies, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Law, Grace, Israel, etc.) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate Paul for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 8280. OL: The Gospel of John. (3).

TAUGHT BY CDSP. ONLINE COURSE: This course explores John's Gospel by examining its contexts, purpose, view of Jesus' identity and works, theological message and contemporary relevance. A comparison of the Fourth Gospel with the Synoptic Gospels will help reveal the distinctiveness of John. The interpretation of selected passages will help identify ways in which the revelation imparted in the life of Jesus, interpreted for Johannine community, speaks to our situations today. [15 Max Enrollment].

NT 8450. Gospel of Matthew in Contexts. (3).

This is an on-line course on the Gospel of Matthew in its historical setting in the first century Mediterranean world. The class will introduce the current status of Matthean scholarship and discuss a major shift of perspectives among contemporary Matthean scholars regarding the author's relation with Judaism. Then important passages in Matthew will be interpreted through standard exegetical methods and major themes of Matthew's theology will also be discussed accordingly. Along with the historical critical method(s), which is the primary interpretive tool in this course, the class will explore some of the newer reading strategies that constitute part of the rubric of postmodern hermeneutics to see how the ancient text could come alive and shed light on contemporary issues. [Faculty permission required; 20 max enrollment].

NT 8495. Luke-Acts From a Narrative Perspective. (3).

TAUGHT BY JST. The course includes an introduction to narrative criticism and proceeds in reading Luke-Acts from this perspective. It, therefore, studies how the story unfolds, including attention to plot and suspense, how the characters are presented and developed, how it uses the various settings in meaningful ways. Format: Seminar, online asynchronous discussion forums, and synchronous meetings (Zoom video-conference). MDiv, MA/MTS, STL, STD, PhD. [Faculty Consent required; 16 max enrollment].

NT 9300/9400. Global Text: Theory & Method. (3,3).

This course is an advanced survey of theoretical and methodological approaches to New Testament Texts. This course divides contemporary biblical scholarship in five over-arching paradigms: historical-critical, literary, socio-scientific, theological, and ideological. We will explore the historical development of these paradigms and investigate how they build upon each other, their conflictive relationships and research agendas, and how they envision the future of the discipline at the theoretical/philosophical, theological, and ecclesial levels. The emphasis will be on ideological and theological approaches that expand the field of New Testament Studies beyond its traditional boundaries. Accordingly, the course is an exploration of Feminist, Queer, Postcolonial, Marxist, Animal Studies, and Contextual Liberationist Methodologies.

Old Testament Studies Courses

OT 1065. Old Testament Foundations. (3).

Taught by DSPT. This course provides a basic overview of biblical material, starting "at the beginning" and concluding with the expulsion of Jews from the Jerusalem area in the year 135 C.E.

OT 1070. Introduction to the OT. (3).

Taught by SFTS. This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/HB, the history of ancient Israel, the different parts and books within the OT/HB, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/HB, etc. Evaluation method: classroom participation, several short exams, three short papers. [Auditors with faculty permission].

OT 1076. Introduction Old Testament. (3).

This course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the notion of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments and examinations. [PIN required; contact jgonzalez@cdsp.edu].

OT 1080. Introduction to Old Testament. (3).

Taught by ABSW. This course will provide a basic introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 1107. The Old Testament Speaks Today. (3).

TAUGHT BY BST. This course will provide a basic introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content, critical issues and exegetical and hermeneutical methodologies; as well as 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 1145. Intro to Biblical Greek. (3).**OT 2054. Beyonce and the Hebrew Bible. (3).**

Taught by SFTS. This course will explore the social discourse and politics surrounding the music and public persona of Beyonce Knowles. The course will use Knowles a paradigmatic figure to explore issues of womanist thought, with particular interest in topics of race, class, and gender, focusing on concepts of sexuality, embodiment, agency, etc. These popular social and political issues will serve as a framework to evaluate various texts in the Old Testament/Hebrew Bible. [Faculty Consent required; 20 max enrollment; Auditors with faculty permission].

OT 2056. Film & the Hebrew Bible. (3).

Taught by CDSP. An examination of the interface between biblical literature and film, especially movies, documentaries, and educational material, with reception theory as the methodological framework.

OT 2057. Talking Book: Hebrew Bible & Black Culture. (3).

Taught by SFTS. This course will explore the reception history of the Hebrew Bible in Black communities, particularly in the 20th and 21st century. The course will ask students to exegete texts that have had substantial influence in the Black communities and then evaluate literature, film, and music's engagement of the biblical corpus. [20 max enrollment].

OT 2076. Womanist-Feminist Biblical Interpretation. (3).

Taught by SFTS. WOMANIST-FEMINIST BIBLICAL INTERPRETATION This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history.

OT 2094. Pentateuch & Former Prophets. (3).

Taught BY DSPT. This course, proceeding by lecture and discussion, will involve close, critical and careful study of the Pentateuch and Former Prophets (Joshua through 2 Kings), highlighting the main historical/ social issues, the literary tools useful for analysis, and the relevance of the books to various communities receiving them, including ourselves. The books of Genesis and Deuteronomy will anchor study of the other books. Issues of land- its fruitfulness and fragility-will be central. Participants can expect to write about 25 pages, likely in shorter and focused segments (though to write a research paper is an option). Regular, prepared participation is also expected, demonstrating familiarity with both texts and methods of study. [Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 2095. Methods: Pentateuch & Histories. (3).

Taught by JST. A socio-historical and literary survey of the Pentateuch and Histories with attention to the effects of culture upon both the composition and reception of these writings in faith communities. The course provides a foundation in critical methodologies and in the theory and practice of exegesis. In addition, we will wrestle with pastoral dimensions of our study - i.e. what is the relationship of these biblical criticisms to the kinds of interpretations made of the Bible in pastoral places outside the academy; what kinds of ethical, social, and ideological impact does the Bible and its interpretation have in our world? [Faculty Consent required; 20 max enrollment].

OT 2144. Minor Prophets. (3).

TAUGHT BY CDSP. The course focuses on the analysis of the prophets in the book of the twelve to gain a respect for the antiquity and cultural remoteness of these prophetic writings and to grapple with the variety of their possible meanings; to fathom a long history of interpretation in which these texts have been wielded for causes both beneficial and harmful, and to develop hermeneutical skills and voices as responsible interpreters, aware of our social locations in relationships to power and privilege.

OT 2145. Intro to the Book of the 12. (3).

Taught by CDSP.

OT 2146. Biblical Prophets. (3).

Taught by DSPT. The course will survey the biblical prophets (except Daniel), though in varying depth. The course will focus particularly on diverse ways in which prophets and the texts we have communicate: with discussion of relevant historical data (8th-5th centuries), with particular emphasis on literary and rhetorical features, and with attention to how contemporary scholars interpret the texts now. The course will make use of lecture and discussion, including five short written assignments designed to indicate how well the student has grasped the major ways in which prophets communicate. Reading will include substantial portions of the biblical latter prophets (15 books) and some secondary literature as well. Alternative assignment: Students wishing to write a 15-25 page research paper with faculty guidance will have that option. [Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 2172. Bible and Archaeology. (3).

Taught by SFTS. This seminar will include introductory material about how the field of archaeology informs biblical students. In particular the course will evaluate how material evidence excavated in Israel/Palestine has informed particular theories around the historicity and meaning of specific Old Testament texts. The course will meet three times during the Spring semester and will culminate with a two-week trip to Israel during the summer of 2018 [dates TBD]. Students are responsible for the additional cost associated with travel. No credit will be given without the trip. Mandatory first meeting is February 2, 2018, 3-6pm. Two additional meeting dates will be decided at this first gathering. [OT 1070; Faculty Consent required].

OT 2270. Hebrew Exegesis. (3).

Taught by SFTS. This course reads and interprets texts from the Hebrew Bible, using the Hebrew text (and relevant grammars, lexical aids, etc.) and applying contemporary critical methods suitable to the interpretation of these texts in academic and professional contexts. The course requires the prerequisite is the equivalent of a year of biblical Hebrew instruction.

OT 2608. Wisdom/Writings. (3).

Taught by DSPT. The course provides a survey of most (not all) the books from the Old Testament/Hebrew Bible's wisdom and writing materials, focused around a particular pair of questions related to answerable living: What is the good life envisioned and described? How do humans achieve and/or receive it? The course is aimed at the intermediate level (so for MA/MDiv/MABL students) who ideally will have had an introduction to OT (e.g., BSSP 1066, Modules A, B). The course is lecture/discussion, with the format varying from session to session. Required will be a good deal of reading (biblical and secondary), active presence and participation, three to five short written assignments, a willingness to engage critical issues of biblical study. Grades will be based on effective discussion and presentation of material well-understood and made useful for participants. Alternative assignment: Those needing a research paper may request to do one. [A recent critical introduction to OT; Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 3205. OT Exegesis: Exodus. (3).

Taught by CDSP. This course will focus on historical, literary, and ideological themes in and around the book of Exodus. The class will attend to the various social, cultural, and religious practices that influenced the construction of narrative, law, and poetry within Exodus. In addition, students will be exposed to Ancient Near Eastern literature that provide a parallel literary and ideological framework to the biblical text. Further, students will be asked to think critically about how Exodus has functioned throughout history, focusing on various kinds of reader-response, post-colonial, discursive criticism of the text. In exploring the range of hermeneutical issues at play with the text, students will be asked to contend with complex issues of how the book of Exodus functioned as both positive and pernicious for both its ancient and contemporary audiences.

OT 3275. Old Testament Exegesis. (3).

Taught by SFTS. RUTH: This seminar surveys and discusses recent literary approaches to the book of Ruth from the late 20th century until now. The introduction of the course deals with conventional questions such as place and date of composition, and political, sociological, and theological features of the narrative. The remaining of the course focuses on literary interpretations of the text with attention to the various methods and approaches used to examine the Ruth story.

OT 4000. Literary Criticism & the OT. (3).

Taught by JST. A survey of the history of literary criticism and an overview of modern literary theory itself, with special attention to its various systems and approaches. An examination of methods for biblical study that have developed with reference to these literary approaches. An examination of how these methods are applied in the criticism of actual biblical texts. [Faculty Consent; 12 max enrollment].

OT 4107. Postcolonial Study Gen 25-50. (3).

Taught by JST. This course offers a postcolonial study of the Jacob/Joseph Narratives (Gen 25.19-50.26). The concept of tribe is a significant identity marker in both biblical Israel and in Africa. Biblical Israel is an amalgam of tribes (the sons of Jacob). The Jacob - Joseph stories are narratives of identity formation. So too postcolonial African states are amalgams of tribes with contrasting and sometimes competing identities but also shared traditions and values that hold them together. How do these ancient and contemporary narratives function in the construction of both national as well as tribal identity? What are the peculiarities/boundaries of the tribes? What are their shared traditions and values?.

OT 4109. Josh & Judg-Afr/Afr Am Persp. (3).

Taught by JST. JOSHUA AND JUDGES - AFRICAN/ AFRICAN AM PERSPECTIVES This course studies the narratives of the books of Joshua and Judges with particular attention to issues of land, inter-tribal relations, and issues of identity as tied to land. In addition to exegetical study, readings of African and African American scholars will form the basis of much of this investigation.

OT 4390. Wisdom/Writings. (3).

Taught by JST. A seminar for advanced students [MA, STL, MDiv] that explores the Wisdom books of the Hebrew Bible (especially Proverbs, Job, Ecclesiastes) and some Deuterocanonical Books (especially Ben Sira, Wisdom of Solomon, Baruch) and prose works (Esther, Judith, Tobit, Song of Songs, Additions to Daniel & Esther). Assessment: seminar participation, class presentation and research paper. [Faculty Consent required; 12 max enrollment; Auditors with faculty permission].

OT 4420. Old Testament Prophets. (3).

Taught by JST. An investigation of the historical, compositional, and literary dimensions of the prophetic books of the Hebrew Bible. An exploration of how the message of the biblical prophets integrates the theological traditions of the past with the distinctive socio-cultural realities of their own context. Central to these investigations will be our study of these biblical texts in conjunction with relevant outside readings as well as contemporary ministerial issues and challenges with which they intersect [Faculty Consent required; 20 max enrollment].

OT 4421. Jeremiah and Empire. (3).

This course examines the book of the prophet Jeremiah and its historical context amidst the Neo-Assyrian and Neo-Babylonian empires. The portrayal of the prophet in the theo-political roles as advisor to kings, divine messenger to peoples and nations, as well as representative of YHWH will be explored, especially as this sheds light on the peculiarities of prophecy in this book. Exploration of the text will call attention to theological, liturgical and societal implications for contemporary faith communities. This exploration will be done with the help of postcolonial theory, empire studies and other critical theory. Evaluation of the course includes class participation, written assignments and an exegetical project. Fulfills PLTS Prophets requirement for PLTS students. [An intro course in OT; Auditors with Faculty permission].

OT 4422. Reading Isaiah With Hope & Peace. (3).

Taught by CDSF. This course examines the book of Isaiah from the central Jewish and Christian frames of hope and peace. These major foci, hope and peace, present the opportunity to interrogate the total scope of the book of Isaiah as well as its constituent parts. Hope and peace will also assist in reading the book in the midst of contemporary challenges such globalization, war, terrorism, national security, ethnic identity and boundaries. Participants will spend time reflecting on theological appropriations of the book of Isaiah in the context of the book itself and various present day social settings. Participants will be assessed based upon discussions, written assignment, presentations, and project development. This course fulfills the Prophets requirement for PLTS students.

OT 4462. Women in Deuteronom History. (3).

Taught by GTU. This course studies the Deuteronomistic History with particular focus on the stories of women in the texts and how they may be interpreted by contemporary audiences. Socio-historical research will be used to elaborate upon the context of women within these narratives, providing grounding for the consideration of what alternative readings are possible when a feminist critical lens is applied to the text. This course is taught by PhD student Sarah Kohles with a Newhall Award, under the supervision of Gina Hens-Piazza.

OT 5130. Elijah/Elisha Traditions. (3).

Taught by JST. A weekly reading of the Hebrew text of the Elijah/Elisha stories (I Kgs 17-II Kgs 10) followed by an overview of the tradition of interpretation of individual stories in this cycle with particular attention to the historical, literary, and theological elements of each tale. Recent approaches and their challenge to traditional interpretations of these narratives will also be a focus of discussion. [Faculty Consent required; 12 max enrollment].

OT 8107. Intro to OT - ONLINE. (3).

Taught by SFTS. Online version of OT-1070: This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/HB, the history of ancient Israel, the different parts and books within the OT/HB, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/HB, etc. Evaluation method: classroom participation, several short exams, three short papers. [Auditors with faculty permission].

OT 8174. Introduction to OT. (3).

Taught by ABSW. This ONLINE course will provide a basic online introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 8175. Intro to Old Testament- Online. (3).

This online course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the notion of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments and examinations. [PIN required; contact jgonzalez@cdsp.edu].

OT 8310. OL: Afterlives of Biblical Hatred. (3).

TAUGHT BY SFTS. An inescapable part of Biblical tradition is the presence of hatred, expressed through statements against the other, exclusion, patterns of persecution and oppression, genocide, and condemnation. This course will examine the difficult biblical texts that describe such evils, and work toward ethical understandings of the passages in context. Most of the course will focus on the historical afterlives of these biblical problems over millennia, from religious exclusion, classism, anti-Semitism, genocide, slavery, holocaust, incarceration, marginalization, and more, even into the present. We will find religious, ethical, and moral ways to resist these evils, in defiance and correction of our own traditions, for the healing of the world.

Religion Psych Courses

PS 1006. Intro to Pastoral Care. (3).

This course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions. Students will use most of the class time to discuss readings and engage in the analysis of case studies in small groups, though the instructor will give short lectures to present background information supplemental to the readings for each week. The course assumes no prior knowledge or experience in pastoral care. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.

PS 1009. Introduction to Pastoral Care. (3).

TAUGHT BY PLTS AND CDSP. The purpose of this course is to grow in self-understanding as helping persons to understand the context for situations of care, to learn an approach to pastoral care that can serve as a framework for working with people in a variety of crisis situations, to foster empathetic ways of listening and responding and to develop skills of self-criticism about our pastoral care work. These aims will be developed through assigned readings, class lecture and discussions, and role playing practice in small groups.

PS 1010. Intro to Pastoral Theology. (3).

Taught by CDSP. This is a basic course with focus on practical application in pastoral ministry based on sound pastoral theological understanding. It will explore all the areas in congregational life in which pastoral ministry might be needed. Based on lectures, readings and conversations, students will be required to develop the appropriate response in certain situations using preaching skills, counseling, and other forms of pastoral ministry. We will also look at the restrictions under which counseling can take place or is required as directed by national or diocesan church canons. Based on role-playing, written reflections and classroom participation students will be graded on a pass/fail basis. Students may also audit the course. This course is intended for M.Div and MA/MTS students.

PS 1014. Introduction to Pastoral Care. (3).

Taught by SFTS. This is an introductory course in the important ministry of pastoral care and counseling. It is designed to introduce the M.Div. student to the basic concepts, dynamics, issues and skills necessary for effective pastoral care. This course will teach both theory and the skills of pastoral care. The course will include lectures and skill practice small groups. This course requirements include regular attendance, personal reflection papers, quizzes, and a final case study.

PS 1016. Past Counseling;process/Skills. (3).

Taught by DSPT. Highlighting pastoral case material and interpersonal process, the course introduces students to the basic interviewing skills of pastoral counseling and provides an overview of clinical psychopathology. This course understands psycho-logical distress within the context of pastoral counseling from a biopsychosocial and spiritual perspective. The challenges of trauma, addiction, and recovery are especially highlighted. Through interviewing and group facilitation, students will hopefully experience themselves as pastoral agents of healing. Taught from a clinical psychodynamic perspective with attention to professional ethics for pastoral ministers, direct experience with underserved populations is required - students will be offered short term pastoral opportunities with homeless populations recovering from trauma and/or addiction. These community engaged learning opportunities are scheduled for some late afternoons on Friday and/or two Saturdays during the semester. Regularly scheduled sessions meet at St. Albert Priory in Oakland. Intended audience: MDiv, MA, MTS COURSE GOALS: 1) Provide an overview of the spectrum of abnormal psychology and how to identify and work with psychopathology within pastoral counseling. 2) Offer the content and skills foundation for a practical and experiential understanding of clinical assessment, formulation, and therapeutic interventions and how they serve as resources for effective and ethical pastoral counseling. 3) Develop the basic scholarly foundation for students seeking careers in clinical psychology, pastoral counseling, or related fields.

PS 1026. Intro to Pastoral Care/Theo I. (1.5).

Taught by CDSP. This is the first part of an introductory course in practices of care for ministry in communities of faith. In various ways over the full stretch of this course (including both PS 1026 and PS 1027), we will look at (1) aspects of human emotional/relational/spiritual need (2) as that is shaped by cultural values and societal power dynamics, and ask (3) how our theology listens to, critiques and revisions human need, cultural values and societal dynamics and (4) where that all leads us in terms of practices of care. In Week One (PS 1026) we will focus more on individuals' need for care, especially in crises and everyday change involving loss. In Week Two (PS 1027) we will think more in terms of systemic understandings of congregations and families and cross-cultural perspectives, and how these insights can inform our patterns of care. Throughout we will maintain the emphasis on the communal and cultural context for our caring, raise the justice questions, and ask what hope and meaning faith provides. Format for Week One: lecture/discussion, student presentations of care-receivers' stories, conversations to practice/model listening. Assignments include pre-course reading and an interview with a care-receiver; class presentation, and a post-course reflection paper. Course meets daily, 1/14/19-1/18/19, from 1:30pm-5:30pm at CDSP.

PS 1027. Intro Pastoral Theo/Care II. (1.5).

Taught by CDSP. This is the second part of an introductory course in practices of care for ministry in communities of faith. In various ways over the full stretch of this course (including both PS 1026 and PS 1027), we will look at (1) aspects of human emotional/relational/spiritual need (2) as that is shaped by cultural values and societal power dynamics, and ask (3) how our theology listens to, critiques and revisions human need, cultural values and societal dynamics and (4) where that all leads us in terms of practices of care. In Week One (PS 1026) we will focus more on individuals' need for care, especially in crises and everyday change involving loss. In Week Two (PS 1027) we will think more in terms of systemic understandings of congregations and families and cross-cultural perspectives, and how these insights can inform our patterns of care. Throughout we will maintain the emphasis on the communal and cultural context for our caring, raise the justice questions, and ask what hope and meaning faith provides. Format for Week Two: lecture/discussion, student presentations, conversations to practice/model listening. Assignments include pre-course reading, a ministry case study involving family or congregational dynamics, class presentation, and a post-course reflection paper. Class meets daily, 1/21/19-1/25/19, from 1:30pm to 5:30pm at CDSP. [PS 1026].

PS 1060. Pastoral Care & Congregations. (3).

This survey course is designed to introduce students to the fundamentals of pastoral care, including its history, literature, theories and practices. Students will explore pastoral theology and pastoral care practice as essential components within Christian and other faith traditions and parish ministry. In this respect, students will further explore the nature of holistic care for individuals and families within faith and social communities. Through film, lectures, texts/readings and class discussions, this course will consider pastoral care and counseling principles and approaches and their relationship to common issues and concerns, e.g., worship and spiritual needs, marriage and family, sexuality, boundaries, illness, loss, grief, death and dying. In light of the fact that students find the role plays very helpful in their formation as pastoral care providers, this class will be taught twice each week; one class is devoted to lecture and the other class is a lab structure for modules (role plays). [20 max enrollment].

PS 1062. Congregational Care. (3).**PS 1145. Pastoral Care I. (1.5).**

Part I of the Pastoral Care sequence. Theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups.

PS 1146. Pastoral Care II. (1.5).

Part II of theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups, etc. PREREQUISITES: Pastoral Care I.

PS 1366. Psychology of Flourishing. (1.5).

Taught by GTU. EXPLORING SPIRITUAL GROWTH IN COMMUNITY Informed by the fields of positive psychology and Christian spiritual formation, this course will examine the possibility of cultivating our lives of faith and community in a culture that pushes us to live shallowly and relate to other people superficially. We will look at recent writing on flourishing (including Susan Phillips's "The Cultivated Life: From Ceaseless Striving to Receiving Joy") and moral community (including Jonathan Haidt's "The Righteous Mind: Why Good People Are Divided by Politics and Religion"). Practices of personal and communal development will be taught in an environment of mutual interest and respect for individual differences. We anticipate a lively and diverse mix of class participants, and the class is open to all. Evaluation will be based on a self-analysis paper (3000-4000 words) of one's spiritual and moral foundations and practices, integrating texts, classroom discussions, and more. Course will meet on two Saturdays.

PS 1461. Ritual Design. (1).

Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Communication and Empathy to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of "Communication" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 2/7/2019-3/7/2019.

PS 1462. Communication. (1).

Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Ritual Design and Empathy to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of "Communication" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 3/14/2019-4/11/2019.

PS 1463. Empathy. (1).

Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Ritual Design and Communication to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Pastoral Care and Theology for first-year stackable curriculum students through an extended reflection on "Empathy" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 4/18/2019-5/23/2019.

PS 2862. Pastoral Care in Anger & Conflict. (1.5).

Taught by ABSW. For spiritual caregivers, anger--both within ourselves and encountered in those for whom we are caring--is often misunderstood, and anger and conflict frequently create an apparent impasse in ministry. To address this situation, students in this course will learn about the physiology of emotions (specifically anger), explore their own personal/cultural/familial awareness of anger, engage a theology of anger and conflict, and practice strategies for offering spiritual care with angry persons and/or in conflictual interactions. Course format includes discussions, lectures, simulated pastoral encounters, films, and student presentations. Evaluation will be based on class participation, reflection papers, and a case study.

PS 8106. Online- Intro to Pastoral Care. (3).

Taught by PSR. This online course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions, although it is open to students of any religious background or no religious background. Students will use online tools to discuss readings and engage in the analysis of case studies, though the instructor will give short lectures to present background information supplemental to the readings for each week. In addition, students will attend a small number of face-to-face meetings with their classmates to practice their pastoral care skills; these meetings will be scheduled in the first week of class according to student availability. Students will be evaluated through discussion board participation, presentations, reflection papers, and a research paper. The course assumes no prior knowledge or experience in pastoral care, and is a required course for the MDiv program. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.

PS 8145. OL: Pastoral Care I. (1.5).

Taught Online. Part I of the Pastoral Care sequence. Theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups.

PS 8146. OL: Pastoral Care II. (1.5).

Taught Online. Part II of theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups, etc. PREREQUISITES: Pastoral Care I.

PS 8430. Forgiveness. (3).

Taught by SKSM. FORGIVENESS & MORAL REPAIR In this on-line class, we will meet people from all over the world, from a variety of religious and cultural traditions, who have practiced forgiveness as a means of healing, reconciliation and/or liberation. We will also explore the concept of "moral repair" or how we individually and collectively might apologize, repent, and/or make amends after wrong-doing. Through readings, films, and spiritual practice exercises we will develop our "forgiveness" muscles. We will also explore ways of using forgiveness to strengthen our pastoral, prophetic and public ministries. This class will be experiential and multi-faith, drawing on personal and communal narratives, neuroscience, and psychology. Evaluation will be based on weekly reflections, spiritual practice exercises, and class discussion.[Faculty Consent required; 20 max enrollment; Auditors excluded].

PS 8450. Illness, Health & Healing. (3).

Taught by SKSM. This course invites students to listen for the voices of the ill, even when those voices are full of pain or have been long ignored. Students will develop spiritual care skills and practices to promote health and healing that will enhance their ministries and their lives. The course will draw from narrative medicine as well as scriptures and healing stories from a variety of religious traditions. Format: Class Discussion. Method of Evaluation: weekly reflections, spiritual practice exercises, and projects. Intended audience: M.Div., MASC, MA. This online course is asynchronous. Low residency. Relates to Threshold #: 5; 7; and 8 Relates to MFC Competencies #: 2; 3; and 6 [20 max enrollment; Auditors with faculty permission].

Systematic Theology Courses

ST 1084. Systematic Theology I. (3).

Taught by SFTS. The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. [Auditors with Faculty permission].

ST 1085. Systematic Theology II. (3).

Taught by SFTS. This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments.

ST 1086. Theological Thinking. (3).

Taught by PSR. Theology concerns words, wordings, the Word, or speech about the divine. Long ago, Anselm defined theology as faith seeking understanding. This course offers a space to continue a search that humans have engaged in for millenia-making sense of faith, and the Christian faith in particular. We will learn from the wisdom and the shortcomings of those who have preceded us in seeking to talk meaningfully and responsibly about various theological topics and how they help one to think about social transformation. In addition, we will learn from contemporary quests and concerns as we become active participants in the theological process today.

ST 1091. Theology: Nature & Method. (3).

Taught by DSPT. This course (formerly titled "ST-1710 Theology: Method & Structure") is an introduction to the nature, method, sources, and structure of theology, focusing on (but not limited to) the Roman Catholic tradition and St. Thomas Aquinas in particular. Issues to be considered include: the nature of theology, its method, the relationship between philosophy and theology, the theology of revelation, and the respective roles of scripture, tradition, magisterium, faith, and reason in theology. The course also introduces students to writing research papers in theology. Format: Lecture & discussion, with some student presentations. Assignments for evaluation: (1) class participation; (2) oral reports; (3) one research paper (in stages, including proposal, initial version, & final version) of 4000-5000 words. Intended audience: MA, MDiv, and MTS. students.

ST 1095. Theology As Living Conversation. (3).

TAUGHT BY BST. In this introductory theology course, students will engage the complex and diverse discipline of Christian theology, conceived as a living conversation that takes place across time and cultures. The course will encourage students to claim their own places in this living conversation, and to grow into their identities as valued, theological conversation contributors, self-aware of their own social and cultural locations. Students will encounter various theological methods including ordinary theology, practical theology, liturgical theology, systematic/constructive theology, science and theology, and public theology. Learning is facilitated through regular written assignments, small group and paired conversation, and some online interaction. The course will be taught from a commitment to liberative pedagogy in which students' voices and experiences are encouraged and valued. This course is appropriate for masters-level students and satisfies part of the core requirements at American Baptist Seminary of the West. Students from across the Graduate Theological Union are most welcome and encouraged to take the course.

ST 2003. Systematic Theology. (3).

A systematic examination of the classic Christian doctrines in light of the contemporary context and the church's ministry. Required of PLTS MDiv and MTS students. Recommended preparation: basic seminary level courses in Old Testament, New Testament, Church History, and Reformation Theology. Auditors welcome.

ST 2007. Pneumatology. (3).

Taught by JST. The purpose of this survey course is to provide an overview of the development of the theology of the Holy Spirit from its scriptural foundations, its early patristic development focusing mostly on Augustine and Gregory of Nyssa as exemplars of Western and Eastern approaches, key developments in East and West after the medieval schism, and some modern pneumatological developments in the work of Sarah Coakley, Robert Doran, Hans Urs von Balthasar, John Zizioulas, and others. Sacramental, ascetic, pastoral, and ecclesiological issues will be considered throughout the course. The format of the course is lecture and discussion, with assessment conducted via short papers and a final examination. The course is designed for all MDiv, MTS, and MA students. [30 max enrollment].

ST 2012. Theology of Pope Francis. (3).

Taught by JST. This course will examine the writings and addresses of Pope Francis in order to articulate his animating theology and spirituality. The course is open to any degree-seeking student. Assessment will be based on participation (including presentations) and papers. [15 max enrollment].

ST 2013. Political Theological Context Africa. (3).

Taught by JST. Suitable for MDiv, MTS and MA; can be upgraded for STL and STD.

ST 2014. Foundations of Theology. (3).

Taught by JST. This course examines the nature and function of theology through a systematic inquiry into the dynamics of faith and revelation, the role of scripture and tradition, the use of religious language and symbols, the genesis of doctrine, the operation of theological method, and the relationship of theology to praxis. This course introduces basic theological concepts and terms, exposes students to a range of major theologians and theological styles, and situates the study of theology in the life and ministry of the Church. For these reasons, this course can serve as an introduction to the study of theology. It is designed for MDiv students and others in first degree programs (MA, MTS, etc.). This course will use a lecture/discussion format. Evaluations will be through short papers, class presentations and two exams.

ST 2029. Contemporary Anglican Theologians. (3).

Taught by CDSP. This course will examine the work of several Anglican-identified theologians treating a variety of themes and topics. This will allow us to encounter and learn from the many ways in which Anglican theologies are engaged theologies, theologies that challenge us to rethink how we imagine and interact with both church and world, and that provoke deep transformations in the lived life of faith. This is a seminar course focused on close reading and discussion of texts by Sarah Coakley, Kelly Brown Douglas, Jay Emerson Johnson, William Stringfellow, Kathryn Tanner, Keith Ward, and Rowan Williams, along with a few stand-alone articles. The requirements are active classroom participation and a research paper of 18-20 pages on the work of an Anglican theologian not encountered directly in the course readings, selected in consultation with the instructor. The course is appropriate for students in all degree programs and there are no prerequisites.

ST 2160. Introduction to Theology. (3).

Taught by PSR. The course emphasizes liberatory, and contemporary thought, through brief but in-depth encounters with historically pivotal or influential essays, texts, thinkers, and ideas. Students will learn to use and interpret basic theological concepts and models, using traditional vocabularies (doctrine of God, creation, theological anthropology, Christology, suffering and evil, soteriology, pneumatology, eschatology) by engaging a variety of theological texts critically and creatively. Students will be invited to participate as theologians while gaining a sense of how theology is a temporal, contextual, ongoing and imaginative endeavor, in which present articulations are flooded with, produced by, argue with, extend, contradict, and depart from inherited claims about the relations between God, Jesus/Christ, the Holy Spirit, humanity, life, and the universe(s). Course format: Lecture and discussion. Evaluation: Class participation, Moodle posting, 2 brief papers and term paper.

ST 2188. Thlgy I: Introducing Practice. (3).

Taught by CDSP. This course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [Faculty consent required].

ST 2190/2225. Constructive Theology. (3,3).

In this course you will be introduced to the disciplines of constructive theology - its methods, its sources, and its expressions in various faith communities. You will consider the doctrines of the Christian tradition in their biblical, historical and present-day developments; interacting with voices both ancient and contemporary from a variety of communities, contexts and concerns. Together we will learn how to engage the work of theology today, using the resources of our Christian traditions and other scholarly disciplines for the sake of developing the systematic/constructive habitus you will need in order to serve as theological leaders in a variety of communities and ministries. Lecture and discussion format. Three written assignments (research paper/constructive project/credo essay) and class participation form the bases of student assessment. (This course is an approved substitution for ST 2003 Systematic Theology.).

ST 2232. Historical Development of Christology. (3).

Taught by DSPT. The primary purpose of this lecture course (designed for the MA/MDiv/MTS levels) is to survey the main lines of Christological development from the earliest Patristic writers through Aquinas. The areas of particular concentration will be the Patristic development from Nicea to Constantinople III and Aquinas' Christology and soteriology. Its secondary purpose is to survey the main lines of Marian doctrine, both as it has evolved historically, as it is being revisioned by contemporary authors. Modern and contemporary developments in Christology, including the various "Quests" of the historical Jesus, will be covered in ST 3115, Contemporary Christology, in the spring semester of 2016. The requirements for the course are attendance, and 20 pages of written work distributed over three essays. NOTE: this course is a prerequisite for ST 3115. [Auditors with Faculty permission].

ST 2300. Trinity. (3).

Taught by DSPT. Beginning with the scriptural understanding of the Trinity, the course will trace the development of the doctrine, especially in the theology of Thomas Aquinas, and then examine certain contemporary approaches to the doctrine against that background (Schleiermacher, Barth, Rahner, Moltmann, Boff, LaCugna). Lecture/ discussion. One 15-20 page research paper or two 7-10 page research papers. Intended audience: MA/ MTS/MDiv.

ST 2320. Theology of the Cross. (3).

Taught by CDSP. In this seminar style course, we will consider the problem of the cross in Christian theology, discipleship, and pastoral practice. As a course in systematic theology, we will look at texts within the tradition and seek to analyze the way or ways the cross functions within particular theologians and theological systems. The course will rely heavily on class participation, a set of small take home essays for the mid-term, and a major final assignment. The final assignment will have options around its format, including multi-media, a sermon series and reflections, or a research paper. Ultimately, the students will answer the question as part of their final assignment: "Is the Cross redeemable"? The course is intended for all Master's level students including MA, MTS, and MDIV. [12 max enrollment].

ST 2391. Christology: Ancient & Modern. (3).

Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of "Antiochene" and "Alexandrian" emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the "liberal" Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/ liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [25 max enrollment; Auditors with faculty permission].

ST 2458. Introducing Ecclesiology. (3).

Taught by JST. This lecture course is an introduction to ecclesiology. We will survey biblical, historical, cultural, and theological resources for the understanding of the Christian churches, with particular emphasis on ecumenical concerns and global perspectives. By considering the social and cultural contexts, we will survey the various ways in which the Christian community has understood itself historically, and the polar tensions that have perdured into the present. Among the issues to be discussed are the purpose or mission of the Church, its relationship to the world, and the interaction between global and local churches. The class is taught from a Roman Catholic perspective with cross reference to Protestant and Orthodox ecclesiologies. Foundation course for MDiv and MTS students. ThM/STL/STD students should consult with the instructor for an semi-independent coursework on ecclesiology SRC-8888. [25 max enrollment].

ST 2488. Theology II: Deepening the Practice. (3).

Taught by CDSP. This course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu.].

ST 2547. Theologies of Liberation. (3).

Taught by JST. Beginning with the Latin American Catholic experience of liberation after the Second Vatican Council, this course offers students the theological method to examine liberative aspects within ecclesial movements such as comunidades de base. The North American, Asian, and African context will be examined in-depth with important social justice themes including marginalization, migration, trauma, etc. In the first part of the course, students will engage Latin American liberation thought through the works of Gustavo Gutiérrez, Jon Sobrino, Paolo Freire, and CELAM. In the second part of the course, students will engage the stages of development within a specific context in order to critique as well as to construct a spirituality of liberation. The final portion of the course allows students to further imagine the emergence of theologies of liberation by comparing movements from various regions of the world. A Spring Break immersion from March 23 to 30, 2019 to the El Paso, TX/Ciudad Juárez, Mexico border is part of the course requirements. Admission is limited to 10 students. Students will be expected to pay for their airfare; room and board expenses for JST students will be covered by the school budget. This course is suitable for all programs and can be upgraded if necessary.

ST 2557. African & African American Liberation. (3).

Taught by JST. This course studies the theology of liberation from the perspectives of African and African American experiences. It presents and analyzes the origins, the sources, the challenges and fundamental concepts and themes of African and African American liberation theologies. It also discusses major African and African American liberation theologians, comparing them, contrasting them, and evaluating their contributions and their theological relevance. It shows how African and African American liberation theologians promote the connection between the proclamation of Christian faith and the struggle for liberation, calling Christians for a preferential option for the poor and for social justice, and presenting God as a God of the poor and for the poor, a God of the oppressed, a God of liberation, who is against all forms of oppression and imperialism. Sensitive to the ecumenical perspective of liberation theologies, our reading list includes both catholic and protestant liberation theologians from Africa and from America. [20 max enrollment].

ST 2645. Theological Anthropology. (3).

Taught by JST. Theological Anthropology studies the reality and mystery of our human existence in light of Christian traditions of philosophy, theology and scripture, with a particular focus on the Catholic tradition. It attempts a foundational theological inquiry into human self-understanding, including concepts of person, affectivity, sexuality, individuality and community. This examination will also be informed by what we know from contemporary social and natural sciences. A major portion of the course will consider examine the human-divine relationship through the Christian narratives of creation-redemption, grace-sin, and the final fulfillment of human existence. Discussions in the course will invite dialogue with perspectives on the human person offered by non-Christian religions. [20 max enrollment].

ST 2661. Introduction to Eschatology. (3).

Taught by JST. This foundational course takes as its starting point Monika Hellwig's definition of eschatology as "the systematic reflection on the content of our Christian hope." In addition to examining the scriptural sources and classical patristic and medieval developments of theologies of "the last things" (death, judgment, heaven, hell, and purgatory, and the general resurrection), we will explore contemporary pastoral and social dimensions of eschatology in terms of liturgy, ecclesiology, and social justice. The course is intended for MDiv students and others in first-degree programs (MA, MTS, etc.) with a built-in option to upgrade to the 4000 level for STL and doctoral students. This course will use a lecture/discussion format with occasional guest speakers. Assessment is based on class presentations, short writing assignments, and a final paper. STL and doctoral students with the upgrade will submit a 20-25 page paper on a topic within eschatology relevant to their own research and approved by the instructor. [Auditors with faculty permission].

ST 2664. Christian Eschatology. (3).

Taught by PSR. Christian Eschatology: Theology from the Edges explores the Christian eschatological imagination through a careful engagement with pre-modern and contemporary texts dealing with the theological category of the future. Students will be encouraged to reflect on the ways in which visions of the future inform particular (and often ambiguous) social and political dispositions and sensibilities. Course will include readings from pre-modern sources (Augustine and Joachim of Fiore) and contemporary theological works: Jürgen Moltmann, Rubem Alves, Catherine Keller and also a section on contemporary fiction dealing with the post-apocalyptic imagination. Class format: lecture/discussions. Requirements include: class participation, a theological essay, and a final creative project.

ST 3067. Theology of Sacraments. (3).

Taught by DSPT. This course will introduce students to systematic theological reflection on the sacraments in general and on each of the seven sacraments. While other traditions will be touched upon, the focus will be on the Roman Catholic tradition, especially as found in the teachings of St. Thomas Aquinas. In this tradition, it is believed that (1) the sacraments, being instituted by Christ and deriving their own power from him, introduce us to his divine life; and (2) these sacraments are celebrated by the Church, so that this life may be professed and shared. This course focuses primarily on the first of these two fundamental aspects of the sacraments, although the second (liturgical) aspect will be presented in many ways. Format: lecture and discussion. Requirements: weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, brief presentations, annotated bibliography, and a final exam. Intended audience: MDiv, MA, and MTS students.

ST 3069. Special Topics in Sacraments. (3).

Taught by DSPT. This course will help students to deepen their systematic theological reflection on the sacraments in general and on each of the seven sacraments, with a particular focus on the sacraments of Eucharist and Holy Orders. The Roman Catholic tradition as exemplified in the teachings of St. Thomas Aquinas, with reference to its historical context, will provide the basis for reflection. Students completing the course will be able to explain, discuss, and apply the insights gained here for preaching, catechesis, liturgy, and further theological studies. Format: Lecture and discussion. Requirements: Weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, brief presentations, annotated bibliography, and a final exam. Intended Audience: MDiv or MA Theology students; other graduate students admitted with permission. [An introductory course in sacramental theology; Auditors excluded].

ST 3115. Contemporary Christology. (3).

Taught by DSPT. This lecture course (designed for the MA/MDiv/MTS levels) will trace the modern development of the various "Quests of the Historical Jesus" (First, Second, Third), with particular emphasis on Edward Schillebeeckx' hermeneutical and theological principles and James Dunn's historical Christology, as well as on several other important "Third Quest" figures (Crossan, Brown, Meier, Wright, Theissen, and Sanders). Requirements for the class are regular attendance, and 20 pages of writing (to be distributed over three essays assigned by the instructor). The prerequisite for the class is to have completed ST 2232 (Historical Development of Christology) or its equivalent (work assuring a fairly comprehensive knowledge of the Patristic/conciliar development of Christology from Ignatius of Antioch through Constantinople III, and of Aquinas' understanding of the hypostatic union in the framework of his metaphysics of "esse"). [ST 2232 or equivalent; Faculty Consent required; Auditors with Faculty permission].

ST 3128. Theological Anthropology. (3).

Taught by DSPT. This course is an introduction to historical and contemporary issues in Christian anthropology, with an emphasis on the theology of Thomas Aquinas. It will consider (a) the human person created in the image of God, according to the states characterized by innocence, sin, law, grace, and glory; (b) historical justification & nature/grace controversies; and (c) hope & eschatology. Format: Lecture & discussion. Assignments for evaluation: (1) class participation; (2) a book review; (3) an essay, based on the readings, of 1500 to 3000 words, and (4) two popular-style short articles (suitable for a weblog, bulletin, or popular periodical), based on the readings, each of 600 to 1500 words in length. Intended audience: M.A., M.Div., and M.T.S. students.

ST 3462. Can Eschatology Be Saved?. (3).**ST 3530. Spirit/s & Pneumatology. (3).**

Taught by GTU. This course explores the Christian understanding of the Holy Spirit within a pluralistic global context. Among the major topics covered will be the history of the development of doctrines related to this branch of theology, along with an examination of how these have been imagined, encoded, and deployed across time and place. Other relevant exploratory areas include the felt presence of the Spirit at work in the world and Church as well as the relationship between body and spirit. Finally, in light of contemporary contextual theologies, how do African, Asian, Latin American and feminist theologies of the Spirit engage these questions? How might we make sense of Spirit and spirits in the experience of indigenous Amerindian religious contexts and compare and contrast them to Christian elaborations of divine Spirit as a cosmic, creative, invigorating and animating force? The course will conclude with discussion of Spirit/s in other religious traditions. Some readings will be in Spanish, although Spanish is not required and is being taught by a Ph.D doctoral student in systematic theology in conjunction with a missiologist. This course is taught by PhD student Cecilia Titizano with a Newhall Award, under the supervision of Eduardo Fernandez.(Lecture/Seminar format. Papers and Presentation. Open to various levels with an opportunity for upgrading).

ST 4042. Christianity & Dharma Religions. (3).

Taught by GTU. This lecture/seminar course will introduce students to the ongoing dialogue between Christianity and the religions of India, focusing on Hinduism and Jainism, but also the multifaceted reality of Indian Christianity. Students will explore a number of important themes developed by these different religions through the concurrent reading of foundational texts from the Christian, Hindu and Jain traditions. The class will also explore fundamental principles of inter-religious dialogue and comparative theology and encourage students to develop their own theology of religions. The class is geared to advanced masters students, though doctoral students are also welcome to attend. Active participation in all classes, ten reflection papers and a final reflection paper are required. Participation in this class is required for all students taking part in the inter-religious immersion to India sponsored by the Jesuit School of Theology and the Dharma Civilization Foundation usually the following January. [Faculty Consent required].

ST 4043. Theology of Mercy. (3).

Taught by JST. The course explores topics in the theology of god in light of challenges to systematic theologians issued by Walter Kasper in his recent book "mercy" (2014) to offer a more adequate and biblically based treatment of mercy as a divine attribute. Hans Urs von Balthasar, Gregory of Nyssa, Aquinas, and Sarah Coakley are among authors considered in response to Kasper. The course will consist in lectures, student-led discussions, and presentations based on final research papers of 20-25 pages. The course is designed for advanced MDiv, MTS, MA, and doctoral students. [12 max enrollment].

ST 4150. Constructive Theology. (3).

Taught by ABSW. In this capstone course, students will engage in a process of coming to understand themselves as life-long theological readers and writers in service to whatever form their life and ministry may take after seminary. Through encounters with classical and contemporary Christian theological themes, students will have ample opportunity to grapple with and articulate their own constructive theologies in conversation with others. Students will engage womanist, black liberation, Dalit, disability, Pentecostal, feminist, queer, minjung, Latin@, and other liberatory theologies in this course. Our theological conversations will be supported and enabled through regular written assignments including journaling, class discussion, and prayerful disciplines. This course is taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere), and is a blend of active learning, discussion, and interactive lecture where students' voices and journeys are valued. This is a required course for ABSW students nearing the end of their degree program. Students from across the Graduate Theological Union are most welcome.

ST 4152. Vatican II:Theological Import. (3).

Taught by JST. Lecture/seminar studying the theological importance of the Second Vatican Council by careful reading of the council documents, as well as of historical and critical commentaries, and its influence on ecumenical and inter-religious dialogue. More than fifty years after the council, its full impact and implementation are still being realized. Weekly papers, brief class presentations, final research paper. Intended for advanced MDiv, MA/STL, PhD/STD students. [25 max enrollment; Auditors with faculty permission].

ST 4165. Body Desire and Transformation. (3).

Taught by CDSP. This seminar for advanced students in all GTU degree programs (upgrade is available for doctoral students) will explore the theological intersections of eros, embodiment, and human relationality through the lenses of Christian systematic theology broadly and of queer theology more specifically. In critical conversation with work on the theological dimension of sexual desire, queer theory and queer theology, and nuanced views of gender and embodiment, this course will examine how sacred and carnal desires converge in actual bodies, reconfiguring relational possibilities as part of the inbreaking of the eschatologically "new." Active seminar participation and occasional leadership, brief reading responses, and a final theological research paper are the course requirements. [faculty consent required; contact smacdougall@cdsp.edu. Auditors with faculty permission.] Prerequisites: ST-2188 and ST-2488 or equivalent introduction to Christian systematic theology.

ST 4184. Cross-Cultural Christologies. (3).

Taught by JST. This seminar course is a cross-cultural approach to Christology. By considering the social and cultural contexts of Euro-American, Latin American, African, and Asian Christians, we will survey the various ways that these communities have experienced the person and work of Jesus Christ. In addition, we will look at the non-Christian views of Christ (e.g., Buddhist, Hindu, Jewish and Muslim). With an emphasis on ecumenical concerns and global perspectives, we will bring new perspectives and responses to the old question that Christ posed to his followers: "Who do you say that I am?" Open primarily for advanced master and doctoral students. [Faculty Consent required; 15 max enrollment].

ST 4205. Theology of the Holy Spirit. (3).

Taught by GTU. This class examines the historical development of the doctrine of the Holy Spirit. Initially, it will trace the emergence of the Spirit from testimonies in the Biblical times and Early Christian writings. After that it will turn to the Classical Antiquity's construction of Pneumatological doctrine in light of Trinitarian controversies, and medieval scholastic and mystical experiences of the Spirit. Finally, concluding appraisals of contemporary Pneumatological doctrines will explore and relate the presence of the Spirit to existing social, political, scientific, and ecological discussions. Overall, this class will ecumenically engage the doctrine of the Spirit as developed in the Roman Catholic, Orthodox, and broader Protestant traditions. At the same time, the course will seek to transcend these ecclesial boundaries, charting the presence of the Spirit "who blows where it will," and placing the broader theological discussion within inter-religious and interdisciplinary studies. The format of the course will be a seminar style, with discussion of the assigned readings, student presentations, and lectures by the instructor. It is open to all MDiv/MA/STL students, although doctoral students may also attend. This course is taught by PhD student Ivan Vuksanovic with a Newhall Award, under the supervision of Thomas Cattoi.

ST 4211. Theological Aesthetics Cross & Race. (3).

Taught by JST, This course begins with an analysis of Hans Urs von Balthasar's "cruciform" theological aesthetics as exemplified in sections of his *Glory of the Lord* series, after which students will proceed to a reading of James Cone's cruciform aesthetics in the context of US race relations in *The Cross and the Lynching Tree* and other selections. The reading materials will be accompanied by the professor's lectures and student-led class discussions. The final part of the course consists in a theological-aesthetical reading of theologies of reconciliation in a South African post-apartheid context and students' seminar presentations on cruciform racial reconciliation in historical or contemporary contexts of their choice. Students will be evaluated on their presentations, some reflective writing, and a final paper of 20-25 pages, which can be either a thought paper or a research paper. For this advanced course, background coursework in any or all of the following areas will be presumed: fundamental theology, theological anthropology, Christology, and Trinitarian theology. The intended audience is students in the MDiv, MA/MTS, STL, or doctoral programs of their various institutions. [30 max enrollment].

ST 4419. Theology of Suffering. (3).

Taught by JST. Seminar on theological interpretations of suffering, drawing on biblical, theological, literary and artistic expressions of the human drama. Weekly reading and viewing assignments, informed discussion and summary papers; class presentations. Intended for advanced MDiv, MA/STL/PhD/STD students. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

ST 4421. Theological Synthesis/ Suffrng. (3).

Taught by JST. THEOLOGICAL SYNTHESIS FROM A SUFFERING WORLD begins from the multifaceted mystery of suffering to seek a Christian theological synthesis that speaks in our contemporary world to our suffering and our hope. The starting point is the reality and the mystery of suffering. In the first part of the course we probe suffering from a range of perspectives to understand better what it is and how we encounter God in terms of it. Preeminent among the distinctions that give rise to an effective Christian theological synthesis is the notion of historical suffering for which the methods of political, liberation, and feminist theologies will be especially relevant. The second part of the course is concerned with theological synthesis in terms of and speaking from the reality of suffering. Here we begin with theological anthropology, a biblically based theology of God, Christology, soteriology, eschatology and ecclesiology in a way that relates these classical Christian dogmas to one another, to spirituality, and to ministry. This course was designed with STL, MA, and advanced MDiv and MTS students in mind. [Faculty Consent required; 18 max enrollment].

ST 4826. Person, the Self, the Sciences. (3).

Taught by JST. This seminar explores theological interpretations of the human person (theological anthropology) in the context of social, psychological, and evolutionary/neuro-scientific contributions to the field: the emergence of consciousness in cultural context; the role of autobiographical and social/community memory in forming identity; the structures and constraints that shape human freedom. Class participation, and presentations, annotated bibliographies, final 20 page research project. Advanced MDiv/MA/MTS/STL. [Faculty Consent required; 15 max enrollment].

ST 5104. Time and Eternity. (3).

TAUGHT BY GTU/CTNS. A doctoral seminar studying the theological understanding of eternity as an attribute of God and as an aspect of the eschatological New Creation in relation to the meaning of creaturely time. Readings include biblical sources, philosophical sources such as Plato, Aristotle, and Boethius, and their impact on Augustine, Aquinas, Maimonides, Luther, Calvin, and key figures in the 19th century. The study will then turn to Karl Barth, Jurgen Moltmann and Wolfhart Pannenberg, and explore the ways 20th century natural science influenced their work. Included is an extended analysis of writings by Ian Barbour, John Polkinghorne, Arthur Peacocke, Eleanore Stump, Norman Kretzman, Brian Leftow, Nelson Pike, Richard Swinburne, William Lane Craig, Ted Peters and Bob Russell (with special focus on his book TIE). Admission for MDiv and MA students with Faculty Consent (FC). [Faculty Consent required; Auditors with faculty permission].

ST 5900. Seminar in Theology & Science. (3).

In this doctoral level / upper level M. A. seminar led by Ted Peters and Robert John Russell, we will read recent major works in the interdisciplinary field of Christian theology, ethics, the natural sciences and technology. The focus will include the writings of Braden Molhoek, Joshua Moritz, Nancey Murphy, Ted Peters, Robert John Russell, and Kirk Wegter-McNelly. Evaluation will be by class participation / short papers and a final research paper. A strong background in theology is recommended. [Auditors with faculty permission].

ST 5931. Natsci & Multifaith Context. (3).

Taught by GTU/PLTS. This seminar expands the conversation in Christian theology and the natural sciences to include multi-faith perspectives drawn from Hinduism, Islam, and Judaism. The focus will be on two scientific topics, scientific cosmology and evolutionary biology. The writings of religious scholars will include those of Jonathan B. Edelman and Sangeetha Menon (Hinduism); Geoffrey Cantor, Marc Swetlitz, Daniel C. Matt, and Norbert Samuelson (Judaism); Mehdi Golshani, Bruno Guiderdoni and Seyyed Hossein Nasr (Islam); Ian Barbour, John Polkinghorne, Ted Peters, and Robert John Russell (Christianity). We will draw on the writings of Francis J. Clooney regarding comparative theology as a catalyst for the inter-faith conversations, as well as on the biographical writings of international scientists of committed religious faith published through the CTNS program "Science and the Spiritual Quest." [Auditors with faculty permission].

ST 6007. Theology & Ethics Seminar. (3).

Taught by GTU. The Theology and Ethics Seminar will introduce first year doctoral students to foundational themes, texts, and concepts defining the contemporary study of Theology and Ethics through its concentrations at the GTU including, but not limited to: Aesthetics, Ethics, Christian Theology, Hindu Theology, Islamic Philosophy and Theology, Comparative Theology, and Theology and Science. Theology is variously experienced and expressed in religions-systematic, mythopoetic, mystical, textual, aesthetic, ethical, emotive, and embodied. We will explore both the doctrinal frameworks of theology as well as the diverse forms through which it is delivered and understood, with particular attention to sources of justice and virtue ethics, particularly in terms of their social, economic, and environmental implications. Featured guest lectures and in-class student interactive forums will offer additional opportunities for negotiating the field through interdisciplinary and interreligious pathways. Requirements include student presentations, attendance at occasional GTU colloquia, and a final research paper. Appropriate for PhD/ThD.

ST 8108. Systematic Theology I Online. (3).

Taught by SFTS. This online course covers the first half of an introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course can be followed with Systematic Theology II Online, which finishes the second half of introducing Christian theology. [Auditors with faculty permission].

ST 8109. Systemic Theology II. (3).

Taught by SFTS. ONLINE This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments. This course is the online version of ST-1085.

ST 8210. Contextual Christologies. (3).**ST 8218. Thlgy I: Intro Practice-Online. (3).**

Taught by CDSP. This online course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu.].

ST 8225. OL: Constructive Theology. (3).

TAUGHT ONLINE. In this course you will be introduced to the work of constructive/systematic theology - its methods, its sources, and its expressions in various faith communities. You will consider the doctrines of the Christian tradition in their biblical, historical and present-day developments; interacting with voices both ancient and contemporary from a variety of communities, contexts and concerns. Together we will learn how to engage the work of theology today, using the resources of our Christian traditions and other scholarly disciplines for the sake of developing the systematic/constructive habitus you will need in order to serve as theological leaders in a variety of communities and ministries. Discussion and lecture format. Three written assignments [research paper/constructive project/credo essay] and class participation form the bases of student assessment.

ST 8284. Theology As Living Conversation. (3).

Taught by ABSW. In this online theology course, students will be introduced to the complex and diverse discipline of Christian theology, conceived as a living conversation that takes place across time and cultures. The course will encourage students to claim their own places in this living conversation, and to grow into their identities as valued, theological conversation contributors, self-aware of their own social and cultural locations. Students will engage various theological methods including ordinary theology, practical theology, liturgical theology, systematic/constructive theology, science and theology, and public theology. Students' understandings will be assessed through written work, online discussion forums, a media-appropriate project (for example Twitter/Storify, blog, letter to the editor, newsletter article, etc.) and an imaginative dialogue with a theologian. The course will be taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere) in which students' voices and experiences are encouraged and valued. This course is appropriate for MDiv, MCL, STM, and MA students, and satisfies the required core theology course for Junior Colloquium at American Baptist Seminary of the West. Students from across the Graduate Theological Union are most welcome and encouraged to take the course.

ST 8288. Theology II: Deepening Practice Online. (3).

Taught by CDSP. This online course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu.].

ST 8301. OL Unitarian Universal Theology. (3).

Taught by SKSM. Unitarian Universalist Theologies: This reading-intensive online course grounds its exploration in the fundamentals of liberal theology, through a survey of Unitarian Universalist voices. Its main purpose is to engage those considering UU ministry in the practice of theological reflection while exploring some of the historical, philosophical, and theological contexts shaping Unitarian Universalism as we know it today. This course is not intended to replace a class in systematic theology. Students will be expected to complete the reading, write a brief weekly reading response, and participate in dialogue about personal and spiritual responses to the topics each week. All students are required to submit a final paper on their own personal theology. Prerequisites: A) a systematic theology class or B) UU History before or concurrently with this course. Relates to Starr King Threshold 1 and MFC Competency 6. This course is online only. Students must contact the instructor via e-mail prior to enrolling in order to receive permission to register. Registration is contingent upon faculty approval. [Faculty Consent required; 25 max enrollment].

ST 8391. Christology: Ancient & Modern. (3).

Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of "Antiochene" and "Alexandrian" emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the "liberal" Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/ liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [Faculty Consent required].

ST 8401. ONLINE Unitarian Univ Theology. (3).

Taught by SKSM. ONLINE - Unitarian Universalist Theologies: This reading-intensive online course grounds its exploration in the fundamentals of liberal theology, through a survey of Unitarian Universalist voices. Its main purpose is to engage those considering UU ministry in the practice of theological reflection while exploring some of the historical, philosophical, and theological contexts shaping Unitarian Universalism as we know it today. This course is intended to provide a deep engagement with modern Unitarian Universalist theologies and is not intended to replace a class in systematic theology. Students will be expected to complete the reading, write a brief weekly reading response, and participate in dialogue about personal and spiritual responses to the topics each week. Students may choose to skip submitting reading responses for two of the weeks during the semester. All students are required to submit a final paper on their own personal theology during the final week of the course. [Faculty Consent required; 20 max enrollment; Auditors excluded].

ST 9300. Special Topic:. (1.5-3).

Special topics course. May be taken more than once.

Theology Education Courses

ED 1050. Retreat Planning: Theology & Practice. (1).

Taught by JST. This workshop offers students the opportunity to plan retreats appropriate for audiences in different pastoral settings. It will involve exploring themes, organizing talks, designing activities, and discussing best practices. The course allows students to integrate different areas of their theological studies as applied to the praxis of retreat-giving. Class meets Saturdays, 1/26/19-2/2/19, from 8:30am-5:00pm.

ED 1135. Critical Rlgs Pedagogy: Chrstn. (3).

Taught by PSR. This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. [Auditors with faculty permission].

ED 1225. Postmodern Christian Education. (3).

Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one's community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. [PIN code required; contact ssinger@cdsp.edu. Auditors with faculty permission].

ED 2001. Faith Formation & Innovation. (3).

Taught by SKSM. Sunday school is dead, long live Sunday school? How are progressive congregations teaching and how are learning ministries adapting to new technology, counter oppressive pedagogies, contemporary family life issues and changes in volunteer culture? Participants in this course will visit and engage with congregational programs and develop skills for leading faith communities into the future. Each student will practice teaching and learn self-reflective techniques in an integrative project, curriculum design or immersion experience. This course is HYBRID. [Faculty Consent required; 12 max enrollment; Auditors excluded].

ED 2020. Christian Education in the Parish. (3).

This course provides a basic orientation to Christian educational ministries in a parish setting. Our focus will be toward expanding and enhancing our understanding of the nature and practice of Christian education; exploring in both theory and practice the vocation of teaching; considering what is currently known about how learning occurs; and practicing an ongoing conversation about the meanings of the gospel message. Required of PLTS MDiv students prior to internship. Lecture/discussion, with weekly reflections and final project. Pass/Fail only.

ED 2225. Christian Faith Formation: Pedagogies. (0).

This course provides a practically minded orientation to Christian faith formation, paying close attention to a diversity of pedagogies and a variety of practices that can encourage growth in faith and Christian living for all ages. We concentrate upon: .

ED 2226. Christian Faith Formation: Contextual. (0.5).

This fully online, asynchronous course is the continuation of Christian Faith Formation: Pedagogies and Practices, however it can be taken independently as a component of any supervised fieldwork curriculum. It is intended to guide you in your development of a contextual curriculum project, to be designed, taught and evaluated in your internship or field education site. Prior graduate level study of diverse pedagogical theories and effective educational practices is essential to a successful project. This course is offered on a pass-no credit basis. If a letter grade is requested in writing, one will be provided.

ED 2753. High School Topics in Equity. (1.5).

Taught by JST. High school education intersects with issues of race, orientation, and gender. These dimensions are in play in both overt and subtle ways, from the classroom to the Immersion trip, the volleyball court, or the service learning site. The aim of this course is to introduce students to the complex equity issues in Bay Area Catholic High Schools, and to also build a framework and language to be effective in their educational ministry. A key component of this course is deepening student's personal understanding of systemic racism and privilege, and to analyze how their own positionality informs how they see the world.

ED 2755. Parish Administration. (3).

Taught by JST, The course will cover many practical topics related to serving as a pastor or pastoral associate in a Catholic parish. Specific topics are: "Strength Based Leadership" and leadership practices for building strong working teams; stewardship; human resource and employment basics; the diocesan Catholic school system; parish budgets and finance councils; parish pastoral councils and volunteers; and self-care.

ED 3230. Relig Education Crit Pedagogy. (3).

Taught by PSR. RELIGIOUS EDUCATION AND CRITICAL PEDAGOGY: A CHRISTIAN APPROACH What is religious education? How have we done and how might we want to do in the future? The course introduces religious education from a perspective of critical pedagogy. Students will explore the six paradigms of religious education (tradition-centered, person-centered, justice-centered, family-centered, faith community-centered, and earth-centered educations) and examine them with critical theories, including race theory, postcolonialism, and feminism. The class will use the forms of lecture, student presentation, and small group discussion. Reading materials include, but are not limited to, the writings of Jack Seymour, Richard Osmer, Thomas Groome, and Mary Elizabeth Moore for RE, and Paulo Freire and bell hooks for critical pedagogy. This is a synchronous hybrid course, which means that students can join the class either in person or through Zoom. (It is expected that students choose either way and stick to it throughout the course.) [30 max enrollment].

ED 4072. Adult Religious Education. (3).

Taught by SKSM. Amidst growing consensus that people joining progressive churches seek personal growth and spiritual deepening, most Unitarian universalist congregations do not provide adequate programs to meet this need. This course provides students with an overview of the theory and practice of adult and multigenerational religious education in the progressive church. The second half of the course will be conducted as a seminar with students researching existing adult and multigenerational faith development/religious education/spiritual deepening programs and making constructive proposals for best practices in congregations. Participants will be evaluated on weekly participation and a final project. The course is suited to MDiv, MA/MTS, DMin, and certificate students. While the course touches on all of the SKSM thresholds, it is most related to #7, 5, 4, and 2. It also addresses MFC competencies #3, 4, and 7. This is a residential course accepting students participating through distance technologies. [12 max enrollment].

ED 4212. Intro to Liberal Religious Ed. (3).

Taught by SKSM. This course provides a broad introduction to the theory and practice of liberal religious education, with an emphasis on Unitarian Universalist congregations. Students of all religious traditions are welcome. Topics include an overview of the history and philosophy of UU religious education, teaching methods and learning processes, theories of human development, the congregation as an educating community, current approaches and innovations in religious education for all ages, collegial relationships and professional standards for religious educators, and curriculum resources. Coursework includes a field placement (approximately three times a month) in a local congregation's religious education ministry, weekly journaling, periodic written assignments, responsibility for leading class openings and discussions, and a final project of significance to the student's future ministry. [Faculty Consent required; 12 max enrollment].

ED 4700. Interreligious Learning & Edu. (3).

Taught by PSR. INTER-RELIGIOUS LEARNING AND EDUCATION Increasing religious conflict and violence based on ignorance and indifference call for inter-religious learning as a necessary and alternative religious practice today. This course surveys histories, theories, and practices of inter-religious learning and education. The course also explores issues and problems related to inter-religious engagement in particular religious, cultural, and historical contexts, and deals with subject matters, such as pluralism, identity, religion, and postmodern philosophies. Students participate in conversations with their own religious and cultural backgrounds, and find ways to apply inter-religious education to their own contexts as they conduct either a research project with their working theories or a practice project which presents a thorough plan for an inter-religious curriculum, ministry, or any other activity. [20 max enrollment].

ED 8110. Postmodern Christian Education. (3).

Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one's community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. This course is the online version of ED 1225. [15 max enrollment; PIN code required; auditors excluded; contact ssinger@cdsp.edu].

ED 8111. Adapting Christian Formation. (3).

TAUGHT BY CDSP. What does it mean to form faith in an era when faith is not a given? How should we convene religious education at a time when institutions (religious and otherwise) are in decline? How do we critique and deconstruct an educational status quo that has too often accepted and reinforced forms of structural oppression? What liberating alternatives exist for learning and discipleship in a variety of institutional and community settings, in person and online? These are the questions we'll be exploring together as we encounter and experience modes and practices of Christian formation that honor agency and identity, foster collaborative leadership and participant co-creativity, and make space for authentic incarnations and enculturations of gospel values. This course is appropriate for all master's students and is evaluated primarily through the creation of authentic artifacts such as personal narratives, educational resource reviews, and Christian formation program designs. It is offered in a hybrid format, with an in-person and an online section. [15 max enrollment].

ED 8135. Critical Rlgs Pedagogy: Chrstn. (3).

Taught by PSR. CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. This ONLINE course meets asynchronously using Moodle (<http://gtu.edu/library/students/moodle-help>). High-speed internet connection required. (Occasional synchronous class meetings maybe scheduled; see syllabus for details.) NOTE: This course is the ONLINE version of ED 1135, CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH. Only students taking the course as an online course should register using this course number; all others should register for ED 1135.

ED 8226. OI: Christian Faith Formation:. (0.5).

This fully online, asynchronous course is the continuation of Christian Faith Formation: Pedagogies and Practices, however it can be taken independently as a component of any supervised fieldwork curriculum. It is intended to guide you in your development of a contextual curriculum project, to be designed, taught and evaluated in your internship or field education site. Prior graduate level study of diverse pedagogical theories and effective educational practices is essential to a successful project. This course is offered on a pass-no credit basis. If a letter grade is requested in writing, one will be provided. [ED-2225 Christian Faith Formation: Pedagogies and Practices; 30 max enrollment].

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