



## CATALOG

Finish what you started...

California Coast University Catalog - 1/1/2023 - 12/31/2023

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

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(REV. 11/2023)

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## About California Coast University

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

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

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

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

California Coast University operates as an Employee Stock Ownership Plan (ESOP) and is owned by the California Coast University Employee Stock Ownership Trust (ESOT).

CALIFORNIA COAST UNIVERSITY  
925 N. Spurgeon Street, Santa Ana, CA 92701  
(714) 547-9625 Fax: (714) 547-5777 [www.calcoast.edu](http://www.calcoast.edu)

## University Mission

### **Mission**

California Coast University's mission is to offer quality, affordable, flexible, online undergraduate and graduate educational programs that are valuable both personally and professionally to our students. With programs that are comprehensive, current and supported by qualified faculty and staff, we are committed to keeping pace with the needs of an everchanging marketplace.

## Welcome from the President

Dear Prospective Student,

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

First, let me give you a little background. In 2023, California Coast University (CCU) is celebrating its 50th anniversary. The past decades have seen many changes in the field of education. With this, the programs at CCU have continued to evolve and meet those changes. Under the direction of our faculty and staff, our programs are uniquely designed to meet the needs of busy students, who are both highly motivated and capable of completing an accredited educational program through distance learning. Through this, we understand the characteristics and challenges common to successful students in this unique educational environment and have helped thousands of students reach their educational goals.

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

Best regards,

*Thomas M. Neal*

Thomas M, Neal  
President



## Accreditation and State Approval

California Coast University is a private university accredited by the Distance Education Accrediting Commission (DEAC). The DEAC (formerly the Distance Education and Training Council - DETC) was founded in 1926 in Washington, D.C.

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

The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency. The DEAC is recognized by the Council for Higher Education Accreditation (CHEA).

As an accredited institution, CCU is eligible to participate in federal educational entitlement programs, including government tuition reimbursement programs and many corporate education assistance programs.

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

### STATE APPROVAL

California Coast University is a private institution approved to operate by the Bureau of Private Postsecondary Education (BPPE) of the State of California. Approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the:

Bureau for Private Postsecondary Education  
1747 North Market, Suite 225 Sacramento, CA 95834  
[www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897

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

Kansas Board of Regents approves and legally authorizes California Coast University to provide postsecondary education, to operate in the state of Kansas. Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240.

The State Council for Higher Education for Virginia (SCHEV) approves and legally authorizes California Coast University to provide postsecondary distance education, to residents of the state of Virginia. State Council of Higher Education for Virginia, Private Postsecondary Education, 101 North 14th Street, 9th Floor James Monroe Building Richmond, VA 23219-3659; 804-225-2600, [www.schev.edu](http://www.schev.edu)



## Professional and Academic Affiliations and Listings

### PROFESSIONAL AND ACADEMIC AFFILIATIONS AND LISTINGS

- Alliance of Private Postsecondary Approved Institutions
- American Association of Collegiate Registrars and Admissions (AACRAO)
- American Council on Education (ACE)
- California Postsecondary Education Commission (CPEC)
- California Bureau for Private Postsecondary Education Directory (BPPE)
- Council for Higher Education Accreditation (CHEA)
- Distance Education Accrediting Commission (DEAC)
- Higher Education Directory (HED)
- Higher Education Transfer Alliance (HETA)
- National Association of Veterans' Program Administrators (NAVPA)
- National College Credit Recommendation Service (CCRS)
- National Society for Experiential Education
- U.S. Department of Education (USDoE)
- United States Distance Learning Association (USDLA)

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

- U.S. Department of Education at [www.ed.gov](http://www.ed.gov)
- Council for Higher Education Accreditation (CHEA) at [www.chea.org](http://www.chea.org)
- Distance Education Accrediting Commission (DEAC) at [www.deac.org](http://www.deac.org)
- Bureau for Private Postsecondary Education (BPPE) [www.bppe.ca.gov](http://www.bppe.ca.gov)

## University Governance and Advisory Council

### Board of Directors

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

### Advisory Councils

#### School of Administration and Management

**Michelle Abraham**  
Human Resources Leader

**Gina Ferrato**  
National Sales Manager

**Susane Hao, MSN**  
RN Care Coordinator

**Cortnie Guerrero, Ph.D.**  
Director of Analytical Development

#### School of Arts and Sciences

**Kelly McFall**  
Business Owner

**Maria Aceituno**  
Project Accounts Manager

#### School of Behavioral Science

**Emily Wratscho, M.S.**  
Senior Behavior Technician

**Magdalena Amesquita, M.S.**  
Licensed Chemical Dependency Counselor

#### School of Criminal Justice

**Cindy Robarts, M.S.**  
Training Sergeant

**Jaime MacLean**  
Probation Officer

**Paul Medina**  
Correctional Officer

#### School of Education

**Sharon Guan, Ph.D.**  
Director of Faculty Instructional Technology

**Amanda Sobremesana, Ed.D.**  
Elementary School Principal

## Administration, Faculty and Staff

President . . . . .	Thomas M. Neal
Executive Vice President . . . . .	Shelly Marquardt
Chief Academic Officer . . . . .	Dr. Murl D. Tucker
Vice President of Student Affairs . . . . .	Dr. Murl D. Tucker
Distance Education and Learning Design Officer . . . . .	Dr. S. Jeannette Guignard
Dean, School of Administration and Management . . . . .	Dr. Peng Chan
Dean, School of Arts and Sciences . . . . .	Dr. Murl D. Tucker
Dean, School of Behavioral Science . . . . .	Dr. Cynthia Teeple
Dean, School of Criminal Justice . . . . .	Dr. Mohamad Khatibloo
Dean, School of Education . . . . .	Dr. Patricia Insley
Assistant Dean, School of Behavioral Science . . . . .	Dr. Rachel Stein
Associate Dean of Academic Affairs . . . . .	Angela Cenina
Professor of Administration and Management . . . . .	Dr. Paul Borja
Professor of Administration and Management . . . . .	Dr. Peng Chan
Professor of Administration and Management . . . . .	Dr. S. Jeannette Guignard
Professor of Administration and Management . . . . .	Dr. Shawn Moustafa
Professor of Administration and Management . . . . .	Douglas Petrikat
Professor of Administration and Management . . . . .	Dr. Lakeleia Robinson
Professor of Administration and Management . . . . .	Patricia D. Stubban
Professor of Administration and Management . . . . .	Marlene A. Woodworth
Professor of General Education . . . . .	Angela Cenina
Professor of General Education . . . . .	Dr. Daniel Elias
Professor of General Education . . . . .	Dr. Daniel Moore
Professor of General Education . . . . .	Dr. Shawn Moustafa
Professor of General Education . . . . .	Douglas Petrikat
Professor of General Education . . . . .	Elizabeth Ramsey
Professor of General Education . . . . .	Dr. Mario Tovar
Professor of Behavioral Science . . . . .	Dr. Rachel Stein
Professor of Behavioral Science . . . . .	Dr. Cynthia Teeple
Professor of Behavioral Science . . . . .	Dr. Mario Tovar
Professor of Behavioral Science . . . . .	Dr. Murl D. Tucker
Professor of Criminal Justice . . . . .	Dr. Rich Axtell
Professor of Criminal Justice . . . . .	Dr. Lance Bohn
Professor of Criminal Justice . . . . .	Dr. Hector Jusino
Professor of Criminal Justice . . . . .	Dr. Mohamad Khatibloo
Professor of Criminal Justice . . . . .	Jimmie Neal
Professor of Criminal Justice . . . . .	Carl Rushmeyer

## Administration, Faculty and Staff

Professor of Education . . . . .	Dr. Cindy C. Brownell
Professor of Education . . . . .	Dr. S. Jeannette Guignard
Professor of Education . . . . .	Dr. Taiebeh Hosseinali
Professor of Education . . . . .	Dr. Patricia Insley
Professor of Education . . . . .	Dr. Shawn Moustafa
Director of Academic Affairs . . . . .	Douglas Petrikat
Academic Affairs Specialist . . . . .	Bridgid Miraglia
Curriculum Development Coordinator . . . . .	Trang Nguyen
Assistant Curriculum Coordinator . . . . .	Jordan MacLean
Curriculum Specialist . . . . .	Dr. Martin Cooper
Director of Student Services . . . . .	Danielle Banta
Student Success Advisor . . . . .	Alondra Pizano
Student Success Advisor . . . . .	Taylor Gomez
Student Success Advisor . . . . .	Kelly Osborne
Book Services Coordinator . . . . .	Brian Escobar
Mail Room / Grading . . . . .	Kai Kawafuchi
Compliance Specialist . . . . .	Rachel De Armond
Business Development Specialist . . . . .	Nicholas Cheshire
Operations Manager . . . . .	Ligia Aparicio
Admissions Representative . . . . .	Frank Martinez
Admissions Representative . . . . .	Bailey Ou
Admissions Representative . . . . .	Debbie Ballesteros
Admissions Assistant. . . . .	Denise Sanchez
Registrar . . . . .	Tari Synnott
Accounting Services . . . . .	Trish Bumann
Director of Management Information Systems . . . . .	Jojo Soberano
V.A. Certifying Official . . . . .	Danielle Banta
V.A. Certifying Official . . . . .	Trish Bumann

## Academic Staff

California Coast University's educational programs are developed and supported by a dedicated academic staff committed to offering both quality educational programming and to the success of our online learners. For this, careful consideration goes in to choosing our administration and faculty to meet the needs of our students and to satisfy accreditation standards. Academic staff are comprised of qualified, experienced, and respected educators who are chosen based on their educational and professional backgrounds in a variety of positions in administration, teaching, research, and the private sector. Academic administration members are responsible for: developing and overseeing quality educational programming based on best practices in the field of online education; monitoring program and student success and adjusting programming based on stakeholders' feedback. Faculty function in a variety of capacities including teaching courses, as subject specialists developing curriculum in their areas of specialization, and as consultants developing and curating learning and course resources. Finally, it is the commitment to our students, along with the expertise each of these educational professionals bring to their work that makes California Coast University's academic staff effective in helping our students succeed and reach their educational goals.

## Academic Administration

**Dr. Murl D. Tucker**

**Chief Academic Officer**

**Vice President, Student Affairs**

**Dean, School of Arts and Sciences**

B.A. California State University, Fullerton

M.A. Alliant International University

Ph.D. Alliant International University

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

**Dr. S. Jeannette Guignard**

**Distance Education and Learning  
Design Officer**

**Professor of Administration and  
Management**

**Professor of Education**

B.S. California State Polytechnic  
University, Pomona

M.B.A. California State Polytechnic  
University, Pomona

Ed.D. Pepperdine University

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

**Dr. Peng Chan**

**Dean, School of Administration  
and Management**

**Professor of Administration  
and Management**

LL.B. University of Malaya, Malaysia

M.B.A. University of Texas, Austin

Ph.D. University of Texas, Austin

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

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

B.A. California State University,  
Los Angeles

M.A. California School of  
Professional Psychology

Ph.D. California School of  
Professional Psychology

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

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

B.A. Miami University, Oxford, Ohio

M.A. California State University, Long Beach

Ed.D. University of Southern California

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



**Dr. Mohamad Khatibloo****Dean, School of Criminal Justice****Professor of Criminal Justice**

B.A. Chapman University

M.A. Chapman University

Ph.D. University of Hertfordshire, United Kingdom

Dr. Khatibloo has a highly diverse background in both academics and the private sector. Working as a faculty member for several colleges and universities, he has both developed curriculum and taught in a variety of educational programs including: Homeland Security; Domestic Security Management; and Criminal Justice programs. In addition, Dr. Khatibloo has published research in the areas of Gang Activity, Police Training, Homeland Security and Terrorism; and Suicide Bombing. Besides his degrees, he also has certificates and/or training through the Center for Homeland Security and Defense, Association for Certified Fraud Examiners, Veteran Affairs, National Institute of Justice, the U.S. Department of Defense, National Council for Community Behavioral Healthcare, and the Federal Emergency Management Agency. In the private sector, Dr. Khatibloo has been involved in Offender Services, Private Investigations, Loss Prevention, and Private Security. He is also a member of a number of professional organizations.

## **Angela Cenina**

### **Associate Dean of Academic Affairs**

#### **Professor of General Education**

B.F.A. California State University, Long Beach

M.A. California State University, Dominguez Hills

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

## **Dr. Rachel Stein**

### **Assistant Dean, School of Behavioral Sciences**

#### **Professor of Behavioral Science**

B.A. San Diego State University

M.Ed. Springfield College

M.A. California School of Professional Psychology Los Angeles

Psy.D. California School of Professional Psychology Los Angeles

Dr. Stein has over 23 years of experience in the field of psychology, both clinically and academically. She was awarded the only full time teaching fellowship in her department during her master's program at Springfield College. She has worked within several in-patient facilities where she conducted mental health and chemical dependency triage intakes and assessments. She was the lead therapist, supervising two treatment teams providing therapeutic services within a level 12 residential treatment facility for high-risk adolescents referred by the Department of Probation and the Department of Children's Services. She completed her clerkship at the UCLA Office for Students with Disabilities, where she was an advocate for student rights, worked to help students receive their accommodations, and where she conducted diagnostic and character pathology assessments. She finished her pre-doctoral training at Children's Hospital Los Angeles, in their High Risk Youth program and Division of Adolescent Medicine. Dr. Stein has authored a manual developed for a therapist to conduct group intervention for female adolescents who have been victims of acquaintance rape, and has stayed actively involved within the arena of domestic violence and violence against women as an invited panelist, educating and speaking on the "Link" for various symposiums nationwide. She was the founder and facilitator of a Positive Parenting program within several cities in the Orange County area. She's held positions on boards of local foundations and school councils, working with administrators, teachers, community leaders and local school districts, remaining active in the realm of public education. Dr. Stein is Associate Faculty and a designated Subject Matter Expert for University of Phoenix, online campus, where she instructs courses in both their Psychology and their Applied Psychology with a concentration in Media and Technology programs. She is also currently a Trainer and Curriculum Designer for Law Enforcement Training Solutions (LETS), LLC, which offers corporate courses for professional development as well as a variety of BSCC-STC and POST certified courses for law enforcement personnel to help keep them current with their knowledge, skills & abilities.

## Faculty

### **Dr. Lance Bohn**

#### **Professor of Criminal Justice**

B.S. West Chester University of Pennsylvania  
M.S. West Chester University of Pennsylvania  
Ph.D. Walden University

Dr. Bohn holds a Ph.D. in Public Policy and Administration with a specialization in criminal justice policy from Walden University. In addition, he holds a master's degree in Criminal Justice from West Chester University. His extensive research in the corrections field includes his 2014 dissertation titled, "Racial and Ethnic Representation of Adult Male Inmates in Large Jail Isolation Units." Through his research and professional experience in the field of corrections, he is known as a penologist - a person who studies the punishment of crime and prison management. Professionally, Dr. Bohn has held or currently holds several criminology related positions. These include working as: a full time Criminal Justice Instructor at Eden Area Regional Occupational Program in Hayward, California; a Criminology and Criminal Justice Professor at California Coast University; the National Corrections Pathway Program Specialist for Law and Public Safety Education Network (LAPSEN). In addition, he is a part-time mediator for the "Victim Offender Reconciliation Program" (VORP); a restorative justice program designed to divert juvenile offenders from the criminal justice system. The program hold the juvenile accountable and makes the victim whole through community service. Previously, his professional positions included: serving as a Maritime Law Enforcement Officer and Instructor for the United States Coast Guard Reserves under the Department of Homeland Security for 16 years - retiring from military service in November 2015 with 24 years of combined service; working as a forensic service coordinator / social worker for a non-profit in the San

### **Dr. Cindy C. Brownell**

#### **Professor of Education**

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

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

## **Dr. Martin Cooper**

### **Curriculum Specialist**

B.S.E. University of Michigan

M.S. University of Michigan

Ph.D. Brandeis University

Dr. Cooper brings a variety of experience to his position. Following over 15 years of experience as a Senior Scientist, Policy Advisor, and White House Exchange Fellow in the federal government, Dr. Cooper became Director of Research Planning at a major oil company. He later served as a consultant in engineering management to a wide variety of companies from electronic firms to oil field equipment companies and engineering material producers. Dr. Cooper continues to advise the federal government on the commercial feasibility of research and development programs. In addition to his business and government consulting, he mentors university students in the areas of innovation and entrepreneurship. For California Coast University, Dr. Cooper develops curriculum, curates learning and course resources, and assists with curriculum research.

## **Dr. Daniel Elias**

### **Professor of General Education**

B.S. La Molina National Agrarian University, Lima, Peru

M.S. Washington State University

Ph.D. Ball State University

Dr. Elias has a strong background in the areas of teaching and research. He has taught courses in both environmental science, biology, and agriculture. In addition, he has published research in the areas of pesticide use in agriculture, animal diversity, and environmental science. He has also made a number of professional presentations at conferences and seminars related to his areas of research. In addition to his research interests, Dr. Elias works at several colleges and universities in the environmental science and biology departments. At California Coast University, he is active in curriculum development and revision, completing professional development in distance education and best practices for online teaching and learning. Dr. Elias is also affiliated with a number of professional organizations including Ohio Valley Society of Environment Toxicology and Chemistry; Indiana Academy of Science; and the Society for Freshwater Sciences. Finally, Dr. Elias worked with the Indiana State Department of Health - Environmental Laboratories and has been a reviewer for both environmental science research and pollution research.

## **Dr. Taiebeh Hosseinali** **Professor of Education**

B.S.E., University of Arkansas, Fayetteville, AR  
M.Ed., University of Arkansas, Fayetteville, AR  
Ph.D., University of Arkansas, Fayetteville, AR

Dr. Hosseinali holds a Ph.D. in Curriculum and Instruction and a Master of Education in Secondary Education. She is a demonstrated professional in the field of education having worked for a number of colleges and universities in both teaching and administrative capacities. Committed to teacher excellence, her professional background includes teacher education and training in several teacher preparation programs. She has been active in curriculum development, review, and revision in her various teaching positions. She is also a textbook reviewer for a major textbook publisher. Her areas of special interest include diversity and inclusion, global education, the utilization of technology in education, and the use of portfolios in education. In addition, she is active in a variety of professional organizations including the: Society of Philosophy and History of Education, American Association of Higher Education, and American Education Research Association. Throughout her career, she has been committed to conducting and presenting research in her field including her dissertation topic: "The Relationship of Globalmindedness to Travel and Living Abroad Experiences of University Professors." Finally, Dr. Hosseinali brings a rich and diverse background in the field of education to graduate and doctoral students.

## **Dr. Hector Jusino, Jr.** **Professor of Criminal Justice**

B.S. University of Arizona Global Tucson, AZ  
M.B.A. University of Arizona, Global Tuscon, AZ  
Ph.D. Northcentral University, La Jolla, CA

Dr. Jusino has a broad background in law enforcement including positions as a lieutenant, sergeant, and police officer for a major metropolitan police force. In his positions, he has been responsible for staff and field training, development, and supervision. He has been a commanding officer, subject matter expert, and has taught at the police academy. In addition to his work in the law enforcement field, he is a professor in the School of Criminal Justice at California Coast University with responsibility for a variety of criminal justice courses. Dr. Jusino has conducted research and developed training materials in the areas of law enforcement leadership and administration. Finally, he has conducted many professional presentations in his areas of expertise.

## **Brigid Miraglia** **Academic Affairs Specialist**

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

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

## **Dr. Shawn Moustafa**

**Professor of Administration and Management**

**Professor of Education**

**Professor of General Education**

B.A. University of California, Riverside

M.B.A. New York Institute of Technology

Ed.D. University of Southern California

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

## **Jimmie Neal**

**Professor of Criminal Justice**

B.S. Kansas State University, Manhattan, KS

M.S. University of Phoenix, AZ

Professor Neal has over 20 years' experience in the law enforcement field in both field service and teaching/training. For this, he has been a: police officer, human trafficking task force investigator; gang and narcotic investigator, student resource officer, police advisor, crisis intervention officer, subject matter expert, and college professor. He has been a staff and field training officer helping to develop and mentor new recruits. He has actively pursued on-going professional development, as evidenced by his many Peace Officer Standards and Training (POST) certifications and courses. In addition, he is a professor in the School of Criminal Justice at California Coast University. Finally, Professor Neal has research interests in the areas of criminal investigation, mental health, corrections, community relations, and is active in a variety of professional organizations and volunteer activities.



## **Douglas Petrikat**

### **Director of Academic Affairs**

### **Professor of General Education**

### **Professor of Administration and Management**

B.A. Hunter College of the City University of New York

M.A. New York University

M.B.A. University of California, Irvine

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

## **Dr. Lakeleia Robinson**

### **Professor of Administration and Management**

B.S.W. South Carolina State University

M.A. Webster University

D.H.A. Capella University

Dr. Lakeleia Robinson received her undergraduate degree in Social Work from South Carolina State University. She earned a Master of Arts degree in Human Resources from Webster University and a Doctorate in Healthcare Administration from Capella University. Dr. Robinson professional experience includes over fifteen years in human resources, research, finance, healthcare and education. She has held positions in medical research, records management, compensation analysis, and human resources management. Dr. Robinson's teaching experience and interests includes healthcare administration, human resources management, and organizational behavior. Her philosophy is helping others is a way of life that has been instilled in her because the generosity that she has received from others throughout life. She believes her role is to deliver quality student services to accomplish personal and professional goals. Throughout her career, she has been introduced to different facets of healthcare from both a professional and academic vantage point. Her primary areas of interest include business intelligence and health disparities in healthcare. Today, she continues to expand her experience in the healthcare field and believes her initiatives will provide positive outcomes and effective teaching and learning strategies.

## **Elizabeth Ramsey**

### **Professor of General Education**

B.A. California Polytechnic University,  
San Luis Obispo

M.A. National University

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



## **Carl Rushmeyer**

### **Professor of Criminal Justice**

B.A. California State University, Sacramento

M.S. California Coast University

Professor Rushmeyer has a broad and varied professional background in the criminal justice field. He has served as public safety officer, lieutenant, captain, and deputy chief for a municipal public safety department. In his positions, he has been responsible for a variety of administrative, leadership and field responsibilities. He has extensive experience working with community agencies and organizations, conducting departmental research, and planning bureau activities. In addition, he has been active in professional development activities including completing a number of POST certifications and leadership training. Professor Rushmeyer also has extensive experience in the recruitment, selection, and training of new officers. At California Coast University, Professor Rushmeyer is a professor in the School of Criminal Justice and an active member of the curriculum development team.

## **Patricia D. Stubban**

### **Professor of Administration and Management**

B.S. California State University, Long Beach

M.B.A. University of LaVerne

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

## **Dr. Mario Tovar**

### **Professor of Behavioral Sciences**

### **Professor of General Education**

B.S. The University of Texas - Pan American

M.A. The University of Texas - Pan American

M.A. The University of Texas - Pan American

Ph.D. Walden University

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

**Marlene A. Woodworth****Professor of Administration and Management**

RN, Holy Name Hospital, School of Nursing

M.B.A. Pepperdine University

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

## The Educational Programs

### ACADEMIC DEPARTMENTS

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

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

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

### DEGREE PROGRAMS OFFERED BY THE UNIVERSITY

#### School of Administration and Management

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

#### School of Arts and Sciences

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

#### School of Behavioral Science

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

#### School of Criminal Justice

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

#### School of Education

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

## Professional Certificate Programs

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

### UNDERGRADUATE CERTIFICATE PROGRAMS:

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

### GRADUATE CERTIFICATE PROGRAMS:

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

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

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

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

## UNDERGRADUATE CERTIFICATE PROGRAMS

### PREREQUISITES TO ADMISSION:

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

### COURSEWORK REQUIREMENTS - (4 Courses - 12 Units):

#### BUSINESS ADMINISTRATION

BAM 105 Introduction to Business  
BAM 312 Business Communications  
BAM 406 Business and Society  
BAM 410 Organizational Theory and Behavior

### PROGRAM OUTCOMES:

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

- Express an understanding of the contemporary business environment.
- Demonstrate an understanding of the principles and applications of business communications.
- Examine the interaction of social, governmental and legal constraints on the business world.
- Identify the concepts of organizational behavior.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

#### FUNDAMENTALS OF CRIMINAL JUSTICE

BCJ 100 Introduction to Criminal Justice  
BCJ 230 Criminal Investigation  
BCJ 240 Procedures in the Justice System  
BCJ 351 Forensic Science

### PROGRAM OUTCOMES:

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

- Develop a general understanding of the criminal justice system.
- Review the fundamentals of criminal investigation.
- Examine the procedural aspects of the criminal justice system.
- Explore the processes and procedures related to forensic science.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## FUNDAMENTALS OF FINANCE

BAM 110 Introduction to Accounting  
BAM 223 Principles of Economics  
BAM 313 Introduction to Financial Management  
BAM 401 International Business

### PROGRAM OUTCOMES:

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

- Examine basic concepts and principles of accounting.
- Review the fundamental principles, relevance, and application of economics in the business world.
- Examine introductory principles and applications of financial management.
- Explore key concepts related to international business and its impact on global economic activity.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## FUNDAMENTALS OF MANAGEMENT

BAM 315 Principles of Management  
BAM 411 Human Resource Management  
BAM 418 Small Business Management  
BAM 421 Operations Management

### PROGRAM OUTCOMES:

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

- Examine various management theories and techniques, relevant to the contemporary business environment.
- Identify challenges and opportunities related to human resource management.
- Review the elements of entrepreneurship, start-up and management of a small business.
- Explore issues related to operations strategy, development and management.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## FUNDAMENTALS OF MARKETING

BAM 306 Principles of Marketing  
MKT 230 Consumer Behavior  
MKT 310 Advertising and Promotions  
MKT 333 Marketing Management

### PROGRAM OUTCOMES:

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

- Explore the principles and functions of modern marketing.
- Examine the principles of consumer behavior and the impact it has on development and implementation of marketing strategies.
- Review the types of marketing communications utilized in the field of marketing.
- Demonstrate an understanding of the key aspects of marketing management.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## FUNDAMENTALS OF PSYCHOLOGY

PSY 102 Introduction to Psychology  
PSY 220 Developmental Psychology  
PSY 380 Personality Theories  
PSY 408 Abnormal Psychology

### PROGRAM OUTCOMES:

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

- Develop a general understanding of the facts, principles and theories that make up the field of psychology.
- Explore the various theories and stages related to the process of human development from conception to death.
- Examine and discriminate between normal and abnormal behavior and identify the symptoms of various disorders.
- Identify and demonstrate an understanding of the major classic and contemporary personality theories.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.



## HEALTH CARE ADMINISTRATION

HCA 200 The United States Health Care System

HCA 320 Essentials of Managed Care

HCA 340 Cultural Diversity in Health and Illness

HCA 420 Medical Law and Ethics

### **PROGRAM OUTCOMES:**

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

- Develop an understanding on the organization, structure, and operation of the nation's health care system.
- Explore the organizational principles, practices, application relevant to the management of health services organizations.
- Examine the dimensions and complexities related to culture and the delivery of health care.
- Identify and examine ethical and legal issues confronting healthcare professionals.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## GRADUATE CERTIFICATE PROGRAMS

### PREREQUISITES TO ADMISSION:

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

### COURSEWORK REQUIREMENTS - (4 Courses - 12 Units).

#### BUSINESS ADMINISTRATION

BAM 510 Human Resource Management  
BAM 513 Financial Management  
BAM 530 Business Ethics  
BAM 550 Leadership

### PROGRAM OUTCOMES:

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

- Examine and discuss the concepts, models, procedures, tools, and techniques of human resource management.
- Explore the elements of financial management as they relate to various areas of business.
- Develop an understanding of ethical issues related to strategic business decisions.
- Examine varying leadership theories and how traits, behaviors and situational factors influence leadership style.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## CURRICULUM AND INSTRUCTION

EDU 501 Integrating Technology into Teaching  
EDU 510 Models of Teaching  
EDU 524 Curriculum Design and Evaluation  
EDU 548 Global Perspectives in Curriculum

### PROGRAM OUTCOMES:

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

- Examine the resources, applications, and integration of technology into teaching.
- Explore and discuss a variety of teaching models, curriculum theories and applications of theories related to effective learning environments.
- Analyze the processes of curriculum development with an exploration of goals, objectives, and evaluation of various models.
- Examine curriculum from a global, multicultural perspective.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## EDUCATIONAL ADMINISTRATION

EDU 520 Leadership and Organizational Behavior  
EDU 529 Educational Personnel Management  
EDU 532 School-Community Relations  
EDU 546 Public Policy

### PROGRAM OUTCOMES:

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

- Identify and explore theories of organizational behavior and their application to educational settings.
- Analyze the processes and procedures in effective human resources administration within an educational setting.
- Discuss various social and political forces and dynamics impact school and community relations.
- Examine the concepts of public policy and educational institutions within a socioeconomic context.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## HEALTH CARE MANAGEMENT

HCA 501 Health Care in America  
HCA 503 Ethical and Legal Issues for Health Care Professionals  
HCA 505 Multicultural Health Care  
HCA 507 Organizational Behavior in Health Care

### PROGRAM OUTCOMES:

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

- Identify and examine the structures and operations of the U.S. health system.
- Explore the ethical and legal issues confronting the health care professional in the modern health care system.
- Examine the multicultural and/or alternative approaches to health and illness and associated factors.
- Analyze the integration and application of organizational behavior theory within the context of the healthcare industry.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## HUMAN RESOURCE MANAGEMENT

BAM 510 Human Resource Management  
BAM 515 Organizational Behavior  
BAM 535 Advanced Human Resource Management  
BAM 545 Strategic Compensation

### PROGRAM OUTCOMES:

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

- Examine the concepts, models, procedures, tools, and techniques of human resource management.
- Explore the theories and research related to the behavior, structure, and process of organizations.
- Analyze advanced issues related to human resource management in the context of a modern organization.
- Examine the role strategic compensation plays as a key element in the promotion of organizational success.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## MANAGEMENT STUDIES

BAM 515 Organizational Behavior  
BAM 540 Project Management  
BAM 550 Leadership  
BAM 562 Modern Management

### PROGRAM OUTCOMES:

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

- Explore the theories and research related to the behavior, structure, and process of organizations.
- Examine the decision-making, business-oriented approach to the management of projects.
- Assess varying leadership theories and how traits, behaviors and situational factors influence leadership style.
- Analyze the variety of concepts, theories, contemporary issues and applications utilized in modern management.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## MARKETING STUDIES

BAM 511 Marketing Management  
MKT 512 Sales Management  
MKT 542 Global Marketing  
MKT 552 Value Marketing

### PROGRAM OUTCOMES:

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

- Identify various marketing theories, practices, and applications with emphasis on key dimensions of holistic marketing.
- Analyze theory and research related to sales management and organizational applications.
- Examine global marketing from an environmental and strategic approach.
- Explore marketing concepts and applications with a focus on creating, planning, strategies, research, consumer behavior, target marketing and evaluation.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## ORGANIZATIONAL LEADERSHIP

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

### PROGRAM OUTCOMES:

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

- Explore the theories and research related to the behavior, structure, and process of organizations.
- Analyze contemporary approaches to organizational effectiveness based on organizational theory, design, and change.
- Examine varying leadership theories and how traits, behaviors and situational factors influence leadership style.
- Assess various methods of employee training and development directed toward both organizational and personal success.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## PSYCHOLOGY STUDIES

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

### PROGRAM OUTCOMES:

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

- Examine culture and the important impact it has on human development over the life span.
- Investigate the causes of abnormal behavior and to learn various methods for therapeutic change.
- Identify and examine the ethical and legal issues confronting professionals in the mental health field.
- Explore emerging and established counseling theories, practices, and applications.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## The School of Administration and Management

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

**A.S. ....Associate of Science in Business Administration**

**A.S. ....Associate of Science in Business Marketing**

**A.S. ....Associate of Science in Health Care Administration**

**B.S. ....Bachelor of Science in Business Administration**

**B.S. ....Bachelor of Science in Business Marketing**

**B.S. ....Bachelor of Science in Health Care Administration**

**B.S. ....Bachelor of Science in Management**

**B.S. ....Bachelor of Science in Organizational Behavior**

**M.A. ....Master of Arts in Organizational Leadership**

**M.B.A. ....Master of Business Administration**

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

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

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

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

## THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

### PROGRAM OUTCOMES:

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

- Express an understanding of the contemporary business environment.
- Identify how businesses and business operations are managed and organized.
- Review the principles of management, marketing, and organizational behavior.
- Demonstrate an understanding of the principles and applications of business communications and information technology.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION:

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

Associate of Science degree students are required to complete a minimum of 30 units (10 courses) from program requirements with California Coast University, while enrolled in the program.

### CORE COURSES - (18 Units)

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



## THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

### **GENERAL EDUCATION COURSES - (30 Units)**

Satisfy the University's 10 General Education Course requirements, which are 3 units each.

The University's General Education Course requirements include the following categories:

Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

#### **Natural Sciences**

GED 101 Introduction to Life Science

GED 108 Environmental Science

#### **Social Sciences**

GED 215 Psychology of Adjustment

GED 216 Introduction to Sociology

#### **Humanities/Fine Arts**

GED 120 Introduction to Humanities

GED 250 World Religions

#### **Basic Subjects**

GED 132 United States Government

GED 150 Mathematics

GED 155 English

GED 232 Early United States History

### **GENERAL ELECTIVE COURSES - (12 Units)**

Satisfy the University's 4 General Elective Course requirements, which are 3 units each.

These requirements are typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MARKETING

### PROGRAM OUTCOMES:

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

- Express an understanding of the leading marketing concepts, including the social, legal, economic, ethical and technological influences, related to the field.
- Identify how to recognize and implement marketing strategies.
- Review the principles of customer service and consumer behavior.
- Demonstrate an understanding of the key aspects of marketing management.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION:

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

### CORE COURSES - (18 Units)

BAM 105	Introduction to Business
BAM 306	Principles of Marketing
MKT 121	Customer Service
MKT 230	Consumer Behavior
MKT 310	Advertising and Promotions
MKT 333	Marketing Management

## THE ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MARKETING

### **GENERAL EDUCATION COURSES - (30 Units)**

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

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

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 250 World Religions

#### **Basic Subjects**

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

### **GENERAL ELECTIVE COURSES - (12 Units)**

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

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE ASSOCIATE OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

### PROGRAM OUTCOMES:

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

- Express an understanding of the organization, structure, and operation of the nation's health care system.
- Identify the roles of consumers, providers, managers, decision makers, and analysts in the health care system.
- Demonstrate an understanding of the key aspects of information technology, cultural diversity and medical law and ethics in relation to health care administration.
- Identify the ways in which leaders and managers influence organizational culture, performance and change.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION:

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

### CORE COURSES - (18 Units)

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

## THE ASSOCIATE OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

### **GENERAL EDUCATION COURSES - (30 Units)**

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

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

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 250 World Religions

#### **Basic Subjects**

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

### **GENERAL ELECTIVE COURSES - (12 Units)**

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

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

### PROGRAM OUTCOMES:

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

- Examine various theories relevant and applicable to the field of business administration based on industry specific research and best practices.
- Compare and contrast theories and research related to relevant models of business administration.
- Identify the practical applications needed to integrate management, marketing, accounting and finance concepts to improve short-term and long-term organizational performance.
- Examine various forms of technology currently used within the business administration field.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

### **CORE COURSES - (42 Units)**

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

- BAM 105 Introduction to Business
- BAM 110 Introduction to Accounting
- BAM 223 Principles of Economics
- BAM 225 Information Management
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 313 Introduction to Financial Management
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 350 Project Management
- BAM 401 International Business
- BAM 406 Business and Society
- BAM 410 Organizational Theory and Behavior
- MKT 230 Consumer Behavior

### **GENERAL EDUCATION COURSES - (42 Units)**

Satisfy the University's 14 General Education Course requirements, which are 3 units each.

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society

#### **Basic Subjects**

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

## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

### **GENERAL ELECTIVE COURSES - (42 Units)**

Satisfy the University's 14 General Elective Course requirements, which are 3 units each.

These requirements are also typical for any Bachelor's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS MARKETING

### **PROGRAM OUTCOMES:**

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

- Examine various theories relevant to the marketing professional working in a contemporary business environment.
- Identify the theoretical foundation and practical applications for helping organizations adapt their marketing and management strategies to succeed domestically and internationally.
- Identify the various social, legal, economic, ethical and technological influences that affect the marketing field based on industry specific research.
- Compare the ways in which the various social science disciplines of psychology, sociology and anthropology impact consumer behavior in the marketplace.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### **PREREQUISITES TO ADMISSION**

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



## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS MARKETING

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

### CORE COURSES - (42 Units)

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

- BAM 105 Introduction to Business
- BAM 223 Principles of Economics
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 350 Project Management
- BAM 401 International Business
- BAM 402 Public Relations
- MKT 121 Customer Service
- MKT 230 Consumer Behavior
- MKT 310 Advertising and Promotions
- MKT 333 Marketing Management
- MKT 425 Social Media Marketing

### GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each.

The University's General Education Course requirements include the following categories:

Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

## THE BACHELOR OF SCIENCE DEGREE IN BUSINESS MARKETING

### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

### **Social Sciences**

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society

### **Basic Subjects**

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

### **GENERAL ELECTIVE COURSES - (42 Units)**

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

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

### PROGRAM OUTCOMES:

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

- Examine the organization, structure, and operation of the nation's health care system.
- Identify the key functions of the health care administrator in contemporary healthcare.
- Examine the theoretical foundation and practical applications of healthcare marketing, healthcare public policy, ethical and legal considerations in healthcare, healthcare finance and cultural issues.
- Identify the fundamental goals and challenges inherent in providing cost-effective, high-quality care to all Americans.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program:

An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

## THE BACHELOR OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

### CORE COURSES - (42 Units)

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

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

### GENERAL EDUCATION COURSES - (42 Units)

Satisfy the University's 14 General Education Course requirements, which are 3 units each.

The University's General Education Course requirements include the following categories:

Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

#### Natural Sciences

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

#### Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society

#### Basic Subjects

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

## THE BACHELOR OF SCIENCE DEGREE IN HEALTH CARE ADMINISTRATION

### GENERAL ELECTIVE COURSES - (42 Units)

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

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN MANAGEMENT

### PROGRAM OUTCOMES:

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

- Examine various management theories and techniques, relevant to the contemporary business environment, based on industry specific research and best practices.
- Compare traditional theories of management with contemporary theories.
- Examine current developments in the contingency approach, systems theory and behavioral science as they apply to management theory.
- Identify management challenges and opportunities related to information, financial, human resource, small business and operations management.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

## THE BACHELOR OF SCIENCE DEGREE IN MANAGEMENT

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

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

### CORE COURSES - (42 Units)

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

- BAM 105 Introduction to Business
- BAM 110 Introduction to Accounting
- BAM 223 Principles of Economics
- BAM 225 Information Management
- BAM 306 Principles of Marketing
- BAM 312 Business Communications
- BAM 313 Introduction to Financial Management
- BAM 315 Principles of Management
- BAM 317 Business Law
- BAM 350 Project Management
- BAM 402 Public Relations
- BAM 411 Human Resource Management
- BAM 418 Small Business Management
- BAM 421 Operations Management

### GENERAL EDUCATION COURSES - (42 Units)

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

#### Natural Sciences

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### Social Sciences

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

#### Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society

## THE BACHELOR OF SCIENCE DEGREE IN MANAGEMENT

### Basic Subjects

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

### GENERAL ELECTIVE COURSES - (42 Units)

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

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN ORGANIZATIONAL BEHAVIOR

### PROGRAM OUTCOMES:

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

- Demonstrate knowledge in the areas of effective interpersonal and organizational communications.
- Examine best practices for effective leadership and management of people and systems within diverse, organizational settings.
- Analyze key theories and processes related to organizational behavior and organizational change within various organizational settings.
- Identify the social and psychological aspects related to human behavior within various organizational settings.
- Evaluate key concepts and theories related to program content utilizing critical thinking as demonstrated by academic writing.
- Demonstrate knowledge on theories and best practices on research methods within the field of organizational behavior.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## THE BACHELOR OF SCIENCE DEGREE IN ORGANIZATIONAL BEHAVIOR

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

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

### **CORE COURSES - (42 Units)**

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

- BAM 225 Information Management
- BAM 275 Interpersonal Communication
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 406 Business and Society
- BAM 410 Organizational Theory and Behavior
- BAM 411 Human Resource Management
- BAM 385 Diversity and Inclusion in Organizations
- BAM 475 Organizational Change
- BAM 485 Leadership
- PSY 180 Introduction to Organizational Psychology
- PSY 228 Social Psychology
- PSY 270 Learning Theories
- GRM 497 Research Methods in the Social Sciences

### **GENERAL EDUCATION COURSES - (42 Units)**

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society



## THE BACHELOR OF SCIENCE DEGREE IN ORGANIZATIONAL BEHAVIOR

### Basic Subjects

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

### GENERAL ELECTIVE COURSES - (42 Units)

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

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE MASTER OF ARTS DEGREE IN ORGANIZATIONAL LEADERSHIP

### PROGRAM OUTCOMES:

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

- Analyze the theoretical foundation of organizational leadership based on professional research and best practices.
- Evaluate the role of the leader in developing strategies to achieve established organizational goals.
- Compare and contrast classical and contemporary leadership theories related to traits, behaviors, and situational factors influencing leaders in modern organizations.
- Assess how effective versus ineffective leaders influence organizational change and development.
- Analyze traditional and contemporary management theories related to the goal of improving organizational efficiency.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## THE MASTER OF ARTS DEGREE IN ORGANIZATIONAL LEADERSHIP

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

### TOTAL UNITS REQUIRED (39 Units)

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

- BAM 501 Human Relations
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 532 Organizational Theory
- BAM 540 Project Management
- BAM 547 Conflict Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 560 Strategic Management
- BAM 562 Modern Management
- GRM 597 The Research Process
- BAM 595 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

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

### PROGRAM OUTCOMES:

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

- Compare various theories of business administration based on professional literature in the field.
- Examine the research on international trade and the unique challenges organizations face in the global marketplace.
- Compare the legal and ethical issues inherent to the operation of business.
- Examine best practices currently being utilized in business administration.
- Analyze the decision making process related to business administration in the contemporary business environment.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

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

### TOTAL UNITS REQUIRED (39 Units)

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

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 521 Business Law
- BAM 530 Business Ethics
- BAM 540 Project Management
- BAM 550 Leadership
- BAM 560 Strategic Management
- BAM 570 E-Commerce Management
- GRM 597 The Research Process
- BAM 596 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN BUSINESS MARKETING

### PROGRAM OUTCOMES:

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

- Analyze fundamental marketing concepts related to strategic planning and integration of marketing with other business activities and functions.
- Evaluate the role of marketing research in the development of a strategic marketing plan.
- Examine the professional research in the areas of management, organizational behavior, and business ethics related to marketing management.
- Compare and contrast issues related to marketing a product or brand locally and internationally.
- Analyze the evolution of marketing management over time with a focus on classical versus contemporary theories in marketing.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN BUSINESS MARKETING

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

### TOTAL UNITS REQUIRED (39 Units)

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

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 560 Strategic Management
- MKT 512 Sales Management
- MKT 542 Global Marketing
- MKT 552 Value Marketing
- MKT 555 Retail Management
- GRM 597 The Research Process
- MKT 598 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

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

### PROGRAM OUTCOMES:

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

- Analyze the basic structures and operations of the United States health care system.
- Evaluate various ethical, legal and cultural issues the health care manager deals with in a health care organization.
- Examine the health care organization from both a micro-level and macro-level utilizing management theories.
- Evaluate best practices currently being utilized in the field of management to improve organizational efficiency.
- Analyze organizations and make objective strategic decisions based on established management theories.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

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

### TOTAL UNITS REQUIRED (39 Units)

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

- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 513 Financial Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 560 Strategic Management
- BAM 562 Modern Management
- HCA 501 Health Care in America
- HCA 503 Ethical and Legal Issues for Health Care Professionals
- HCA 505 Multicultural Health Care
- HCA 507 Organizational Behavior in Health Care
- GRM 597 The Research Process
- HCA 598 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

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

### PROGRAM OUTCOMES:

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

- Compare the various theories related to human resource management based on professional research in the field.
- Examine the ethical and legal aspects of discriminatory personnel management practices related to recruitment, selection, promotion, transfer, layoffs, and benefits.
- Analyze how operating in a global environment affects human resource management in an organization.
- Compare at least three methods of collecting job analysis information including interviews, questionnaires, and observation.
- Analyze the strategic importance of compensation to the achievement of organizational goals.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

## **PREREQUISITES TO ADMISSION**

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

## **COURSEWORK REQUIREMENTS FOR GRADUATION**

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

## **FINAL COMPREHENSIVE EXAMINATION**

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

## **TOTAL UNITS REQUIRED (39 Units)**

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

- BAM 501 Human Relations
- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 511 Marketing Management
- BAM 514 International Business Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 535 Advanced Human Resource Management
- BAM 545 Strategic Compensation
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 560 Strategic Management
- GRM 597 The Research Process
- BAM 597 Final Comprehensive Examination

## **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.



## THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT

### PROGRAM OUTCOMES:

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

- Examine strategy formulation, implementation, and evaluation concepts and techniques based on professional research in the field of management.
- Analyze different industries and make objective strategic decisions based on established management theories.
- Evaluate traditional and contemporary management theories, along with practical applications, to develop a strategic plan to improve organizational efficiency.
- Examine electronic commerce, how it is being conducted and managed around the world.
- Analyze the strategic management importance of compensation to the achievement of organizational goals.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

## THE MASTER OF BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT

### **TOTAL UNITS REQUIRED (39 Units)**

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

- BAM 501 Human Relations
- BAM 509 Management Information Systems
- BAM 510 Human Resource Management
- BAM 513 Financial Management
- BAM 515 Organizational Behavior
- BAM 530 Business Ethics
- BAM 540 Project Management
- BAM 550 Leadership
- BAM 554 Employee Training and Development
- BAM 560 Strategic Management
- BAM 562 Modern Management
- BAM 570 E-Commerce Management
- GRM 597 The Research Process
- BAM 598 Final Comprehensive Examination

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## The School of Art and Sciences

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

**A.S. ....Associate of Science in General Studies**

**B.S. ....Bachelor of Science in General Studies**

### THE ASSOCIATE OF SCIENCE DEGREE IN GENERAL STUDIES

#### PROGRAM OUTCOMES:

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

- Demonstrate knowledge of the natural sciences specific to the subjects of life science and environmental science
- Discuss key components in the social sciences specific to the subjects of cultural anthropology, psychology of adjustment, and sociology.
- Identify major themes, systems, and movements in the humanities/fine arts specific to the subjects of humanities, civilization, and world religions.
- Demonstrate knowledge in the basic subjects specific to courses in United States government, mathematics, English, and United States history.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.

#### PREREQUISITES TO ADMISSION:

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

#### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

## THE ASSOCIATE OF SCIENCE DEGREE IN GENERAL STUDIES

### **GENERAL EDUCATION COURSES - (36 Units)**

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

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

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions

#### **Basic Subjects**

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

### **GENERAL ELECTIVE COURSES - (24 Units)**

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

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN GENERAL STUDIES

### PROGRAM OUTCOMES:

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

- Examine various theories relevant to business, behavioral science, and criminal justice.
- Identify key research conducted in the business, behavioral science, and criminal justice fields.
- Identify the individual, their values, attitudes, needs, abilities, traits and motivations within an organizational setting.
- Examine various forms of technology currently used within the business, behavioral science, and criminal justice fields.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### REQUIREMENTS FOR GRADUATION

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

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

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

## THE BACHELOR OF SCIENCE DEGREE IN GENERAL STUDIES

### **CORE COURSES - (42 Units)**

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

- BAM 105 Introduction to Business
- BAM 225 Information Management
- BAM 312 Business Communications
- BAM 315 Principles of Management
- BAM 350 Project Management
- BAM 410 Organizational Theory and Behavior
- BCJ 100 Introduction to Criminal Justice
- BCJ 240 Procedures in the Justice System
- BCJ 360 Criminal Law
- HCA 200 The United States Health Care System
- MKT 230 Consumer Behavior
- PSY 220 Developmental Psychology
- PSY 408 Abnormal Psychology
- PSY 430 Educational Psychology

### **GENERAL EDUCATION COURSES - (42 Units)**

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

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

- GED 210 Introduction to Cultural Anthropology
- GED 215 Psychology of Adjustment
- GED 216 Introduction to Sociology
- GED 345 Intercultural Communication

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 130 Introduction to Civilization
- GED 250 World Religions
- GED 375 Ethics and Society
- GED 132 United States Government
- GED 150 Mathematics
- GED 155 English
- GED 232 Early United States History

## THE BACHELOR OF SCIENCE DEGREE IN GENERAL STUDIES

### **GENERAL ELECTIVE COURSES - (42 Units)**

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

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## The School of Behavioral Science

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

**A.S. ....Associate of Science in Psychology**

**B.S. ....Bachelor of Science in Psychology**

**M.S. ....Master of Science in Psychology**

### THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

#### PROGRAM OUTCOMES:

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

- Demonstrate knowledge in the theories of developmental, abnormal and counseling psychology.
- Identify the major classic and contemporary personality theories.
- Define the history, and changing nature of marriage and the key issues facing marriages and families in the twenty-first century.
- Review brain function and how it affects behavior.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

#### PREREQUISITES TO ADMISSION:

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

#### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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



## THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

### **CORE COURSES - (18 Units)**

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

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

### **GENERAL EDUCATION COURSES - (30 Units)**

Satisfy the University's 10 General Education Course requirements, which are 3 units each.

The University's General Education Course requirements include the following categories:

Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

#### **Natural Sciences**

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### **Social Sciences**

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

#### **Humanities/Fine Arts**

- GED 120 Introduction to Humanities
- GED 250 World Religions

#### **Basic Subjects**

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

### **GENERAL ELECTIVE COURSES - (12 Units)**

Satisfy the University's 4 General Elective Course requirements, which are 3 units each.

These requirements are typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

### PROGRAM OUTCOMES:

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

- Examine the various theories related to the field of contemporary psychology based on industry specific research and best practices.
- Demonstrate knowledge of psychological research within the various subjects studied.
- Compare and contrast theories of behavior.
- Examine major issues in human relations, the science of emotion and the factors that shape personality.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

## THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

### CORE COURSES - (42 Units)

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

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

### GENERAL EDUCATION COURSES - (42 Units)

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

#### Natural Sciences

GED 101	Introduction to Life Science
GED 108	Environmental Science

#### Social Sciences

GED 210	Introduction to Cultural Anthropology
GED 215	Psychology of Adjustment
GED 216	Introduction to Sociology
GED 345	Intercultural Communication

#### Humanities/Fine Arts

GED 120	Introduction to Humanities
GED 130	Introduction to Civilization
GED 250	World Religions
GED 375	Ethics and Society

#### Basic Subjects

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

## THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

### GENERAL ELECTIVE COURSES - (42 Units)

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

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE MASTER OF SCIENCE DEGREE IN PSYCHOLOGY

### PROGRAM OUTCOMES:

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

- Analyze the theoretical foundation of psychology based on professional research and best practices.
- Examine the legal, ethical and professional issues practitioners in the psychology field encounter.
- Analyze the biological, psychological, social and biopsychosocial perspectives on the origins of abnormal behavior.
- Compare and contrast the classic and contemporary theories, techniques, and research methods used in the area of family therapy.
- Compare the major theoretical constructs of each of the counseling theories studied, including aspects of human development, motivation, and psychological health and dysfunction.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

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

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

## THE MASTER OF SCIENCE DEGREE IN PSYCHOLOGY

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

### TOTAL UNITS REQUIRED (39 Units)

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

- PSY 501 Developmental Psychology
- PSY 503 Human Sexuality
- PSY 505 Psychopathology
- PSY 509 Theories of Marriage and Family
- PSY 511 Professional Ethics and the Law
- PSY 517 Alcohol and Chemical Substance Abuse
- PSY 525 Counseling Systems and Techniques
- PSY 527 Assessment Techniques
- PSY 530 Psychology of Aging
- PSY 540 Physiological Psychology
- PSY 550 Group Psychotherapy
- PSY 560 Clinical Psychology
- GRM 597 The Research Process
- PSY 598 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## The School of Criminal Justice

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

**A.S. ....Associate of Science in Criminal Justice**

**B.S. ....Bachelor of Science in Criminal Justice**

**M.S. ....Master of Science in Criminal Justice**

### THE ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE

#### PROGRAM OUTCOMES:

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

- Demonstrate knowledge of the theory and practice of law enforcement.
- Identify the relationship between drug abuse, social problems and crime.
- Review the principles of juvenile justice, criminal investigation, terrorism and forensic science.
- Identify and discuss the various theories related to the causes of crime.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

#### PREREQUISITES TO ADMISSION:

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

#### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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

## THE ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### CORE COURSES - (18 Units)

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

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

### GENERAL EDUCATION COURSES - (30 Units)

Satisfy the University's 10 General Education Course requirements, which are 3 units each.

The University's General Education Course requirements include the following categories:

Natural Sciences, Humanities Fine Arts, Social Sciences, Mathematics, Government, United States History, and English. These courses may be satisfied using a combination of previously earned Transfer Credit, CLEP® or DSST Examinations, Challenge Exams, or Study Guides.

#### Natural Sciences

- GED 101 Introduction to Life Science
- GED 108 Environmental Science

#### Social Sciences

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

#### Humanities/Fine Arts

- GED 120 Introduction to Humanities
- GED 250 World Religions

#### Basic Subjects

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

### GENERAL ELECTIVE COURSES - (12 Units)

Satisfy the University's 4 General Elective Course requirements, which are 3 units each.

These requirements are typical for any Associate's degree awarded in the United States and are also required by any college or university that is fully accredited and/or approved by the Bureau for Private Postsecondary Education, State of California.

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### PROGRAM OUTCOMES:

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

- Examine the theoretical foundation of the criminal justice field based on industry specific research and best practices.
- Demonstrate knowledge of the research related to the theory and practice of law enforcement and corrections.
- Examine the balance between community interests and individuals rights related to the criminal justice field.
- Identify the history and definitions of terrorism from a global perspective.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program:

An applicant must be at least 18 years of age and have successfully obtained a high school diploma, GED, or its equivalent.

### COURSEWORK REQUIREMENTS FOR GRADUATION

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

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

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



## THE BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### CORE COURSES - (42 Units)

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

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

### GENERAL EDUCATION COURSES - (42 Units)

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

#### Natural Sciences

GED 101	Introduction to Life Science
GED 108	Environmental Science

#### Social Sciences

GED 210	Introduction to Cultural Anthropology
GED 215	Psychology of Adjustment
GED 216	Introduction to Sociology
GED 345	Intercultural Communication

#### Humanities/Fine Arts

GED 120	Introduction to Humanities
GED 130	Introduction to Civilization
GED 250	World Religions
GED 375	Ethics and Society

#### Basic Subjects

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

## THE BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### GENERAL ELECTIVE COURSES - (42 Units)

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

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE MASTER OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### PROGRAM OUTCOMES:

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

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

### PREREQUISITES TO ADMISSION

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

## THE MASTER OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

### TOTAL UNITS REQUIRED (39 Units)

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

- BAM 515 Organizational Behavior
- BCJ 501 Criminological Theory
- BCJ 510 Drugs, Justice and Society
- BCJ 515 Criminal Justice Administration
- BCJ 530 Multicultural Issues in Law Enforcement
- BCJ 545 Computer Crime
- BCJ 553 Supervision in Law Enforcement
- BCJ 562 Police Administration and Management
- BCJ 563 Criminal Justice Policy
- BCJ 565 Deviant Behavior
- BCJ 575 Terrorism and Homeland Security
- BCJ 582 Correctional Counseling
- GRM 597 The Research Process
- BCJ 598 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## The School of Education

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

**M.Ed. ....Master of Education in Administration**

**M.Ed. ....Master of Education in Curriculum and Instruction**

**Ed.D. ....Doctor of Education in Educational Administration**

**Ed.D. ....Doctor of Education in Educational Psychology**

**Ed.D. ....Doctor of Education in Organizational Leadership**

### THE MASTER OF EDUCATION IN ADMINISTRATION

#### PROGRAM OUTCOMES:

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

- Examine the theoretical foundation of educational administration based on professional research in the field.
- Evaluate the different models of teaching, the historical context within which the various models were developed, and the importance of individual differences and diversity in the selection of appropriate teaching models.
- Analyze the various social and political forces that impact effective relations between schools and the communities they serve.
- Evaluate new technology trends in learning environments, data collection tools, productivity software, the use of modern technology in professional development, and the legal and ethical issues regarding educational technology.
- Analyze the multitude of legal and ethical issues faced by school administrators today including the cultural and socioeconomic factors within the school environment.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

#### PREREQUISITES TO ADMISSION

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

## THE MASTER OF EDUCATION IN ADMINISTRATION

### **COURSEWORK REQUIREMENTS FOR GRADUATION**

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### **FINAL COMPREHENSIVE EXAMINATION**

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

### **TOTAL UNITS REQUIRED (39 Units)**

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

- EDU 501 Integrating Technology into Teaching
- EDU 507 Cultural Issues in Education
- EDU 510 Models of Teaching
- EDU 520 Leadership and Organizational Behavior
- EDU 523 Strategic Issues Management
- EDU 526 Supervision of Instruction
- EDU 529 Educational Personnel Management
- EDU 532 School - Community Relations
- EDU 536 Ethics in Education
- EDU 545 Leadership and Technology
- EDU 546 Public Policy
- EDU 547 Legal Aspects of Education
- GRM 597 The Research Process
- EDU 597 Final Comprehensive Examination

### **FINAL REVIEW**

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

### PROGRAM OUTCOMES:

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

- Examine the theoretical foundation of curriculum and instruction based on the philosophical, historical, psychological, and social foundations of the field.
- Examine how curriculum models are utilized in the educational environment.
- Compare and contrast the similarities and differences in conceptions of culture, race, ethnic groups, and minority groups related to curriculum and instruction.
- Evaluate the various models of teaching, the historical context within which the models were developed, and the importance of individual differences and diversity in the selection of appropriate teaching models.
- Examine curriculum development, measurement, policies of inclusion, and the effects of culture to improve educational programs in diverse classrooms.
- Examine key concepts and theories related to program content - utilizing critical thinking and academic writing skills.
- Examine program content in relation to ethical reasoning, social responsibility, global citizenship, and civic engagement.

### PREREQUISITES TO ADMISSION

The applicant should meet the following prerequisites in order to be admitted to the program:

An applicant must have earned a bachelor's degree awarded by a college or university recognized by the U.S. Department of Education. The degree should be in education.

A bachelor's degree in another field may be considered if the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program.

### COURSEWORK REQUIREMENTS FOR GRADUATION

13 Core Courses . . . . . 39 semester units

Final Comp Exam . . . . . Pass/No Pass

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

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

### FINAL COMPREHENSIVE EXAMINATION

All Master's degree programs require a Final Comprehensive Examination. For this, students will complete a *Pass/No Pass Examination* designed to provide an opportunity for students to integrate knowledge they have acquired over the degree program.

## THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

### TOTAL UNITS REQUIRED (39 Units)

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

- EDU 501 Integrating Technology into Teaching
- EDU 507 Cultural Issues in Education
- EDU 510 Models of Teaching
- EDU 521 Psychology Applied to Teaching
- EDU 523 Strategic Issues Management
- EDU 524 Curriculum Design and Evaluation
- EDU 526 Supervision of Instruction
- EDU 536 Ethics in Education
- EDU 545 Leadership and Technology
- EDU 546 Public Policy
- EDU 547 Legal Aspects of Education
- EDU 548 Global Perspectives in Curriculum
- GRM 597 The Research Process
- EDU 598 Final Comprehensive Examination

### FINAL REVIEW

The Registrar will review student's petition to graduate, verify units, grade point average, and tuition balance prior to graduation.

## THE DOCTOR OF EDUCATION DEGREE PROGRAM

### PREREQUISITES TO ADMISSION

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

If an applicant has earned a master's degree in a field other than education and the Admissions Committee evaluation indicates that the applicant has the necessary foundation to succeed in the program, the applicant must then complete a total of 4 prerequisite courses before beginning the Doctor of Education program curriculum.

### Prerequisite Courses (12 Semester Units)

- EDU 510 Models of Teaching (3 units)
- EDU 523 Strategic Issues Management (3 units)
- EDU 524 Curriculum Design and Evaluation (3 units)
- EDU 536 Ethics in Education (3 units)

## THE DOCTOR OF EDUCATION DEGREE PROGRAM

### REQUIREMENTS FOR GRADUATION

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

2 Foundation Courses.....	6 semester units
3 Qualifying Courses.....	12 semester units
1 Qualifying Examination.....	Pass/No Pass
6 Core Courses.....	24 semester units
2 Research Courses.....	8 semester units
Comprehensive Examination.....	2 semester unit
Planning .....	Pass/No Pass
Proposal.....	2 semester units
Dissertation and Oral Defense.....	12 semester units

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

Doctor of Education degree students are required to complete a minimum of 11 courses in addition to a qualifying examination and a comprehensive examination.

### DISSERTATION

Upon successful completion of all course and examination requirements, students complete a doctoral dissertation. For the dissertation, students complete original research in an area related to the major. First, students complete and submit a formal proposal and dissertation, followed by the Oral Defense. The dissertation process is conducted under the supervision of the California Coast University the Dissertation Committee.

The Dissertation Committee consists of three faculty members assigned by the University. Each member possesses a doctoral level degree in the field of education and has experience and practice in the field of education. The Dean of the School of Education serves as the Chairperson for the dissertation research and the student will work closely with the committee to formulate and conduct his or her research.

### ONLINE LIBRARY RESOURCES

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



## THE DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION

### **PROGRAM OUTCOMES: Doctor of Education in Educational Administration**

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

### **Foundation Courses (6 Semester Units)**

- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

### **Qualifying Courses (12 Semester Units)**

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

### **Core Courses (24 Semester Units)**

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 627 Managing Human Resources (4 units)
- EDU 630 Educational Finance (4 units)
- EDU 645 Advanced Curriculum Development (4 units)
- EDU 647 Educational Standards and Accountability (4 units)

## THE DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION

### **Research Courses (8 Semester Units)**

EDU 652 Educational Research (4 units)

EDU 653 Quantitative Methods in Educational Research (4 units)

### **Comprehensive Examination (2 Semester Units)**

EDU 687 Comprehensive Examination (2 units)

### **Research and Dissertation Phase (14 Semester Units)**

GRM 710 Dissertaion Planning (Pass / No Pass)

GRM 712 Dissertation Proposal (2 units)

GRM 715 Dissertation and Oral Defense (12 units)

### **FINAL ASSESSMENT**

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

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

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

## THE DOCTOR OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

### **PROGRAM OUTCOMES: Doctor of Education in Educational Psychology**

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

### **Foundation Courses (6 Semester Units)**

- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

### **Qualifying Courses (12 Semester Units)**

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

### **Core Courses (24 Semester Units)**

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 624 Group Dynamics (4 units)
- EDU 640 Motivation and Learning (4 units)
- EDU 646 Educational Measurement (4 units)
- EDU 649 Advanced Educational Psychology (4 units)

## THE DOCTOR OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

### **Research Courses (8 Semester Units)**

EDU 652 Educational Research (4 units)

EDU 653 Quantitative Methods in Educational Research (4 units)

### **Comprehensive Examination (2 Semester Units)**

EDU 689 Comprehensive Examination (2 units)

### **Research and Dissertation Phase (14 Semester Units)**

GRM 710 Dissertation Planning (Pass / No Pass)

GRM 712 Dissertation Proposal (2 units)

GRM 715 Dissertation and Oral Defense (12 units)

### **FINAL ASSESSMENT**

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

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

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

## THE DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

### **PROGRAM OUTCOMES: Doctor of Education in Organizational Leadership**

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

### **Foundation Courses (6 Semester Units)**

- EDU 591 Public Policy (3 units)
- EDU 592 Legal Aspects of Education (3 units)

### **Qualifying Courses (12 Semester Units)**

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

### **Core Courses (24 Semester Units)**

- EDU 618 Analysis of Current Issues in Education (4 units)
- EDU 621 Organizational Behavior and Adaptive Leadership (4 units)
- EDU 625 Foundations in Leadership (4 units)
- EDU 629 Diversity in Global and Multicultural Organizations (4 units)
- EDU 642 Managing Conflict in Organizations (4 units)
- EDU 650 Leading Through and By Change (4 units)

## THE DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

### **Research Courses (8 Semester Units)**

EDU 652 Educational Research (4 units)

EDU 653 Quantitative Methods in Educational Research (4 units)

### **Comprehensive Examination (2 Semester Units)**

EDU 688 Comprehensive Examination (2 units)

### **Research and Dissertation Phase (14 Semester Units)**

GRM 710 Dissertaion Planning (Pass / No Pass)

GRM 712 Dissertation Proposal (2 units)

GRM 715 Dissertation and Oral Defense (12 units)

### **FINAL ASSESSMENT**

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

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

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

## The Master's Thesis

### THE MASTER'S THESIS

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

### THE RESEARCH PHASE

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

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

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

### THE RESEARCH TOPIC APPROVAL FORM (RTAF)

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

### THE FORMAL PROPOSAL

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

## **WRITING THE THESIS**

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

## **THE BOUND COPY**

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



## The Doctoral Dissertation

### THE DOCTORAL DISSERTATION

#### RESEARCH & DISSERTATION PHASE

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

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

The dissertation process is conducted under the supervision of the California Coast University Dissertation Committee. The Dissertation Committee consists of three faculty members assigned by the University. Each member possesses a doctoral level degree in the field of education and has experience and practice in the field of education. The Dean of the School of Education serves as the Chairperson for the dissertation research and the student will work closely with the committee to formulate and conduct his or her research.

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

All dissertations are completed in 3 stages:

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

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

## **RESEARCH TOPIC APPROVAL FORM (RTAF)**

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

## **THE FORMAL PROPOSAL**

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

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

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

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

## **WRITING THE DISSERTATION**

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

## **THE BOUND COPY**

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

## General Information

### COMPLETING COURSEWORK REQUIREMENTS

#### Certificate Programs - (Undergraduate and Graduate)

4 Core Courses ..... 12 semester units

#### Associate's Degrees\*

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

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

\*Please note that the Associate Degree in General Studies includes 12 General Education Courses (36 semester units) and 8 Elective Courses (24 semester units).

#### Bachelor's Degrees

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

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

#### Master's Degrees

13 Core Courses ..... 39 semester units  
 Final Comp Exam ..... Pass/No Pass

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

#### Doctoral Degrees

2 Foundation Courses ..... 6 semester units  
 3 Qualifying Courses ..... 12 semester units  
 1 Qualifying Examination ..... Pass/No pass  
 6 Core Courses ..... 24 semester units  
 2 Research Courses ..... 8 semester units  
 Comprehensive Examination ..... 2 semester unit  
 Planning ..... 2 semester units  
 Proposal ..... 2 semester units  
 Dissertation and Oral Defense ..... 12 semester units

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

## ACADEMIC CREDIT

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

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

## TRANSFER OF CREDIT

The University will accept transfer credit from applicable courses completed at colleges or universities accredited by an agency recognized by the U.S. Department of Education or foreign equivalent. To be eligible for undergraduate-level transfer credit, each course must be an equivalent three-semester unit course, with a grade of "C" or better. To be eligible for graduate-level transfer credit, each course must be an equivalent 3 semester unit course, with a grade of "B" or better. For doctoral transfer credit, each course must be an equivalent of four-semester units where the CCU requirement is four semester units. Students may transfer credit completed at California Coast University after 2004.

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

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

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT CALIFORNIA COAST UNIVERSITY

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

## **SPECIALIZED TRAINING**

The University recognizes that not all learning takes place in a traditional classroom. With this, students are given an opportunity to receive academic credit for non-school learning - Specialized Training. The policies for evaluation such learning and awarding credit are described below:

Specialized Training (Documented training hours):

- Credit for specialized training is available to undergraduate students and may only be used to meet "General Elective course" requirements.
- Specific on the job training programs, seminars/workshops, military training experiences, professional or personal licensure requirements or other documented training experiences may be eligible for academic credit based on documents training hours.
- To be evaluated for specialized training credit, applicants must complete and submit the Specialized Training form, along with appropriate documentation (certificates, licenses, transcripts, company training certificates, etc.) including hours of training.
- The application and supporting documentation is evaluated the Admissions Committee for possible credit.
- The University requires 135 documented hours of training for 3 units of academic credit.
- To verify eligibility, the University utilizes guidelines and reference materials published by recognized sources such as The National Guide to Educational Credit for Training Programs (American Council on Education) and the Guide to the Evaluation of Educational Experiences in the Armed Services.
- Specialized Training credit is limited and may not exceed the combined allowable maximum credit for specialized training, and challenge examinations.

## **CHALLENGE EXAMINATIONS**

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

## STUDY GUIDES

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

## PROCTORED FINAL EXAMINATIONS

Each educational program requires that a Proctor administer Final Examinations in the major (or Core) courses and in all General Education courses. Elective courses may also be assigned a Proctored final examination to meet minimum Proctored examination requirements.

The purpose of the Proctored Examination is to verify that the student is, in fact, the person who enrolled in the course of study. During Proctored Examinations, the student may use their course textbook, study guide, and any notes that they have taken during the completion of the Study Guide. The individual who will serve as the Proctor is selected by the student and approved by the University. Typical examples include members of the clergy, job supervisor, co-worker, librarian, counselor, etc. A Proctor can be any reputable person, other than an immediate family member, someone that resides with the student, or a former/current CCU student. Immediate family is defined as the following: Spouse, Parent, Child, Sibling, Grandparent, and/or Grandchild. Additional instructions will be provided to the Proctor at the time he or she is proctoring a student's final examination.

## RESPONSE TIME FOR TEST AND PROJECT REVIEWS

When students submit work for review and evaluation, the typical time required for the University to respond is two weeks for coursework essays and tests, and six to eight weeks for review of the thesis and dissertation formal proposal. After an examination is scored, the grade report may be emailed or students may arrange to have grades mailed (students receiving email grade reports will not receive a hard copy in the mail). Students may also check grades via Coast Connection.



## THE UNIVERSITY'S RENTAL LIBRARY

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

## LIBRARY SERVICES

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

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

## LEARNING OUTCOMES

- All programs at California Coast University are designed to use Learning Outcomes to measure course and program objectives.
- Students must demonstrate satisfactory levels of performance on objective and writing assignments throughout their course of study.

## GRADING POLICY

- All undergraduate students must achieve a minimum G.P.A. of at least 2.0 on a 4.0 scale. Students who do not meet the minimum G.P.A. requirement by the end of their program must repeat courses until they improve their G.P.A.
- All undergraduate students must achieve a course grade of "A," "B," or "C" to successfully complete a course. An undergraduate student who receives a grade of "D" or "F" must repeat the course to raise his or her course grade to a passing level.
- All graduate students must achieve a minimum G.P.A. of at least 3.0 on a 4.0 scale. Students who do not meet the minimum G.P.A. requirement by the end of their program must repeat courses until they improve their G.P.A.
- All graduate and doctoral students must achieve a course grade of "A" or "B" to successfully complete a course. A graduate or doctoral student who receives a grade of "C," "D," or "F" must repeat the course to raise his or her grade to a passing level.
- Failing course grades of "D" or "F," for undergraduate students, and "C," "D," or "F," for graduate and doctoral students will be posted on the official transcript and count as "0" units completed.
- To repeat a course, students must pay the current tuition for the course, in full to the Accounting Department, prior to repeating the course.

## Tuition

### TUITION FEES

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

Undergraduate tuition.....	\$170 per unit
Graduate tuition.....	\$250 per unit
Doctoral tuition.....	\$320 per unit

### Estimated Program Requirements:

#### Undergraduate programs

Certificate programs.....	12 units
Associate degrees.....	60 units
Bachelor degrees.....	126 units

#### Graduate programs

Certificate programs.....	12 units
Master's degrees.....	39 units

Doctoral degrees .....	66 units
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### Estimated Total Tuition Charges:

Undergraduate certificates.....	\$ 2,040 (12 units)*
Associate degrees.....	\$10,200 (60 units)*
Bachelor degrees.....	\$21,420 (126 units)*
Graduate certificates.....	\$ 3,000 (12 units)*
Master's degrees.....	\$ 9,750 (39 units)*
Doctoral degrees.....	\$21,120 (66 units)*

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

### FINANCIAL AID

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

### TUITION OBLIGATIONS

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

#### Tuition Discounts: The following groups receive a 10% tuition discount:

- CCU Graduates: Students who have previously received a degree from CCU.
- Active Duty Military Service Members, Reservists and Veterans.
- Government employees including law enforcement and firefighters.
- Employees of organizations that have a formal partnership agreement with CCU.

Tuition discounts may not be used or applied in conjunction with any other offer, discount, or promotion. The schedule of total charges for a period of attendance and an estimated schedule of total charges for the entire program are the same.



## Additional and Optional Non-Refundable Fees

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

**Registration Fee:** The \$75 registration fee is non-refundable.

**Textbooks:** Students have the option of acquiring the textbook on their own or renting from the University's Library for a fee of \$35 per book for 120 days and a refundable security deposit of \$50 per book. Students outside the contiguous U.S. will be charged postage for shipping. The security deposit is refundable upon successful completion of all coursework or upon request to withdraw from the University provided that the textbooks have been returned on time and in good condition. Textbook costs vary depending on whether students rent the textbook, purchase them new or purchase them used. As an example, for a program with 10 courses the cost of textbooks will be approximately \$350, plus return shipping, if the student uses the University's rental library.

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

**Library Fees and Research Costs:** California Coast University provides online library services free of charge through LIRN – Library and Information Resources Network, Inc. Please contact library services at [library@calcoast.edu](mailto:library@calcoast.edu) for additional information on accessing the LIRN network. In addition, students who choose to utilize outside library and/or research assistance are responsible for any costs incurred, i.e. obtaining access to local or college libraries or outside databases, or any costs for mentors/specialists/editors, etc.

**Third Party Bindery Charges:** Students must have a copy of their approved thesis or dissertation hardbound according to the specifications in the University's Guidelines for Writing the Thesis or Dissertation. Students may utilize a bindery of their choice in their local area. The average cost for binding varies.

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

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

## Additional and Optional Non-Refundable Fees

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

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

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

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

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

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

**Student Tuition Recovery Fund (STRF):** Complete policy on STRF located in the General Policy section of this catalog.

### SERVICES NOT PROVIDED BY THE UNIVERSITY

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

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

This institution does not have dormitory or housing facilities under its control. Available housing near the University in the zip code 92701 (California Coast University's zip code) rents for approximately \$850 - \$3,150 per month. This information was located through the Renter's Guide on [www.zillow.com](http://www.zillow.com), the online real estate resource.

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

The University has no responsibility to find or assist a student in finding housing.

## Admission and Enrollment Policies

### ADMISSION REQUIREMENTS

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

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

### PERSONAL INTERVIEW

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

## **NEW APPLICANTS**

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

## **TRANSCRIPTS OF PREVIOUS WORK**

Transcripts of previous academic college or university work must be provided with the Application for Admission. Photocopies of transcripts in your personal possession are acceptable for evaluation purposes. An official transcript must be forwarded to the University for each college or university listed on the Application for Admission. If you do not have copies of your transcripts in your possession, request that each college send a copy to the University.

## **THE ACCEPTANCE PROCESS**

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

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

## **NON-DISCRIMINATION POLICY**

California Coast University is dedicated to providing equal access to education to students of every race, color and natural origin.

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

## **RESIDENCE REQUIREMENTS**

California Coast University does not require traditional classroom attendance or on campus residence requirements. Students complete all course requirements using the latest online learning programs under the guidance and supervision of outstanding faculty and learning facilitators. All equipment and materials as well as class sessions are online. The University's facility is for administrative offices only. Students outside the contiguous U.S. (includes AK, AS, FM, GU, HI, MH, MP, PR, PW, and U.S. VI) may only receive coursework and grades electronically.

## LICENSES AND CREDENTIALS

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

For students residing in the State of Iowa or the state of Virginia, please check with the corresponding licensing board below for licensure requirements, as we are unable to determine or advise if any of our programs meet the licensure requirements:

- Iowa Board of Educational Examiners - <https://boee.iowa.gov/licenses/license-and-authorization-information>
- Iowa Board of Nursing - <https://nursing.iowa.gov/licensure/licensure-faqs>
- Iowa HHS Bureau of Professional Licensure - <https://hhs.iowa.gov/Licensure>
- Iowa Professional Licensing Bureau - <https://plb.iowa.gov/>
- North Dakota Board of Accountancy - <https://www.ndsba.nd.gov/applications>
- North Dakota ESPB - <https://www.nd.gov/espb/licensure>
- North Dakota HHS - <https://www.hhs.nd.gov/health/regulation-licensure-and-certification>
- North Dakota POST - <https://post.nd.gov/FAQ/index.html>
- North Dakota State Board of Psychologist Examiners - <https://www.ndsbpe.org/licensee/app-lic-instruct.asp>
- Virginia Department of Education - <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure>
- Virginia Department of Health Professions - <https://www.dhp.virginia.gov/ApplicantResources/ApplyforALicense/>
- Virginia Department of Professional and Occupational Regulation - <https://www.dpor.virginia.gov/applicants>
- Virginia Board of Accountancy - <https://boa.virginia.gov/individual-cpas/initial-license/>

## TIME REQUIREMENTS

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

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

## ENROLLMENT STATUS

Enrollment status is defined as the following:

### Undergraduate Programs

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

### Graduate Programs

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

### Doctoral Programs

- Full-time status is the completion of a minimum of (4) courses per year.
- Half-time status is the completion of a minimum of (2) courses per year.

## SATISFACTORY ACADEMIC PROGRESS POLICY

To help students gauge their time for completing their educational programs and to remain active and able to submit coursework, please review the following program guidelines regarding time limits and required timelines:

- Students enrolled in certificate programs have a maximum of two years to complete their coursework.
- Students enrolled in associate, bachelor's and master's degree programs have five years from their enrollment date to complete their coursework.
- Doctorate students have ten years to complete all program requirements.
- If a student needs more than the maximum number of years allowed, a request for a one-year extension may be submitted. If approved, the University will allow the student an additional twelve months to complete their program. Failure to complete all required coursework prior to the extension deadline will result in Academic Dismissal from the program.
- To help keep students on track and remain on good academic standing through their program, the University requires students to complete a minimum of one course every six months.
- Students who need more than the allotted six-month time frame can request a ninety-day extension.
- Students are eligible for a maximum of three consecutive extensions before being placed on Academic Hold.
- While the one course every six-months guideline would not generally be enough to complete the entire program in the allotted time frame, it provides some structure to help the student reach the end goal. Students are encouraged to design a schedule for course completion, within the maximum time frame, based on their individual academic plan.



- In addition to keeping up with their coursework, students are required to make their monthly tuition payments to the University in a timely manner and remain in good financial standing. Students who fail to maintain their agreed upon tuition payment schedule may not receive or complete coursework and are subject to having their academic program placed on financial hold. Missing any four payments throughout the program will result in the University placing students on Financial Hold.
- Students can remain on academic or financial hold for up to one year. During this time students who are on hold are contacted by the University's Student Success Advisors in an attempt to get them back on good standing and back on track to graduation.
- If students are unable to reinstate back into their program within one year, the University will place the student on Academic Dismissal from their program.

## **MONITORING ACADEMIC PROGRESS**

Student progress is monitored through a variety of means:

- Each student is assigned a Student Success Advisor who will support and monitor student progress from enrollment to graduation.
- Through automated systems, student progress is reviewed every sixty days to identify students falling below acceptable progress benchmarks.
- Students are contacted via reminder letters and phone calls to help keep them on track.
- Student Success Advisors schedule student contact as needed to provide student support.

## **COURSE EXTENSION POLICIES**

As the educational programs offered by the University are self-paced, there are no specific term limits for the majority of students. For students not bound by any type of tuition assistance programs, and not requiring academic terms, the following policies apply regarding course extensions:

- Educational programs offered by the University are self-paced. With that, students are required to complete a minimum of one course every six months to remain active in their education programs and stay on good standing. Student progress is monitored regularly through system generated reports. From this, the University's Student Success Advisors are in contact with students prompting them to complete and submit academic work.
- If a student does not stay active and on good standing, he or she will be placed on Academic Hold. A student may be on academic hold for up to twelve months. During the academic hold period, they will need to be reinstated to active status to resume their program, complete, and submit course work.
- After this period, and if they have failed to reinstate, they are academically dismissed from the University. At that time, they will need to submit a new application for enrollment and go through the admissions process again – meeting all current requirements at the time of the re-enrollment.

## **COURSE EXTENSION POLICIES- cont.**

For students participating in V.A. programs, tuition assistance programs, and in company-paid tuition assistance, the following policies apply:

- V.A. students are given a sixteen-week period to complete his or her course(s). Within the sixteen-week term, students are prompted to submit their course requirements and complete their examinations. At the end of the term, and if the student has not completed all requirements, the University's V.A. Certifying Official will work with the student to give him or her up to 30 days to complete and submit all course requirements. If the student fails to complete the course requirements, the certification is terminated and the University and the student receive a debt letter.
- For students participating in company-paid tuition assistance, the student is given a sixteen-week period to complete his or her course(s). Within the sixteen-week term, students are prompted to submit their course requirements and complete their examinations. At the end of the term, and if the student has not completed all requirements, the University will work with the student to give him or her extra time to complete and submit all course requirements – consistent with the student's company requirements for tuition assistance.

## **INCOMPLETE GRADE POLICIES**

Students must complete all course requirements to receive a course grade. The educational programs offered by the University are self-paced, with no specific term limits for the majority of students. For students not bound by any type of tuition assistance programs, and not requiring academic terms, the following policies related to incomplete grades apply:

- A student who has completed a portion of the course requirements may maintain an incomplete course grade as long as they remain in good standing. If the student has to reinstate, he or she is subject to current course requirements



## **INCOMPLETE GRADE POLICIES - cont.**

For students participating in V.A. tuition assistance programs, and students participating in company-paid tuition assistance, the following policies related to incomplete grades apply:

- Students who must complete a course utilizing a term limit are contacted by the University regarding his or her term limit and the completion of the course. V.A. students have up to 30 additional days to complete the course. Students receiving company-paid tuition must complete the course in the designated time frame. If students in either category fail to complete the course requirements in the designated time, they will receive a failing grade for the course.

## **REQUEST FOR REINSTATEMENT**

Students must maintain an active status in their programs, as noted in the previous section. This includes maintaining good standing both academically and financially. If a student is placed on hold from his/her program for failure to meet financial or academic requirements and wishes to be reinstated to an active status, must do so within one year of being placed on hold and he/she will be assessed a \$75 non-refundable fee, plus any tuition increases that may have occurred since their original enrollment. Students will be required to meet the current academic requirements and standards established by the University. Any previously completed coursework may be transferred into the current program, when possible and applicable. Students seeking reinstatement will need to write the University and request an Application for Reinstatement. California Coast University reserves the right to refuse admission or continuation to any student.

## **IN-SCHOOL DEFERMENT**

While CCU does not participate in the National Student Loan database system, students who maintain active enrollment status may apply for an In-School Deferment. In-School Deferment requests can be submitted to the Registrar upon enrollment by email to the registrar@calcoast.edu or by fax to 714-547-5777. Students can download the In-School Deferment forms on the lenders website. Sections 1-3 must be filled out by the student, and section 4 should be left blank for the school to complete. They must be submitted each year and the student must complete the required amount of courses (as noted above) to be eligible for half-time or full-time status. Academic extensions do not apply to deferments. The In-School deferment date starts from the date of your enrollment. For certificate programs you must have a minimum of four courses to complete and you can apply for half-time status for the first year only.

\*Please note that any academic extension posted on your behalf, will not apply to any In-School Deferment requests and may adversely affect your ability to defer any student loan payments.

## **TAX DEDUCTIONS FOR EDUCATIONAL EXPENSES**

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

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

## **TECHNOLOGY/FACILITIES/EQUIPMENT REQUIREMENTS**

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

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

### **System Requirements**

The courses at California Coast University are designed to be completed online. Throughout your program, you will be reviewing your academic plan, receiving your coursework, submitting your examinations and writing assignments, checking your grades, receiving faculty evaluations, making payments, and communicating with the various departments via the student portal - Coast Connection. The student portal must remain compliant with new security standards.

With this in mind, California Coast University is requiring its students to use modern browsers to maintain security and functionality. Your device must at least run the following:

Operating System:

- Windows 10 or later versions (running on PC Desktops and Laptops)
- MAC OS 10.12 or later versions (running on Apple iMac, iMac Pro, Mac Pro, Macbooks and Mac mini)
- Chrome OS (running on Chromebooks and Chromebase)

Recommended Browsers:

- Microsoft Edge (including the newest Chromium build)
- Google Chrome (version 77 or later)
- Mozilla Firefox (version 67 or later)
- Safari (10.1 or later)

Your browser must support the following:

- **Hypertext Transfer Protocol over Secure Socket Layer (https)**
- **JavaScript**
- **Cookies**

## **STUDENT RECORDS**

The institution maintains student records for a minimum of five years (6 years for Wisconsin residents) and a transcript of grades will be maintained indefinitely.

Student records may contain contact information, applications and enrollment agreement, the academic plan, transcripts, course grades, faculty feedback, financial information and communication records with staff and faculty.

## **VERIFICATION OF STUDENT IDENTITY - RIGHT TO PRIVACY**

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

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

## **ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA**

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

1. The right to inspect and review the student's education records within 45 days after the day California Coast University receives a request for access.

Students who wish to inspect their education records should submit to the Registrar a written request (including student's signature) that identifies the records they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

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

Students who wish to ask California Coast University to amend their education record should write the Registrar, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

## **ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA - cont.**

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

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

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

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

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

## **FOREIGN STUDENT POLICY**

### **Foreign Transcripts**

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

## Visa Services (I-20)

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

## ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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

1. Undergraduate Degree: A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE). A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

3. First Professional Degree or Professional Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

4. A minimum score on the College Board Accuplacer ESL Exam Series as follows:

ESL Language Use: Score of 85

ESL Listening: Score of 80

ESL Reading: Score of 85

ESL Sentence Meaning: Score of 90

ESL Writeplacer: Score of 4

Comprehensive Score for all exams of 350

All of CCU's courses are taught in English. Instruction will not occur in a language other than English.

## **STUDENT LEAVE OF ABSENCE**

If extreme circumstances do not allow a student to complete the minimum of one course in six months, the student may request a leave of absence for up to six months. The request should be submitted to the Registrar of the University, in writing and state the reason and the expected date of reactivation. However, the student must continue to make tuition payments until the account is paid in full. All leaves of absence must be approved by the University in advance.

## **COAST CONNECTION**

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

## **STUDENT SERVICES**

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

## **COUNSELING AND/OR PLACEMENT**

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

## GRADUATION

### Petition for Graduation form

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

### Requirements for Graduation

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

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

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

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

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

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

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



## **VA TUITION ASSISTANCE**

At this time, the VA had granted California Coast University, Facility Code: 21111205, a waiver for requirements of section 1015 of the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (Public Law 116-315) until December 31, 2022. Due to this factor, CCU will not be accepting new students who wish to utilize VA Benefits at this time.

### **Eligibility**

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

### **Certification**

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

### **Dropped Courses/Uncompleted Courses**

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

### **Academic Credit Transcripts**

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

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

### **Veterans Affairs (VA) Education Benefits Shopping Sheet**

Section 1018 of Public Law 116-315, Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020, requires educational institutions to make certain disclosures to students using federal military and/or VA education benefits. To ensure compliance with the law, we have developed the Shopping Sheet Information for Student Veterans/Veteran's Dependents.

**Types of Financial Aid Offered by CCU** – CCU does not participate in financial aid programs. However, the University does accept MYCAA benefits and company paid tuition vouchers. Please note, VA Benefits are allowed for currently enrolled students who enrolled prior to December 31st 2022 and were already utilizing VA benefits. For information on company paid tuition vouchers, please contact an Admissions Representative.



# California Coast University Catalog - 2023

Below are two charts explaining coverage of tuition and fees for students utilizing the Post 9/11 GI Bill® for both Undergraduate (UG), Graduate (GR), and Doctoral (Ed.D.) students.

## Undergraduate Cost of Attendance per term with utilization of Chapter 33: Post 9/11 GI Bill®

Post 9/11 Percentage of Eligibility	Degree-Applicable Hours Full Time = 12 hrs	Amount Covered: Tuition (\$170/credit hour)	Amount Covered: Tuition w/10% discount (\$153/credit hour)
Post 9/11 @ <b>50%</b>	12 Credit Hours	\$2,040.00 @ 50% = \$1,020.00	\$1,836.00 @ 50% = \$918.00
Post 9/11 @ <b>60%</b>	12 Credit Hours	\$2,040.00 @ 60% = \$1,224.00	\$1,836.00 @ 60% = \$1,101.60
Post 9/11 @ <b>70%</b>	12 Credit Hours	\$2,040.00 @ 70% = \$1,428.00	\$1,836.00 @ 70% = \$1,285.20
Post 9/11 @ <b>80%</b>	12 Credit Hours	\$2,040.00 @ 80% = \$1,632.00	\$1,836.00 @ 80% = \$1,468.80
Post 9/11 @ <b>90%</b>	12 Credit Hours	\$2,040.00 @ 90% = \$1,836.00	\$1,836.00 @ 90% = \$1,652.40
Post 9/11 @ <b>100%</b>	12 Credit Hours	\$2,040.00 @ 100% = \$2,040.00	\$1,836.00 @ 100% = \$1,836.00

## Graduate Cost of Attendance per term with utilization of Chapter 33: Post 9/11 GI Bill®

Post 9/11 Percentage of Eligibility	Degree-Applicable Hours Full Time = 9 hrs	Amount Covered: Tuition (\$250/credit hour)	Amount Covered: Tuition w/10% discount (\$225/credit hour)
Post 9/11 @ <b>50%</b>	9 Credit Hours	\$2,250.00 @ 50% = \$1,125.00	\$2,025.00 @ 50% = \$1,012.50
Post 9/11 @ <b>60%</b>	9 Credit Hours	\$2,250.00 @ 60% = \$1,350.00	\$2,025.00 @ 60% = \$1,215.00
Post 9/11 @ <b>70%</b>	9 Credit Hours	\$2,250.00 @ 70% = \$1,575.00	\$2,025.00 @ 70% = \$1,417.50
Post 9/11 @ <b>80%</b>	9 Credit Hours	\$2,250.00 @ 80% = \$1,800.00	\$2,025.00 @ 80% = \$1,620.00
Post 9/11 @ <b>90%</b>	9 Credit Hours	\$2,250.00 @ 90% = \$2,025.00	\$2,025.00 @ 90% = \$1,822.50
Post 9/11 @ <b>100%</b>	9 Credit Hours	\$2,250.00 @ 100% = \$2,250.00	\$2,025.00 @ 100% = \$2,025.00

## Doctoral Cost of Attendance per term with utilization of Chapter 33: Post 9/11 GI Bill®

Post 9/11 Percentage of Eligibility	Degree-Applicable Hours Full Time = 3/4 hrs	Amount Covered: Tuition (\$320/credit hour)	Amount Covered: Tuition w/10% discount (\$288/credit hour)
Post 9/11 @ <b>50%</b>	4 Credit Hours	\$1,280.00 @ 50% = \$640.00	\$1,152.00 @ 50% = \$576.00
Post 9/11 @ <b>60%</b>	4 Credit Hours	\$1,280.00 @ 60% = \$768.00	\$1,152.00 @ 60% = \$691.20
Post 9/11 @ <b>70%</b>	4 Credit Hours	\$1,280.00 @ 70% = \$896.00	\$1,152.00 @ 70% = \$806.40
Post 9/11 @ <b>80%</b>	4 Credit Hours	\$1,280.00 @ 80% = \$1,024.00	\$1,152.00 @ 80% = \$921.60
Post 9/11 @ <b>90%</b>	4 Credit Hours	\$1,280.00 @ 90% = \$1,152.00	\$1,152.00 @ 90% = \$1,036.80
Post 9/11 @ <b>100%</b>	4 Credit Hours	\$1,280.00 @ 100% = \$1,280.00	\$1,152.00 @ 100% = \$1,152.00

Please note that your final cost depends on you receiving VA benefits to cover for tuition and fees, books/supplies, and housing allowance; reinstatement fees after being placed on Academic or Financial Hold; taking extra courses such as prerequisites; retaking a failed examination or course; changing your program of study which requires more or less credits, change in cost of living; a change in tuition/fees, etc. Students should also visit CCU's web site for tuition and fees. Veterans will receive a 10% discount on tuition fees. As CCU is a distance learning institution, we are unable to disclose living expenses.

For students participating in a Federal GI Bill® program, you may qualify for financial assistance to help cover the costs of your Tuition and Fees. Students using Chapter 30: Montgomery GI Bill® (MGIB), Chapter 1606: Montgomery GI Bill-Select Reserve (MGIB-SR), and Chapter 35: Dependents Education Assistance DEA) are financially responsible for all charges as these GI Bills® do not cover the cost of attendance. However, students utilizing Chapter 33: Post 9/11 GI Bill® are eligible for financial assistance as this program does pay tuition and fees based on the student's eligibility.

Students can search by college to determine estimated GI Bill® benefits, housing allowance and book stipend using GI Bill® Comparison Tool: <https://www.va.gov/gi-bill-comparison-tool/>. Other VA benefit recipients may receive assistance allowances based on training time. Students can view the pay rate on the VA web site at <https://www.benefits.va.gov>.

Only Chapter 33: Post 9/11 G.I. Bill® recipients may be entitled to a percentage based on the length of the veteran's military service. Yearly book and supply stipend of up to \$1,000 per year (paid to the student @ \$41.67 per unit and prorated based on the eligibility percentage).

**Chapter 31: Veterans' Readiness & Employment (VR&E) Program® Recipients** - Only Chapter 31 (Veterans Readiness & Employment Program®) recipients will have the in-state tuition rates, fees, books, and supplies paid to the institution upon approval of their eligibility. An invoice from the college's Accounting Department will be sent to the eligible student's assigned VR&E Counselor for payment purposes.

Veterans receiving Chapter 31 benefits may receive a subsistence allowance based on their current semester's enrollment status while participating in an educational or training program in preparation for suitable employment. A veteran who qualifies for the Post 9/11 G.I. Bill may be eligible to receive an alternative amount equivalent to the monthly Basic Allowance for Housing (BAH).

Please note that the U.S. Department of Veterans Affairs updates the subsistence allowance each fiscal year around October 1st. Current rates are accessible on the VR&E's website here.

VA benefits will stop as of the drop date reported for all classes. Students will be responsible to repay VA funds received for such course(s), (BAH/Monthly assistance allowance), or submit a Mitigating Circumstance to the VA.

**Graduation & Job-Placement Rates** – Program Specific. Please see each program listed under the School Performance Fact Sheet section on the Consumer Information Disclosure page.

**Transfer Credit** – For information on transfer credit, including military credit, please visit: <https://www.calcoast.edu/transfer-examination-credit.html>.

The University's Degree Programs and coursework requirements have not been designed to meet any particular local, state or national licensing or credentialing laws.

**Contact information** – <https://www.calcoast.edu/military/>

## **School Certifying Official**

Danielle Banta  
dbanta@calcoast.edu  
714-547-9625 x1100

Graduation questions: dbanta@calcoast.edu 714-547-9625 x1100  
Transcript questions: registrar@calcoast.edu 714-547-9625 x1106  
U.S. Department of Veterans Affairs: 1-888-442-4551

## **Please remit all mailing to:**

California Coast University  
925 North Spurgeon Street  
Santa Ana, CA 92701

## **YELLOW RIBBON PROGRAM PARTICIPANT**

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

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

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

### **How Does the Yellow Ribbon Program Benefit Me?**

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

### **Am I Eligible for the Yellow Ribbon Program?**

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

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

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

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

## **When Will Benefits under the Yellow Ribbon Program Be Available?**

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

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

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

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

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

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

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

## **How do I apply for the Yellow Ribbon Program?**

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

**Remember, to receive benefits under the Yellow Ribbon Program:**

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

Visit [www.gibill.va.gov](http://www.gibill.va.gov) for additional information on the Yellow Ribbon Program or other benefits.

## General Policies

### WITHDRAWAL AND TERMINATION POLICIES

**STUDENT'S RIGHT TO CANCEL:** Student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The University shall refund 100% of the amount paid for institutional charges, less the nonrefundable \$75 application fee, if notice of cancellation is made through the seventh day after enrollment, or attendance at the first class session, whichever is later. Notice of cancellation shall be in writing. Cancellation occurs when written notice is sent to California Coast University at studentcancellation@calcoast.edu or 925 N. Spurgeon Street, Santa Ana, California 92701. This notification need not take any particular form; it needs only to state the student wishes to cancel this Agreement. The effective date of cancellation will be the date the request is received by the University. A withdrawal may be effected by the student's written notice or by the student's conduct, including, but not limited to, a student's lack of attendance. The university does not refund tuition for any completed courses.

### Distance Educational Programs (Specific Provision for Instruction Not in Real Time)

An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to the student within seven days after the institution accepts the student for admission.

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 30 days after receipt of the student's request.

(1) An institution shall transmit all of the lessons and other materials to the student if the student:

- a. has fully paid for the educational program; and
- b. after having received the first lesson and initial materials, requests in writing that all of the material be sent.

(2) If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

**REFUNDS:** The University shall refund unearned tuition charges if the student withdraws after seven days of enrollment, during a period of attendance. Students who have completed 60% or less of each provided course may be entitled to a pro rata refund based on the schedule below. All amounts paid by the student in excess of what is owed shall be refunded within 30 days of receiving the cancellation request. Students who have completed 61% or more of a course, are not entitled to a refund for the course.

When a student cancels after completing 60% or less of a course and has overpaid the tuition amount due, the University may retain the initial nonrefundable \$75 application fee and a percentage of tuition in accordance with the following schedule:

Percentage completed by the student	Percentage of tuition refunded to student	Percentage of tuition CCU retains
Up to 20% (up to 1 unit)	80%	20%
21% - 40% (2 units)	60%	40%
41% - 60% (3 units)	40%	60%
61% - 100% (over 3 units)	0%	100%

The amount of the course completed shall be the ration of submitted assignments to the total assignments required for the course. Students may receive a prorata refund for a course up to 9 months after course materials have been provided. After 9 months from the course sent date the student will owe the full coast of each course provided. If tuition has not been paid, then the University may continue to collect tuition for submitted/provided assignments until paid in full.

Sample refund calculation (based on undergraduate tuition rate and partial courses completed within 9 months of being provided to the student.

Tuition cost per course: \$510.00

Number of courses 100% completed: 2

Total cost of 100% completed courses: \$1,020.00

Student has 2 partially completed courses:

40% (2 units completed) of BAM105 = \$204.00 tuition owed

80% (4 units completed) of BAM450 = \$510.00 tuition owed

Total coast of partially completed courses: \$714.00

Total cost of all instruction provided: \$1,734.00 (\$1,020.00 + \$204.00 + \$510.00)

Non-refundable application fee: \$75.00

Total student payments to date: \$3,200.00

Total refund due: \$1,391.00 (\$3,200.00 - \$75.00 - \$1,734.00 = \$1,391.00)

Refunds will be processed within 30 days upon receipt of written request.



Although California Coast University does not participate in federal financial aid programs, California regulations require students be notified that if a student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid programs.

**Students residing in the state of Iowa** who withdraw within the first two calendar weeks of enrollment will receive a refund of all tuition charges. A student who terminates after the first two calendar weeks of enrollment may be eligible for a pro rata refund. This refund will be an amount that is not less than ninety-five percent of the amount of tuition charged to the student multiplied by the amount of the courses/clock hours remaining in the program. If a student has completed 60% or more of a program, no refund will be given.

If, at anytime, a student terminates a postsecondary educational program after the first two calendar weeks due to the student's physical incapacity or, for a program that requires classroom instruction, due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining calendar days in the school period to the total number of calendar days in the school period.

**Sample refund calculation for students residing in Iowa enrolled in the Bachelor of Science in Criminal Justice** (based on current tuition rate)

Percentage of program completed: **42.9%** (**54** semester units out of **126** semester units)

Total payments student has made: **\$21,420.00**

126 (# of clock hours in school period)

- 54 (# of clock hours the student completes in the school period)

= **72** (# of clock hours the student failed to complete in the school period)

72 (# of clock hours the student failed to complete in the school period)

/126 (# of clock hours in school period)

= **0.571** (% of the school period that the student failed to complete)

0.571 (% of the school period that the student failed to complete)

X \$21,420.00 (tuition charges for the school period)

= **\$12,240.00** (amount of refund prior to school's administrative charges)

\$12,240.00 (amount of refund prior to school's administrative charges)

x 0.95 (Iowa law allows the school to retain 5% in administrative charges)

= **\$11,628.00** (minimum tuition charge refund/reduction owed to the student)

**Students residing in the state of Oregon** who cancel after completing 60% or less of a course and have overpaid the tuition amount due, the institution may retain the initial nonrefundable \$75 application fee and a percentage of tuition in accordance with the following schedule:

Percentage completed by the student	Percentage of tuition refunded to student	Percentage of tuition CCU retains
Up to 20% (up to 1 unit)	80%	20%
21% - 40% (2 units)	60%	40%
41% - 60% (3 units)	50%	50%
61% - 100% (over 3 units)	0%	100%

**Students residing in the state of Wisconsin** will receive a full refund of all money paid if student:

1. Cancels within the three-business-day cancellation period of SPS 406.03;
2. Accepted was unqualified and the school did not secure a disclaimer under SPS 409.04;
3. Enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representation made by or on behalf of the school.

Refunds will be made within 10 days of cancellation.

A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instructions in the current enrollment period, is entitled to a pro rata refund as follows:

At Least	But Less Than	Refund Tuition
1 unit/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	No	No Refund

As part of this policy, the school may retain a one-time application fee of no more than \$100. The school will make every effort to refund prepaid amounts for books, supplies and other charges. A student will receive the refund within 40 days of termination date. If a student withdraws after completing 60% of the instruction, and withdrawal is due to mitigating circumstances beyond the student's control, the school may refund a pro rata amount. A written notice of withdrawal is not required.

**Student residing in the State of Maryland:** The minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% Refund
10% up to but not including 20%	80% Refund
20% up to but not including 30%	60% Refund
30% up to but not including 40%	40% Refund
40% up to but not including 60%	20% Refund
More than 60%	None

A refund due to a Maryland student shall be based on the date of withdrawal or termination and paid within 30 days from the date of withdrawal or termination.

## DISPUTE RESOLUTION

The University encourages students to contact staff and faculty directly with questions or concerns in regard to their program and/or course materials. The University is committed to resolving any complaints that may arise during the educational program completion process. It is the policy of the University to address student complaints in an objective and timely fashion. It is also the policy of the University to resolve all student concerns and complaints at the department level whenever possible.

All student complaints that cannot be resolved at the department level are classified into the general categories of academic issues, student service issues, or administrative issues, and an internal investigation is initiated. If the Chief Academic Officer deems it appropriate, a meeting of the Grievance Committee may be held to discuss alternatives and to suggest a course of action. When a decision has been reached, the Chief Academic Officer communicates, in writing, to the student and retains material related to the complaint in a student complaint file.

Students have the right to appeal decisions made by the Academic Department and Student Services Department. To appeal a decision, students must file a formal grievance petition in the form of a letter addressed to the Chief Academic Officer who will review and research all facets of the student's concern, coordinate all review meetings, and provide the student with a report of the findings of the Grievance Committee.

Students who feel the University is not complying with accreditation standards may contact:

Distance Education Accrediting Commission  
1101 17th Street NW, Suite 808, Washington, D.C. 20036  
Phone 202-234-5100.

Students will find additional information on filing a formal complaint on the DEAC website - [www.deac.org](http://www.deac.org).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form which can be obtained on the bureau's website at [www.bppe.ca.gov](http://www.bppe.ca.gov).

Any dispute concerning any matter under a student Enrollment Agreement and any courses and services provided by California Coast University shall be governed by California law and any proceedings, judicial or arbitration, shall take place in the County of Orange, State of California.

Students residing in the state of Maryland should direct complaints to:

Maryland Attorney General  
Consumer Protection Division  
200 St. Paul St.  
Baltimore, MD 21202  
410-528-8662/888-743-0023 (toll free)  
The University is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission.

Students residing in the state of Wisconsin should direct complaints to:

Educational Approval Program - Department of Safety and Professional Services  
4822 Madison Yards Way Madison, WI 53705  
Phone: (608) 266-1966, press 5 for EAP,  
Email: [DSPSEAP@wisconsin.gov](mailto:DSPSEAP@wisconsin.gov),  
Website: <https://dsps.wi.gov/pages/Home.aspx>

New Mexico students have the right to contact NMHED if their complaint cannot be resolved within the institution:

New Mexico Higher Education Department  
2044 Galisteo Street, Suite 4  
Santa Fe, NM 87505  
Phone Number: 505-476-8400  
Website: <https://hed.state.nm.us/>

Students residing in the state of Kansas should direct complaints to:

Kansas Board of Regents  
1000 SW Jackson, Suite 520  
Topeka, KS 66612-1368  
Phone Number: 785-430-4240  
Website: [https://www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process)

Students residing in the state of Virginia should direct complaints to:

State Council of Higher Education for Virginia  
Private Postsecondary Education  
101 North 14th Street, 9th Floor  
James Monroe Building  
Richmond, VA 23219-3659  
Phone Number: 804-225-2600  
Website: <https://www.schev.edu/students/resources/student-complaints>

Students residing in the state of Georgia have the right to appeal final institutional decisions to the GNPEC. Please contact the Georgia Nonpublic Postsecondary Education Commission at (770) 414-3300 or <https://gnpec.georgia.gov/student-resources/student-complaints>.

## **STUDENT TUITION RECOVERY FUND (STRF)**

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

## **STUDENT TUITION RECOVERY FUND (STRF) - cont.**

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

## **CIVILITY POLICY**

As Students, Faculty and Staff must work together in a professional manner, the California Coast University expects that it will present a culture of civility at all times. Faculty, Staff and Students are expected to exhibit polite and courteous behavior in all interactions. Differences of opinion or concerns related to programs, coursework, etc. are welcome and should be presented in a mature, professional, ethical and respectful manner. Student behavior or communication that is clearly disrespectful will not be tolerated and may result in the student being disenrolled from the program. In turn, Faculty and Staff will also adhere to this policy - presenting themselves in a polite, courteous manner adhering to the same mature, professional, and ethical manner noted for students.

## **STUDENT INTEGRITY AND ACADEMIC HONESTY POLICY**

Student integrity and academic honesty are a cornerstone for any educational institution and paramount to the integrity and quality of the programs offered. California Coast University expects its students to conduct themselves in an ethical manner demonstrating integrity and honesty. The University will uphold these expectations and respond with the same behavior.

Students are provided with the University's policies and the consequences should any part of those policies be violated, either intentionally or unintentionally. When the University discovers instances of questionable behavior, misconduct, or blatant disregard/infractions of the rules, actions are taken. To help students understand the expectations the University has for them, California Coast University publishes clear and specific policies related to student integrity, academic authenticity, and academic honesty. The following are a list of common violations of the Student Integrity and Academic Honesty Policy:

### **Academic Misconduct**

Misconduct is a violation of the Student Integrity and Academic Honesty policy, whether intentional or unintentional and includes all forms of academic dishonesty. This includes but is not limited to acts that result in creating an unfair academic advantage to themselves, the student, or to others. Examples of academic dishonesty are:

- Submitting the same work for multiple courses or assignments
- Tampering with grading in any shape or form
- Attempting to obtain or obtaining answers to examination questions
- Fabrication, falsification, or forgery
- Bribery
- Inventing or creating data
- Citing a false source
- Submitting academic records (e.g., transcripts, training hours, resume) that have been altered in any way or that are fraudulent
- Knowingly using, buying, selling, stealing, or soliciting contents of a written examination, record, or assignment

## **Cheating**

Obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Examples include:

- Lying or being deceptive to student officials, faculty, staff
- Copying from another's test or examination
- Discussion at any time of questions or answers on an examination or test, unless such discussion is specifically authorized by the course instructor or California Coast University
- Taking or receiving copies of an examination without the permission of the instructor or California Coast University
- Using or displaying notes, "cheat sheets" either online or in person
- Allowing someone other than the officially enrolled student to represent the same
- Attempting to alter an examination
- Submitting work that was not written or created by the student. Examples are papers written by someone other than the enrolled student, such as a ghost-writer or paper/essay mill, or AI applications, such as ChatGPT, BardAI, BingChat, etc.

## **Collusion**

Knowingly assisting, attempting to assist, or receiving assistance from another student, previously enrolled student, California Coast University graduate to commit academic misconduct, or conspiring with any other person employed with California Coast University or outside of the university to commit misconduct.

## **Copyright Infringement**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code).

- Unauthorized downloading, uploading, sharing, and/or duplicating course materials including, but not limited to, assignments, exams, slides, videos, email or Student Portal correspondence and any other material created and/or provided by the instructor without the instructor's express permission. This includes, but is not limited to: downloading, uploading, viewing, sharing, or selling copyrighted material found on commercial notes-sharing websites such as Course Hero and GitHub.



## **Fabrication, Falsification, Forgery**

Deliberately falsifying, altering, or inventing student or proctor records, information or citations. Any of these acts may lead to a course, certificate, and/or degree being revoked.

- Falsification of any written examination, record, or assignment
- Representing oneself as another student for the purpose of taking an examination
- Furnishing false or misleading information to California Coast University staff or on official records
- Forging, altering, or misusing the University name, the name of the University employees, documents, records, or identification

## **Plagiarism**

Plagiarism consists of taking and using the ideas, writings, or inventions of another, be it a person or AI, without giving credit to that person or entity and presenting it as one's own. Examples include:

- Intentional
- Inadvertent
- Paraphrased
- Improper Citations

## **What is Plagiarism?**

- Plagiarism consists of taking and using the ideas, writings, or inventions of another, without giving credit to that person and presenting it as one's own. This is an offense that the University takes very seriously.

The Council of Writing Program Administrators (WPA) defines plagiarism as:

“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.”

Academic writing in American institutions is filled with rules that students often don't know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes or the unacknowledged use of somebody else's words or ideas can lead to charges of plagiarism. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This section is designed to help writers develop strategies for knowing how to avoid accidental plagiarism. Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the best way to avoid plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew or implied. If you do use a direct quotation from one of the sources you review, be sure to properly cite where the information was obtained.



## Choosing When to Credit a Source

### Give credit by documenting a source when:

- You are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, website, letter, advertisement or any other medium.
- You use information gained through interviewing another person.
- You copy the exact words or a "unique phrase" from a source.
- You reprint any diagrams, illustrations, charts and pictures.
- You use ideas that others have given you in conversations or through email.

### Do not give credit when:

- You are writing your own experiences, observation, insights, thoughts or conclusions about a subject.
- You are using "common knowledge" – folklore, common sense observations or shared information within your field of study or cultural group.
- You are compiling generally accepted facts.
- You are writing about your own experimental results.

**As you can see, providing references and being careful not to have any instances of plagiarism in your work is very important. When there is a problem, the University will take action.**

The University has an established process enforcing any violation to its student integrity and academic honesty policies.

- The first line is for the faculty member to handle the infraction when appropriate, while making a notation of the violation.
- If necessary, the faculty member may need to escalate the violation up through the Director of Academic Affairs and on to the Chief Academic Officer.

To give an idea of a type of violation and the action taken:

An example of an infraction would be a student submitting a writing assignment with substantial amounts of "paraphrasing" from the text or from an internet source without proper citations. The faculty member would first notify the student of the infraction, reject or fail the submitted work and direct the student to review information on plagiarism and have the student resubmit the work making sure it is free of any appearance of plagiarism – i.e. all proper citations, written in the student's own words, etc. If this was a problem again, the issue would be taken up to a higher academic official who would contact the student for further discussion.

A second example might be two students submitting work very similar to each other – writing assignments. The faculty member identified this and contacted both students. In this case, the Chief Academic Officer would be notified and also would become involved. A letter would be sent to the students reminding them that studying together was permitted, but all work must be completed independent of each other and original to the student submitting the work. The students would then be asked to submit their own original work. Finally, serious infractions may include disciplinary action including and up to probation, suspension, or dismissal.

## TERMINATION OF ENROLLMENT

Students are expected to conduct themselves in a mature, professional, and ethical manner. Students may be terminated or disqualified from their program of study for any of the following reasons:

- Deceit, fraudulence, cheating, unethical or disruptive behavior, forgery or vandalism.
- Falsification of records, transcripts, or coursework documents submitted for review or credit.
- Plagiarism of other's work.
- Failure to demonstrate reasonable and successful academic progress. Students completing coursework must complete a minimum of one course every six months for a minimum of two courses per year. Students completing a thesis or dissertation must submit evidence of progress in writing at least once a year. A waiver may be requested by writing to the Director of Academic Affairs stating the reason for the request and the specific time when progress will resume.
- Failure to submit work according to the standards specified in the manuals and instructions provided by the University.
- Failure to maintain the tuition payment agreement.

## Administration and Management Course Descriptions

### **BAM 105 INTRODUCTION TO BUSINESS - 3 Units**

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

### **BAM 110 INTRODUCTION TO ACCOUNTING - 3 Units**

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

### **BAM 223 PRINCIPLES OF ECONOMICS - 3 Units**

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

## **BAM 225 INFORMATION MANAGEMENT - 3 Units**

Information Management is an introductory course designed to provide in-depth coverage of essential concepts and important terminologies in the study of information systems. Topics include information management, the principles of a database management system, the principal technologies and standards for wireless networking, communication, Internet access, and the relationships among ethical, social, and political issues that are raised by information systems and its place in the business environment.

## **BAM 275 INTERPERSONAL COMMUNICATION - 3 Units**

Interpersonal Communication examines best practices for improving personal and professional effectiveness. For this, students will examine intrapersonal and interpersonal factors associated with success. This course will also help students develop the essential skills for self-management, working in teams, and leading groups and individuals within organizations.

## **BAM 306 PRINCIPLES OF MARKETING - 3 Units**

Principles of Marketing examines the various functions of modern marketing including the market, product, and price systems, distribution structure, and promotional activities. The course covers services, nonprofit and for-profit organization marketing including the planning, implementation, evaluation, and control of the marketing effort. Ethics in marketing and socially responsible global marketing are also explored.

## **BAM 312 BUSINESS COMMUNICATIONS - 3 Units**

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

## **BAM 313 INTRODUCTION TO FINANCIAL MANAGEMENT - 3 Units**

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

## **BAM 315 PRINCIPLES OF MANAGEMENT - 3 Units**

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

## **BAM 317 BUSINESS LAW - 3 Units**

Business Law explores preventative law, which is central to a law course designed for business students. This course examines law in a business context rather than in the abstract, employing the practical approach that using the law makes it easier to reach business objectives.

## **BAM 350 PROJECT MANAGEMENT - 3 Units**

Project management will introduce students to critical components of project environments. Through numerous examples, students will be able to understand how project management concepts and techniques can be skillfully applied to real-world scenarios. Topics include project management life cycle and process, developing a project proposal, techniques for planning, scheduling, resource assignment, budgeting, and controlling project performance, project risks, project manager responsibilities and skills, project team development and effectiveness, project communication and documentation, and project management organizational structures.

## **BAM 385 DIVERSITY AND INCLUSION IN ORGANIZATIONS**

Diversity and Inclusion in Organizations provides students with a comprehensive and in-depth review of the factors related to these important issues. For this, the course will examine workplace, management, and psychological factors related to organizational, national, and global diversity, equity, and inclusion. In addition, students will explore best practices for managing a diverse and inclusive workforce in the global context.

## **BAM 401 INTERNATIONAL BUSINESS - 3 Units**

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

## **BAM 402 PUBLIC RELATIONS - 3 Units**

Public relations is the values-driven management of relationships with groups of people that can influence an organization's success. This course will examine how organizations can ethically and systematically build productive, mutually beneficial relationships with such groups, especially with the exponential growth of social media and emerging technologies. This course also discusses the dynamic growth of global communications and its challenge for the PR profession.

## **BAM 406 BUSINESS AND SOCIETY - 3 Units**

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

## **BAM 410 ORGANIZATIONAL THEORY AND BEHAVIOR - 3 Units**

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

## **BAM 411 HUMAN RESOURCE MANAGEMENT - 3 Units**

Human Resource Management explores the fundamentals of human resource management and its significance to a company's success. Examined, in detail, are HR functions such as recruitment, retention, appraisal, compensation, labor relations, development, and current trends in the field. Practical skills-oriented concepts and techniques are highlighted throughout the course, as is the emphasis on building and maintaining an engaged and productive workforce.

## **BAM 418 SMALL BUSINESS MANAGEMENT - 3 Units**

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

## **BAM 421 OPERATIONS MANAGEMENT - 3 Units**

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

## **BAM 475 ORGANIZATIONAL CHANGE - 3 Units**

Organizational Change addresses the reality facing both small and large organizations in today's global economy — constant change. Whether change is caused by disruptive technologies or rapid social, economic, political and environmental changes that alter existing realities, this course provides prescriptive advice, "how-to-do-it lists," as well as up-to-date theory regarding change management. This course captures the management experience with change in order to assist all those who must deal with change across a broad cross section of the workforce, not just senior executives or organization development specialists.

## **BAM 485 LEADERSHIP - 3 Units**

Leadership provides a thorough understanding of leadership principles in the context of formal organizational settings such as business corporations, government agencies, and nonprofit organizations. The course is organized by level of leadership analysis and leadership theory paradigm. The course discusses the individual as a leader, addresses the individual skills of leaders, covers team leadership, and examines organizational leadership. Thus, in this course, the leadership paradigm progresses from trait to behavior to contingency to the integrative paradigm.

**BAM 501 HUMAN RELATIONS - 3 Units**

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

**BAM 509 MANAGEMENT INFORMATION SYSTEMS - 3 Units**

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

**BAM 510 HUMAN RESOURCE MANAGEMENT - 3 Units**

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

**BAM 511 MARKETING MANAGEMENT - 3 Units**

Marketing Management explores various marketing theories and practices with emphasis on four key dimensions of holistic marketing: internal marketing, integrated marketing, relationship marketing, and performance marketing. We will also discuss today's economic, environmental, and technological changes in marketing, as well as address the topics of corporate social responsibility, business ethics, sustainability, and the importance of growth to organizations.

**BAM 513 FINANCIAL MANAGEMENT - 3 Units**

Financial Management is designed to help aspiring nonfinancial managers and executives communicate better with financial managers, accountants, and controllers within their organizations. Through the use of real-world examples and case studies, financial concepts are applied and reviewed as they relate to various areas of finance and management.

**BAM 514 INTERNATIONAL BUSINESS MANAGEMENT - 3 Units**

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



## **BAM 515 ORGANIZATIONAL BEHAVIOR - 3 Units**

Organizational Behavior provides students with an in-depth review of various theories and research on the behavior, structure, and process of organizations. Formal organizations and their structure will be critically examined, and human motivations and their constructive application to oneself and others will be explored. Applicable behavior science theories will be analyzed and students will be able to effectively apply the relevant concepts to the management of organizations.

## **BAM 521 BUSINESS LAW - 3 Units**

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

## **BAM 530 BUSINESS ETHICS - 3 Units**

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

## **BAM 532 ORGANIZATIONAL THEORY - 3 Units**

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

## **BAM 535 ADVANCED HUMAN RESOURCE MANAGEMENT - 3 Units**

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

## **BAM 540 PROJECT MANAGEMENT - 3 Units**

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

**BAM 545 STRATEGIC COMPENSATION - 3 Units**

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

**BAM 547 CONFLICT MANAGEMENT - 3 Units**

Conflict Management examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. Both theory and application will be reviewed, with an emphasis on their interrelation. This course aims to enhance and strengthen skills in managing conflict.

**BAM 550 LEADERSHIP - 3 Units**

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

**BAM 554 EMPLOYEE TRAINING AND DEVELOPMENT - 3 Units**

Employee Training and Development provides students with insight into the different methods of training and development for company—as well as personal—success. New technologies, such as virtual learning and big data, allow for greater accessibility to various training content and revision of traditional training and development techniques. There are effective and relevant training and development methods for every stage of an employee's career.

**BAM 560 STRATEGIC MANAGEMENT - 3 Units**

Strategic Management explores strategy formulation, implementation, and evaluation concepts and techniques in business organizations. Topics covered include the concept of a business model, the strategic significance of a company's scope of operations, competing in international markets, and the role of corporate culture and leadership in reaching strategic objectives, as well as ethics, corporate social responsibility, and environmental sustainability as they pertain to strategy.

**BAM 562 MODERN MANAGEMENT - 3 Units**

Modern Management provides insight into current management trends. Today, managers have more responsibility than ever. Meeting the needs of a growing customer base, a diverse workforce, and production challenges all pose unique problems for managers. Through new technology, there is more information available to help managers plan, control, and organize their business.

**BAM 570 E-COMMERCE MANAGEMENT - 3 Units**

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



**BAM 595 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Arts in Organizational Leadership degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

**BAM 596 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Business Administration degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

**BAM 597 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the M.B.A. in Human Resource Management degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

**BAM 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the M.B.A. in Management degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

**HCA 200 THE UNITED STATES HEALTH CARE SYSTEM - 3 Units**

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

**HCA 305 INTRODUCTION TO COMMUNITY HEALTH - 3 Units**

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

## **HCA 310 INFORMATION TECHNOLOGY FOR HEALTH PROFESSIONS - 3 Units**

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

## **HCA 320 ESSENTIALS OF MANAGED HEALTH CARE - 3 Units**

Essentials of Managed Health Care focuses on health insurance as it impacts the management of healthcare organizations. This course provides a systematic overview of the history of managed healthcare and health insurance in the United States, types of health plans and available payers, the provider network, utilization management, quality management, accreditation, Medicare Advantage, Medicaid managed care, and laws and regulations in health insurance and managed care.

## **HCA 340 CULTURAL DIVERSITY IN HEALTH & ILLNESS - 3 Units**

Cultural Diversity in Health and Illness promotes an awareness of the dimensions and complexities involved in interactions between health professionals and patients from diverse socio-cultural backgrounds. It examines different cultural perspectives regarding health, illness and health care that exists within American society by demonstrating traditional health beliefs and practices among selected populations. Emphasis is placed on the importance of having culturally competent health care professionals to better serve an increasingly diverse population.

## **HCA 420 MEDICAL LAW AND ETHICS - 3 Units**

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

## **HCA 501 HEALTH CARE IN AMERICA - 3 Units**

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

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

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

## **HCA 505 MULTICULTURAL HEALTH CARE - 3 Units**

Multicultural Health Care explores the meaning of health disparities within the context of the demographic changes that are taking place in the U.S. The course examines why the health status gap has not been closed and why the gap is widest between the Black and White population. The course addresses the definition of diversity, who defines it, and its importance to the delivery of health care. The course also discusses healthcare reform and Obamacare. Additionally, the course takes a look at the importance of religion and spirituality in the lives of racial and ethnic groups.

## **HCA 507 ORGANIZATIONAL BEHAVIOR IN HEALTH CARE - 3 Units**

Organizational Behavior in Health Care integrates the study of organizational behavior and organizational theory within the dynamic context of the healthcare industry. Students will explore healthcare organizations from both the micro-level (individual behavior in leadership, intrapersonal and interpersonal issues, groups and teams, and managing organizational change), as well as the macro-level (the organization as a whole).

## **HCA 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the M.B.A. in Health Care Management degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

## **MKT 121 CUSTOMER SERVICE - 3 Units**

Customer Service focuses on building career success by applying proven principles that create customer satisfaction and loyalty. The text is skills-based and offers practical, immediately applicable information. It provides clear and concise guidance for developing the skills, attitudes, and thinking patterns needed to overcome many customer service challenges.

## **MKT 230 CONSUMER BEHAVIOR - 3 Units**

Consumer Behavior explores not only the act of buying, but it also investigates how having or not having a product, service, idea, or experience affects our lives, how we view ourselves, and how we view others. This course examines consumer behavior as an ongoing process and includes discussions about current marketing trends—how consumers and technology have affected marketing, and how new marketing has affected consumers and their social environment.

## **MKT 310 ADVERTISING AND PROMOTIONS - 3 Units**

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

## **MKT 333 MARKETING MANAGEMENT - 3 Units**

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

## **MKT 425 SOCIAL MEDIA MARKETING - 3 Units**

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

## **MKT 512 SALES MANAGEMENT - 3 Units**

Sales Management provides a thorough, up-to-date and integrated overview of accumulated theory and research relevant to sales management. The course highlights how real managers apply this knowledge in their own organizations to the issues and decisions companies face in developing and managing an effective sales force in the real world. The course covers the formulation, implementation, evaluation and control of a sales program. We will examine a range of topics including the strategic role of information in sales management, the recruitment, training, and development of a sales force, the vital role of customer relationship management (CRM), the development of territories, determining potentials and forecasts and setting quotas.

## **MKT 542 GLOBAL MARKETING - 3 Units**

Global Marketing takes an environmental and strategic approach to exploring business marketing on a worldwide scale. Topics of discussion include social and cultural environments, global information systems and market research, importing, exporting and sourcing, global market-entry strategies, pricing decisions and the digital revolution. By the end of this course, students should have a better understanding of the scope of global marketing, its impact on most—if not all—businesses, and how to strategize and work through the challenging and ever-changing landscape of global marketing.

## **MKT 552 VALUE MARKETING - 3 Units**

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

## **MKT 555 RETAIL MANAGEMENT - 3 Units**

Retail Management focuses on the exciting and dynamic aspects of retailing. The course is designed to seamlessly meld the traditional framework of retailing with the realities of the competitive environment and the emergence of high technology as a backbone for retailing in the twenty-first century. Key retail management concepts are reinforced with current, real-world examples that bridge the gap between theory and practice.

## **MKT 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the M.B.A. in Business Marketing degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

## Behavioral Science Course Descriptions

### **PSY 102 INTRODUCTION TO PSYCHOLOGY - 3 Units**

Introduction to Psychology introduces the methods and findings of contemporary psychology. Emphasizing the need for scientific and critical thinking, topics include a survey of biology and behavior, sensory process, human development, perception, learning and motivation. Emotion, personality, psychological disorders, therapy and social interaction are also examined to provide students with a solid understanding of the facts, principles, and theories which make up the field of psychology.

### **PSY 116 PSYCHOLOGY OF GENDER - 3 Units**

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

### **PSY 150 HEALTH PSYCHOLOGY - 3 Units**

Health Psychology examines the correlation between health, illness, and optimal health care from a behavioral science approach. The relationship between health and behavior is explored through an integration of foundational theories, relevant research, and “real-world profiles.”

### **PSY 180 INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY - 3 Units**

Introduction to Organizational Psychology provides an introduction to industrial/organizational psychology and emphasizes the connections between theory and practice across the full spectrum of organizational behavior. The course covers job analysis, employee selection, and training and performance appraisal. Common worker issues are examined including motivation, job satisfaction, and stress. Group dynamics in the workplace including communication and group processes are explored, and topics such as leadership and power are analyzed as they relate to organizational structure.

### **PSY 220 DEVELOPMENTAL PSYCHOLOGY - 3 Units**

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

### **PSY 228 SOCIAL PSYCHOLOGY - 3 Units**

Social Psychology offers students an in-depth look at how people come to understand themselves and others in a social context, with considerable emphasis on society's role in social psychology. Each chapter in this course will introduce students to key individuals within the realm of social psychology whose research has made a significant contribution to the field.



## **PSY 270 LEARNING THEORIES - 3 Units**

Learning Theories offers a presentation of learning and behavior theory, methodology, and research relating to how and why humans and animals learn and behave as they do. The course provides a historical and theoretical foundation of learning theory that is necessary to fully appreciate modern forms of the psychology of learning. There is coverage of classic experiments, contemporary research, and real-world examples to help students confidently understand the learning process and its effect on behavior.

## **PSY 280 MARRIAGE AND FAMILY - 3 Units**

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

## **PSY 312 TESTS AND MEASUREMENTS IN PSYCHOLOGY - 3 Units**

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

## **PSY 330 HISTORY AND SYSTEMS OF PSYCHOLOGY - 3 Units**

History and Systems of Psychology offers a biographical approach to the history, methods, and theories in the field of psychology. The philosophical and scientific roots of psychology are explored to provide students with a solid foundation and understanding of modern psychology's early beginnings.

## **PSY 380 PERSONALITY THEORIES - 3 Units**

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

## **PSY 408 ABNORMAL PSYCHOLOGY - 3 Units**

Abnormal Psychology offers students an integrative approach to the study of psychopathology drawing on contributions from various disciplines and theoretical stances. Through clinical case studies, the psychosocial and psychophysiological factors of abnormal behavior are examined, along with the exploration of preventative efforts and research-based advancements in the field.

## **PSY 418 COUNSELING PSYCHOLOGY - 3 Units**

Counseling Psychology addresses the history of counseling and the theory behind its practice, explores the multicultural, ethical, and legal environments in which counselors operate, and examines the variety of skills today's counselors are expected to utilize.

## **PSY 430 EDUCATIONAL PSYCHOLOGY - 3 Units**

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

## **PSY 501 DEVELOPMENTAL PSYCHOLOGY - 3 Units**

Developmental Psychology utilizes current research and examples from around the world to help you understand how culture impacts human development over the lifespan and why it matters. This course portrays the different cultural pathways of development that people have devised in response to their local conditions. You will be challenged to think culturally about your own development and see how it applies to your own life and future careers. In a culturally diverse and globalized world, you will benefit from being able to think culturally about human development.

## **PSY 503 HUMAN SEXUALITY - 3 Units**

Human sexuality presents the role of sexuality in all aspects of human development. We will take a look at how sexuality is perceived and conveyed in various cultures. Methods of addressing sexual problems, sexual communication, evaluation of research, child-rearing practices, life-cycle sexuality, and cross cultural variations will also be discussed.

## **PSY 505 PSYCHOPATHOLOGY - 3 Units**

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

## **PSY 509 THEORIES OF MARRIAGE AND FAMILY - 3 Units**

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

## **PSY 511 PROFESSIONAL ETHICS AND THE LAW - 3 Units**

Professional Ethics and the Law explores the legal and ethical guidelines and expectations that must be adhered to in the professional counseling setting. Central issues in legal and ethical counseling practices—particularly unethical behaviors that harm or has the potential to harm clients—are presented and diverse scenarios are examined. The counselor-client relationship, personal values, and responsibilities are analyzed and considerations involved in adapting counseling practices are explored.

## **PSY 517 ALCOHOL AND CHEMICAL SUBSTANCE ABUSE - 3 Units**

Alcohol and Chemical Substance Abuse examines various drugs, drug-related issues, and alcohol through multiple lenses: historical, social, psychological, cultural, biological, and medical. Woven throughout the course is the idea that the effects of drugs and alcohol are as dependent upon individual users' psychology and biological characteristics as they are on a drug's specific properties. This course also explores substance misuse treatment and prevention.

## **PSY 525 COUNSELING SYSTEMS AND TECHNIQUES - 3 Units**

Counseling Systems and Techniques explores emerging and well-established counseling theories and practices. With a strong multicultural focus and skill development sections that connect counseling theories with clinical practice, we will examine various theories that have been grouped into four broad themes—background, emotions, thoughts, and actions.

## **PSY 527 ASSESSMENT TECHNIQUES - 3 Units**

Assessment Techniques teaches the principles of psychological tests and measurements with an emphasis on psychometric theories and principles. The course provides comprehensive coverage of the full array of the assessment techniques commonly used in modern psychological settings. This course also addresses prominent assessment issues such as test bias and assessment accommodations. In the process, this course takes every opportunity to illustrate the course material by providing practical, “everyday” examples of the principles and procedures at work.

## **PSY 530 PSYCHOLOGY OF AGING - 3 Units**

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

## **PSY 540 PHYSIOLOGICAL PSYCHOLOGY - 3 Units**

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

## **PSY 550 GROUP PSYCHOTHERAPY - 3 Units**

Group Psychotherapy introduces students to the current theories, research, and trends specific to working with groups. The unique values of group counseling for special populations is explored and the issues and cases which deal with the ethics of group work are addressed. Additionally, various theories are explored as they relate to group goals and process. The course provides conceptual frames of reference for the psychoanalytic, Adlerian, psychodramatic, existential, person-centered, Gestalt, transactional analysis, behavior therapy, rational emotive behavior therapy, and reality therapy perspectives.

## **PSY 560 CLINICAL PSYCHOLOGY - 3 Units**

Clinical Psychology presents the theories, research, prevention, assessment, and clinical applications of the field of clinical psychology. The diagnostic and therapeutic strategies employed by clinical psychologists are examined, and students will be challenged to engage in a critical analysis of the theories and research that provide the foundation for effective treatments of various mental disorders.

## **PSY 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Science in Psychology degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.



## Criminal Justice Course Descriptions

### **BCJ 100 INTRODUCTION TO CRIMINAL JUSTICE - 3 Units**

Introduction to Criminal Justice aims to provide students with a general understanding of the criminal justice system's response to crime in society. It is important to note that the general theme of this course involves the delicate balance between community interests and individual rights that criminal justice decision-making requires. This theme will be explored by examining the criminal justice process in some detail, focusing on how the system is structured to respond to crime.

### **BCJ 210 JUVENILE JUSTICE - 3 Units**

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

### **BCJ 230 CRIMINAL INVESTIGATION - 3 Units**

Criminal Investigation aims to provide students with an overview of the criminal investigation field. Course topics include the fundamentals of criminal investigation, follow-up investigative processes, methods for obtaining information, and how to approach investigation of different types of crimes.

### **BCJ 240 PROCEDURES IN THE JUSTICE SYSTEM - 3 Units**

Procedures in the Justice System covers the fundamental principles and procedures employed in the investigation of crimes. The course connects criminal procedure cases to the real world through innovative instruction and encourages critical thinking. This course is designed to help students develop a working knowledge of the steps of investigation, beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court in such a way as to make the concepts easy to apply to any state's specific procedural laws.

### **BCJ 245 COMPUTER FORENSICS AND CYBER CRIME - 3 Units**

Computer Forensics and Cyber Crime explores the legal and social context of cyber crime through examination of the cultural, political, and economic environment in which computer and cyber crime occur. The course covers computer hacking, cyber terrorism, hate speech, policing the internet, and much more while also presenting and analyzing contemporary case studies involving such topics.

### **BCJ 303 TERRORISM - 3 Units**

Terrorism examines terrorist events and groups, analyzes responses to terrorism and the resulting changes in terrorist strategies, and looks at current and future trends for each continent. We will explore the current threat from global jihadist groups, analyze the increase in suicide bomber attacks and assess profiles of prominent individuals involved in terrorism and terrorist networks. In addition, we will also explore ways to mitigate risks and manage incidents.

## **BCJ 340 CRIMINAL BEHAVIOR - 3 Units**

Criminal Behavior provides a detailed look at the field of criminal behavior and forensic psychology. Research, theories, and the varying factors impacting criminal behavior, forensic psychology, the criminal justice system, victimology, and correctional settings are explored from a psychological and cultural perspective.

## **BCJ 351 FORENSIC SCIENCE - 3 Units**

Forensic Science explores the forensic investigation process and procedures. Students will learn how to identify, gather, and analyze multiple types of evidence through contemporary case studies. This course is designed to make the subject of forensic science comprehensible to a wide variety of students who are, or plan to be, aligned with the forensic science profession.

## **BCJ 355 HOMELAND SECURITY - 3 Units**

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

## **BCJ 360 CRIMINAL LAW - 3 Units**

Criminal Law provides students with an overview of general legal principles and an understanding of the historical development of criminal law and its contemporary form and function in American society today. This course offers a comprehensive study of the historical background, social values, moral standards, and political realities that give direction to the American system of justice.

## **BCJ 400 THEORY AND PRACTICES OF LAW ENFORCEMENT - 3 Units**

Theory and Practices of Law Enforcement discusses the historical background and development of the law enforcement field as we know it today. The course presents a detailed view of law enforcement philosophies, operations, tactics, strategies, and processes and highlights the essential critical thinking, problem-solving, and communication skills necessary for law enforcement practitioners as they provide services to increasingly diverse communities. The course emphasizes the multi-jurisdictional complexities of policing in the United States and abroad and the need for inter-agency cooperation in sharing accurate, timely, and relevant information in a post-9/11 world.

## **BCJ 403 THEORY AND PRACTICES OF CORRECTIONS - 3 Units**

Theory and Practices of Corrections provides students with an overview of our past and present corrections system, the evolving manner in which inmates have been treated, and the controversies that still remain in the corrections system today. By the end of this course, students should be more knowledgeable about the corrections system and its participants, as well as more aware of the different perspectives of various members of society regarding the U.S. corrections system.

## **BCJ 450 DOMESTIC VIOLENCE - 3 Units**

Domestic Violence serves as an introduction to the field of family and intimate partner violence. It focuses on the criminal justice perspective, bringing together the causes and consequences, along with an in-depth examination, of this type of violence.

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

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

## **BCJ 501 CRIMINOLOGICAL THEORY - 3 Units**

Criminological Theory examines crime and criminological theory by taking a direct approach to the question of why people commit crimes. It begins with an overview of the key elements of the study of crime and criminology including law, public policy, research literature, and the philosophical origins of crime theories. Each theory is broken down to its basic elements and causal processes in order to be explored against the backdrop of politics and the social context.

## **BCJ 510 DRUGS, JUSTICE AND SOCIETY - 3 Units**

Drugs, Justice and Society is a study of substance abuse in our society. Topics include the history and classification of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

## **BCJ 515 CRIMINAL JUSTICE ADMINISTRATION - 3 Units**

Criminal Justice Administration explores the field from a systems perspective that looks at administrative issues and practices for all three branches: police, courts and corrections. In addition to addressing the practical aspects of justice administration, the course will examine technological advances and future trends. Issues faced by the courts and justice system will also be examined.

## **BCJ 530 MULTICULTURAL ISSUES IN LAW ENFORCEMENT - 3 Units**

Multicultural Issues in Law Enforcement examines the multitude of racial, ethnic and cultural issues related to law enforcement in society. In addition, the course addresses strategies for refining law enforcement attitudes, behaviors, methods and tools for social advancement, community betterment and conflict reduction.

## **BCJ 545 COMPUTER CRIME - 3 Units**

Computer Crime surveys the nature and characteristics of the many dimensions of digital crime and digital terrorism, terms which have emerged and grown rapidly since the World Wide Web has become the basis for global information, business, and government transactions. This course also addresses what experts believe is likely to occur in the future, in the area of computer crime.

## **BCJ 553 SUPERVISION IN LAW ENFORCEMENT - 3 Units**

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

**BCJ 562 POLICE ADMINISTRATION AND MANAGEMENT - 3 Units**

Police Administration and Management examines the evolution of American policing and modern organizational issues. Students will be exposed to the procedures, politics, and human relations issues that police supervisors and administrators must understand in order to succeed.

**BCJ 563 CRIMINAL JUSTICE POLICY - 3 Units**

Criminal Justice Policy addresses crime control and/or prevention and the policies that arise from the need to address crime and deliver justice. The course examines each of the various actors in the public policy process at the federal, state and local level. By the end of the course, students will be able to comprehend the justification, logic, and evidence for specific crime policies, as well as analyze the factors that influence policymaking.

**BCJ 565 DEVIANT BEHAVIOR - 3 Units**

Deviant Behavior examines deviance from key sociological perspectives and theories. The course provides real-world examples of deviance throughout to encourage critical thinking about deviant behavior and its impact at the personal level and on society as a whole.

**BCJ 575 TERRORISM AND HOMELAND SECURITY - 3 Units**

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

**BCJ 582 CORRECTIONAL COUNSELING - 3 Units**

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

**BCJ 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Science in Criminal Justice degree program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

## Education Course Descriptions

### **EDU 501 INTEGRATING TECHNOLOGY INTO TEACHING - 3 Units**

Integrating Technology into Teaching reflects the need for a new kind of teaching resource in which the perspective is not just on the electronic technologies, which change rapidly, but on the principles underlying the teaching strategies they make possible, which are more stable. The emphasis is on learning both the skills in using equipment and software, as well as on how to integrate such resources into daily classroom activities. In addition, this examination of technology integration strategies is linked to both learning theories and effective classroom practices.

### **EDU 507 CULTURAL ISSUES IN EDUCATION - 3 Units**

Cultural Issues in Education focuses on essential questions and theoretical concepts about becoming a multicultural educator. Specifically, this course will address the impact of diversity in education that goes beyond race to include gender, sexual orientation, poverty, class, and religion.

### **EDU 510 MODELS OF TEACHING - 3 Units**

Models of Teaching explores diversity responsive teaching models and curriculum theories to help increase student capacity for personal growth, social growth, and academic learning. Application of theories to classroom utilization is emphasized to help educators be able to construct vital and effective diverse learning environments for their students.

### **EDU 520 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR - 3 Units**

Leadership and Organizational Behavior examines major leadership behavior patterns and strategies that promote effectiveness in organizations. Focus will be placed on the principles of school leadership, as well as specific theories behind organizational behavior. Students will be challenged to become more self-aware of their personal leadership style and will be able to develop their abilities to influence others.

### **EDU 521 PSYCHOLOGY APPLIED TO TEACHING - 3 Units**

Psychology Applied to Teaching provides an overview of theories and research in educational psychology. Students will develop an understanding of the personal paradigms of teachers and students. Learning theories, stages of human development, educational opportunities, and teaching strategies that support a diverse student population are covered in detail.

### **EDU 523 STRATEGIC ISSUES MANAGEMENT - 3 Units**

Strategic Issues Management focuses on the process of change. It provides methods for administrators to identify the needs of society and their implications for schooling. This course incorporates the use of theoretical and research based knowledge of instruction and evaluation into practical applications.

## **EDU 524 CURRICULUM DESIGN AND EVALUATION - 3 Units**

Curriculum Design and Evaluation provides a comprehensive analysis of the process of curriculum development. It begins with an examination of the theoretical dimensions of curriculum development, looks at the roles of various personnel who have primary responsibility for developing curriculum, and describes a number of models of curriculum development. The process of curriculum development is examined beginning with stating the philosophical beliefs and broad aims of education, specifying curriculum and instructional goals and objectives, implementing curriculum and instruction, and evaluating curriculum and instruction.

## **EDU 526 SUPERVISION OF INSTRUCTION - 3 Units**

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

## **EDU 529 EDUCATIONAL PERSONNEL MANAGEMENT - 3 Units**

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

## **EDU 532 SCHOOL - COMMUNITY RELATIONS - 3 Units**

School-Community Relations explores how various social and political forces impact effective interactions between schools and the communities they serve. With an emphasis on diversity, methods of implementing educational change with community support and cultural pluralism and its effects on school-community dynamics are also explored.

## **EDU 536 ETHICS IN EDUCATION - 3 Units**

Ethics in Education provides tools and concepts for understanding and dealing with significant ethical issues within education and society. Students will learn how to evaluate the philosophical ideas of others, as well as develop their own way of approaching ethical issues within educational leadership. The following are overarching concepts of this course: ethical leaders, ethical practices, equity issues, and human communication.

## **EDU 545 LEADERSHIP AND TECHNOLOGY - 3 Units**

Leadership and Technology explores various ways in which teachers and students can utilize technology to create a more interactive, inquiry-based teaching and learning experience. This course will focus on day-to-day classroom objectives in elementary and secondary schools with thoughtful perspectives, instructional examples, and descriptions of technology tools and apps useful to the teacher-leader.



**EDU 546 PUBLIC POLICY - 3 Units** *(Same course as EDU 591)*

Public Policy reviews educational policy from a micro and macro perspective. It reviews the general concepts of public policy, and looks at the socioeconomic context of the school, as it relates to economics, demographics, politics, culture and values. It also analyzes the policy process, the key players, and the typical issues involved, as well as a historical perspective to aid in understanding the current education reform climate.

**EDU 547 LEGAL ASPECTS OF EDUCATION - 3 Units** *(Same course as EDU 592)*

Legal Aspects of Education details the principles underlying school law and provides essential guidelines for school personnel to follow in their everyday work. Descriptive scenarios of landmark cases and concepts aid in understanding the context of legal principles as they apply to a range of school issues. This course explores how basic legal principles apply to educational questions and emerging legal issues, policies, and judicial decisions that affect classroom teachers, leaders, and students.

**EDU 548 GLOBAL PERSPECTIVES IN CURRICULUM - 3 Units**

Global Perspectives in Curriculum emphasizes diversity within and across ethnic groups to help educators understand the interactions between students' cultural and individual differences. This course will include discussions about diversity theory, history, and social science in order to provide a more inclusive and comprehensive look at what multicultural education is—and could be—in the United States.

**EDU 591 PUBLIC POLICY - 3 Units** *(Same course as EDU 546)*

Public Policy reviews educational policy from a micro and macro perspective. It reviews the general concepts of public policy, and looks at the socioeconomic context of the school, as it relates to economics, demographics, politics, culture and values. It also analyzes the policy process, the key players, and the typical issues involved, as well as a historical perspective to aid in understanding the current education reform climate.

**EDU 592 LEGAL ASPECTS OF EDUCATION - 3 Units** *(Same course as EDU 547)*

Legal Aspects of Education details the principles underlying school law and provides essential guidelines for school personnel to follow in their everyday work. Descriptive scenarios of landmark cases and concepts aid in understanding the context of legal principles as they apply to a range of school issues. This course explores how basic legal principles apply to educational questions and emerging legal issues, policies, and judicial decisions that affect classroom teachers, leaders, and students.

**EDU 597 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Education in Administration program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.



## **EDU 598 FINAL COMPREHENSIVE EXAMINATION - 0 Units Pass/No Pass**

Students enrolled in the Master of Education in Curriculum and Instruction program will complete a Final Comprehensive Examination. The final examination is a combination of essay, short answer and multiple choice examination questions, requiring students to integrate knowledge acquired across the educational program. The Final Comprehensive Examination is graded on a pass/no pass basis. Students may repeat any portion until they receive a passing score.

## **EDU 602 PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 4 Units**

Philosophical Foundations of Education provides an overview of the dominant philosophical perspectives which have framed the evolution of education, from the time of Plato to the present day. The major philosophers throughout history have included the nature and purpose of education in their writings. This course illustrates the historical, social, cultural, and educational contexts of the most prominent of those writings, and discusses their implications for the evolution of education.

## **EDU 610 LEARNING THEORY - 4 Units**

Learning Theory examines theories of learning and the functions of the human brain which have evolved over the past century. Information processing, memory, conditioning, motivation, developmental characteristics, transfer, problem-solving, social aspects of learning, and classroom applications are covered comprehensively.

## **EDU 614 HISTORY OF EDUCATION - 4 Units**

History of Education provides an overview of the history of American education, including the most important persons, dates, events, and movements that shaped the nation's system of education. The course traces the trend away from federal involvement in public education to a greater emphasis on state involvement. This course also takes a look at school choice and current issues surrounding charter schools, nonclassroom-based charters, online public education, and neovouchers.

## **EDU 615 QUALIFYING EXAMINATION - Pass/No Pass**

Upon completion of the three qualifying courses, candidates will complete a written Qualifying Examination based on materials covered in the three qualifying courses.

## **EDU 618 ANALYSIS OF CURRENT ISSUES IN EDUCATION - 4 Units**

Analysis of Current Issues in Education explores a wide range of topics in education such as governance, teaching and learning, student life, faculty, finances, public policy, fundraising, and innovations. Emphasis is placed on uncovering the underlying social and ideological philosophies that lie below the surface of each issue.

## **EDU 621 ORGANIZATIONAL BEHAVIOR AND ADAPTIVE LEADERSHIP - 4 Units**

Organizational Behavior and Adaptive Leadership is the study of organizational behavior, how it impacts educational leadership, and how leaders can embrace the challenges of school reform. The course highlights the paradigms of the evolution of educational thought, organizational theory, human capital and decision-making that educational leaders face in a hypercompetitive, global educational environment.

## **EDU 624 GROUP DYNAMICS - 4 Units**

Group Dynamics provides a comprehensive analysis of theory and research related to group dynamics. It begins with an examination of the current theory and research findings needed in order to make groups function effectively and provides exercises to practice the skills required to apply that knowledge in practical situations. Throughout the course there is an emphasis on the integration of knowledge and skills toward the goal of developing expertise in working with groups. This course provides a balanced approach to group dynamics and focuses on the characteristic dynamics found in virtually all groups and in all walks of life.

## **EDU 625 FOUNDATIONS IN LEADERSHIP - 4 Units**

Foundations in Leadership is designed to provide a foundational overview of the leadership and administrative issues with which educational leaders are confronted. This course treats leadership as a complex process having multiple dimensions. It provides in-depth descriptions and applications of many different approaches to leadership.

## **EDU 627 MANAGING HUMAN RESOURCES - 4 Units**

Managing Human Resources involves the management of people in school organizations. The human resource function, including staffing and recruiting top talent, re-recruitment, professional development, retention of talent, and change management will be explored in order to enable educational leaders to plan the day-to-day utilization of people as organizational resources to achieve optimal productivity, satisfaction, and continuous improvement. Performance management, measuring teacher performance, strategic management for principals, and the policy and political environment for change will also be addressed.

## **EDU 629 DIVERSITY IN GLOBAL AND MULTICULTURAL ORGANIZATIONS - 4 Units**

Diversity in Global and Multicultural Organizations aims to expand and deepen awareness for the educational leader of the global and multicultural society in which we live. Educational leaders must be prepared to deal with issues of cultural diversity, racism, and the challenges raised by individuals and groups whose roots lie in countries, cultures, and belief systems which increasingly define the American experience and necessitate informed cross-cultural interactions in the workplace. Understanding these areas will enhance the effectiveness of an educational leader.

## **EDU 630 EDUCATIONAL FINANCE - 4 Units**

Educational finance is concerned with the process of understanding that resources, social progress, technological advancement and wealth are created through a sound and continuously improving educational system. Such a system itself depends upon many kinds of inputs, one of the most important of which is adequate funding. This course examines the sources of educational funding, and the issues surrounding how that funding is acquired, administered, and dispersed by the federal government, states, communities and local school districts.

## **EDU 640 MOTIVATION AND LEARNING - 4 Units**

Motivation and Learning is designed as an overview of motivational research in psychology and education. The course focuses specifically on different theories of motivation and how classroom, school, work, and social environments shape and influence individuals' motivation. Students explore what motivates individuals to learn and examine strategies, techniques, and interventions that promote and sustain learner motivation.

## **EDU 642 MANAGING CONFLICT IN ORGANIZATIONS - 4 Units**

Managing Conflict in Organizations deals with the dynamics of conflict as a phenomenon. The management of conflict has developed into an interdisciplinary synthesis of human relations skills and strategies, which can be used to more effectively deal with dysfunctional interactions in the workplace, and in society itself. This course explores the specific dimensions of managing conflict, using a variety of models which have been developed to explore the causes and resolution of discord among individuals and groups.

## **EDU 645 ADVANCED CURRICULUM DEVELOPMENT - 4 Units**

Advanced Curriculum Development examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one.

## **EDU 646 EDUCATIONAL MEASUREMENT - 4 Units**

Educational Measurement aims to provide a balanced perspective on educational testing, assessment, and measurement through the exploration of foundational theories, practical applications, and the political landscape and its effect on testing policy and practice.

## **EDU 647 EDUCATIONAL ACCOUNTABILITY, GOVERNANCE, AND REFORM - 4 Units**

Educational Accountability, Governance, and Reform is designed to provide a comprehensive analysis of the accountability movement, its dimensions and its implications. It is designed to facilitate leadership in the promotion of educational accountability and in the development of further research and scholarship in the accountability movement.

## **EDU 649 ADVANCED EDUCATIONAL PSYCHOLOGY - 4 Units**

Advanced Educational Psychology provides a comprehensive analysis of the concepts and theories of psychology related to instructional practice and offers a wide variety of classroom strategies to help students of all ages succeed in the classroom. The course focuses on aspects of psychology such as thinking, learning, human development, motivation, and assessment that have particular relevance to classroom practice. Emphasis is placed on the importance of the use of research evidence in planning, implementing, and assessing instruction.

## **EDU 650 LEADING THROUGH AND BY CHANGE - 4 Units**

Leading Through and By Change is concerned with understanding and facilitating the change process in organizational and educational settings. While change occurs naturally in the world, through economic, demographic, political, and technological shifts over which there is little control, this course deals with those elements of anticipating and adapting to those external changes, which organizations can design and implement internally.

## **EDU 652 EDUCATIONAL RESEARCH - 4 Units**

Educational Research is a required course completed by all Doctoral students to prepare them for the development and writing of a Proposal and Dissertation. The course presents a balanced presentation of quantitative and qualitative research. It examines the fundamental issues of research so that students learn how to begin to conduct research as well as to read and evaluate research studies. By using the concepts and research techniques presented in this course, students and faculty will work together to develop the student's knowledge of the Dissertation process.

## **EDU 653 QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH - 4 units**

Quantitative Methods in Educational Research is designed to prepare students to understand the elements of research from the standpoint of both design and data analysis. To do this, the course presents information enabling students to judge the research of others and to design their own high-quality investigations. This course will also enable students to read, interpret, and critically evaluate quantitative results. From this, students will be able to solve problems and make knowledge-based decisions.

## **EDU 687 COMPREHENSIVE EXAMINATION - 4 Units**

Doctor of Education in Educational Administration candidates will complete a written Comprehensive Examination. This final requirement will be in the form of an essay examination, based upon major areas of education. Students are asked to integrate course information, professional experience, and outside source materials into a comprehensive framework reflecting their accumulated knowledge in the field of education.

## **EDU 688 COMPREHENSIVE EXAMINATION - 4 Units**

Doctor of Education in Organizational Leadership candidates will complete a written Comprehensive Examination. This final requirement will be in the form of an essay examination, based upon major areas of education. Students are asked to integrate course information, professional experience, and outside source materials into a comprehensive framework reflecting their accumulated knowledge in the field of education.

## **EDU 689 COMPREHENSIVE EXAMINATION - 4 Units**

Doctor of Education in Educational Psychology candidates will complete a written Comprehensive Examination. This final requirement will be in the form of an essay examination, based upon major areas of education. Students are asked to integrate course information, professional experience and outside source materials into a comprehensive framework, reflecting their accumulated knowledge in the field of education.

## **General Education Course Descriptions**

## **GED 101 INTRODUCTION TO LIFE SCIENCE - 3 Units**

Introduction to Life Science explores the fundamentals of biology and includes discussions on high-interest topics such as genetic testing, climate change, and ecological interactions within the ecosystem. This course aims to instill basic scientific knowledge that students can reference in order to form well-reasoned, ecologically responsible, fact-based opinions about personal, social, and ecological issues in everyday life.

## **GED 101 INTRODUCTION TO LIFE SCIENCE - 3 Units**

Introduction to Life Science explores the fundamentals of biology and includes discussions on high-interest topics such as genetic testing, climate change, and ecological interactions within the ecosystem. This course aims to instill basic scientific knowledge that students can reference in order to form well-reasoned, ecologically responsible, fact-based opinions about personal, social, and ecological issues in everyday life.

## **GED 108 ENVIRONMENTAL SCIENCE - 3 Units**

Environmental Science takes an interdisciplinary approach to environmental science, addressing the interactions of humans and the biosphere including water, air, and soil. It also explores the impact of human activities to these resources. In addition, socioeconomic and political perspectives are integrated to assess current environmental issues.

## **GED 120 INTRODUCTION TO HUMANITIES - 3 Units**

Introduction to Humanities explores human values through an examination of the arts including painting, architecture, literature, cinema, photography, and the performing arts. Along with the study of history and philosophy, the study of various artistic genres—from different time periods—should also be seen as important resources to a better understanding of human society, its values, and even the values of individuals and groups who participate in artistic outlets and experiences.

## **GED 130 INTRODUCTION TO CIVILIZATION - 3 Units**

Introduction to Civilization is a presentation of the world's major happenings, including the cultural, social, political, and economic development of the world from the 20th century and into the new millennium. A survey of the world is explored to create a chronologically ordered synthesis that gives students the true flavor of the most decisive moments in recent world history.

## **GED 132 UNITED STATES GOVERNMENT - 3 Units**

United States Government reviews and examines the institutions of the American political system: the presidency, Congress, the judiciary, and state and local governments. It also examines political parties and the roles they have played in the development of the American polyarchy. Additionally, this course examines the role of public opinion, interest groups, and the media in American politics.

## **GED 150 MATHEMATICS - 3 Units**

Mathematics provides an introduction to college mathematics by building essential skills one at a time. The course starts with the basics of whole numbers, fractions, and decimals and moves into ratio and proportion, graphs, statistics, and basic geometry. This course is complete with examples, exercises, and practice problems to ensure your success.

## **GED 155 ENGLISH - 3 Units**

English will help students to develop the key skills that will make them good communicators and valued member of the workforce: reading and comprehending, building a substantial vocabulary, using grammatically correct English and speaking and writing the language that is necessary for success in the workplace. This course is designed to help all levels of students from those with language skill deficiencies, or English as a second language to professionals and businesspeople.

## **GED 210 INTRODUCTION TO CULTURAL ANTHROPOLOGY - 3 Units**

Introduction to Cultural Anthropology presents observations and inferences about the human experience and the corresponding role of anthropology. Specifically, it will emphasize the diversity of human societies and cultural patterns, as well as highlight similarities that make all humans fundamentally alike.

## **GED 215 PSYCHOLOGY OF ADJUSTMENT - 3 Units**

Psychology of Adjustment explores major perspectives on psychology and provides opportunities for students to apply useful concepts to their personal lives. Content is drawn from theory and research in different areas of psychology and covers personality development, stress management, health issues, relationships, work, lifespan development and other areas of life.

## **GED 216 INTRODUCTION TO SOCIOLOGY - 3 Units**

Introduction to Sociology is the study of how society influences the way people act, think and feel. Culture, society, social interactions, social class, and gender stratification all influence every part of who people are, how they behave, and how they participate in their existence on this earth. An introduction to social problems including minority inequality, aging and death, women's rights, and urban problems, in general, are also explored in this course.

## **GED 232 EARLY UNITED STATES HISTORY - 3 Units**

Early U.S. History explores the history of the United States from Native American societies before 1492 to the year 1877, with an in-depth analysis of the transition in United States history from pre-colonial beginnings to an independent national state. This course will survey the historical, cultural, political and economic events that shaped early United States history.

## **GED 250 WORLD RELIGIONS - 3 Units**

World Religions is an introductory course in world religions. It places the world's religions in historical context, illustrating the complex dynamic of each religion over time, while also presenting current beliefs, practices, and group formations. Conceptual, worship and social factors of religious experiences from the past to present are examined. Religion's role in the environment of present and future crises is explored, as well as the challenges of ecology, technology, and globalization, all which have an impact on spirituality.

## **GED 345 INTERCULTURAL COMMUNICATION - 3 Units**

Intercultural Communication introduces the fundamental topics, theories, concepts, and themes at the center of the study of communication between various individuals, cultures, societies, and organizations. The overall organization of the course is based on a contextual model: the idea that whenever people from different cultures come together and exchange verbal and nonverbal messages, they do so in a variety of contexts—individual, cultural, micro-cultural, environmental, socio-relational, technological, and perceptual. From this, students understand the importance of human communication and the impact of culture on the individual, their interpersonal relationships, and the larger world.



## **GED 375 ETHICS AND SOCIETY - 3 Units**

Ethics and Society explores the importance of examining ethical issues on multiple levels—personal, interpersonal, group, organizational, and global. Topics in this course include ethical perspectives; moral reasoning and decision-making formats; identifying a personal mission and values; developing character; spirituality in the workplace; ethical organizational communication and influence; ethical group behavior and leadership/follower-ship; the creation of ethical organizational climates; organizational citizenship; and ethics in a global society.

## **General Elective Courses**

For each undergraduate degree program, students complete a combination of core courses, general education, and general elective courses to earn their degrees. After a student submits an application, an evaluation is done.

General elective transfer credit is awarded based on the following:

- Course work that was previously completed at other recognized colleges or universities. Students need to provide official transcripts to earn transfer credit. All transfer credit is noted on the student's academic plan.
- As previously noted, students may also earn elective credit based on documented specialized training, i.e. corporate training, P.O.S.T., professional development courses, certificate trainings hours, professional continuing education, etc.

If a student is required to complete elective courses at California Coast University, the academic plan completed during the evaluation will reflect the total number of elective courses needed. To satisfy this requirement, each student will receive a list of available elective courses to meet this requirement - based on his or her specific degree program. Available elective courses are comprised of a combination of courses from the schools of administration and management, behavioral science, and criminal justice.

Students are required to choose their electives prior to receiving their first course work.

## **Bachelor Level Research Course Description**

### **GRM 497 Research Methods in the Social Sciences**

Research Methods in the Social Sciences provides an overview of the various research methods, research design, guidance in planning research strategy, and documentation of research data. It also explores and analyzes examples of research from many different disciplines, the development and use of computer-aided research, writing skills, and logical argumentation techniques required in the research field.

## **Master's Level Research Course Descriptions**



## **GRM 597 THE RESEARCH PROCESS - 3 Units**

The Research Process is a required course for all of the master's degree programs offered at the University. This course provides an overview of the various research methods, research design, guidance in planning research strategy, and documentation of research data. It also explores and analyzes examples of research from many different disciplines, the development and use of computer-aided research, writing skills, and logical argumentation techniques required in the research field.

## **GRM 698 THE PROPOSAL FOR THE THESIS (Optional) - 3 Units**

The Proposal for the Master's Thesis focuses on planning the master's thesis. Under the direction of the Graduate Review Committee, students will propose a research topic related to their field of study and outline the research topic they plan to complete. Students are provided additional information on preparing the proposal for the thesis prior to starting.

## **GRM 699 THE MASTER THESIS (Optional) - 6 Units**

The Master's Thesis can begin once GRM 698 has been successfully completed and approved. Under the direction of the Graduate Review Committee, students are required to research and successfully develop a thesis, in compliance with University requirements, and based on the topic approved in GRM 698. The thesis is then presented to the graduate review committee for final approval.

## **Doctoral Level Research Course Descriptions**

### **GRM 710 Dissertation Planning (Pass/No Pass)**

Dissertation Planning focuses on successfully choosing a topic that is both academic and researchable, and one that will meet dissertation requirements as outlined by the University. Under the direction of the Graduate Review Committee, students are provided guidance and support to help them explore the types of dissertations that meet university guidelines, to consider topics of interest to the student in relation to the types, and to think about those topics in a scholarly manner while developing all the components required for an approved topic. Once the topic has been approved, the student is able to move on to GRM 712 - Dissertation Proposal.

### **GRM 712 PROPOSAL - 2 Units**

The Dissertation Proposal focuses on the preparation of research. This includes conceptual tools, techniques for conducting scientific research, evaluation of the value of research proposals and planning and executing research projects. The student will learn how to organize knowledge within his/her field for presentation in a standardized, scholarly fashion. The student will develop the formal proposal based on established doctoral guidelines and under the supervision of the graduate review committee. This course requires that the student present an acceptable proposal for review and analysis.

### **GRM 715 DISSERTATION AND ORAL DEFENSE - 12 Units**

The Dissertation and Oral Defense can begin after GRM 712 has been successfully completed and approved. The candidate will develop and compile an original work, demonstrating ability to add to the body of knowledge in his or her field for presentation to and acceptance by the University. After the student's dissertation is approved and bound, the candidate is responsible for appearing before their Dissertation Committee in person for the purpose of orally responding to committee member questions as they pertain to the candidate's dissertation.

## **HOURS OF OPERATION**

The University's hours of operation are Monday through Friday, 8:00am to 4:30pm Pacific Standard time.

The University is closed for the following holidays: New Years Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, and Christmas Day.

## **CCU NEWSLETTER**

The University publishes a newsletter informing the public of the growth and changes occurring at the University, and the accomplishments of students and graduates.

## **Follow CCU on Social Media**

The University is present across all social media platforms. Follow CCU on social media to stay up-to-date on the growth and changes occurring at the University, and the accomplishments of students and graduates.

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