

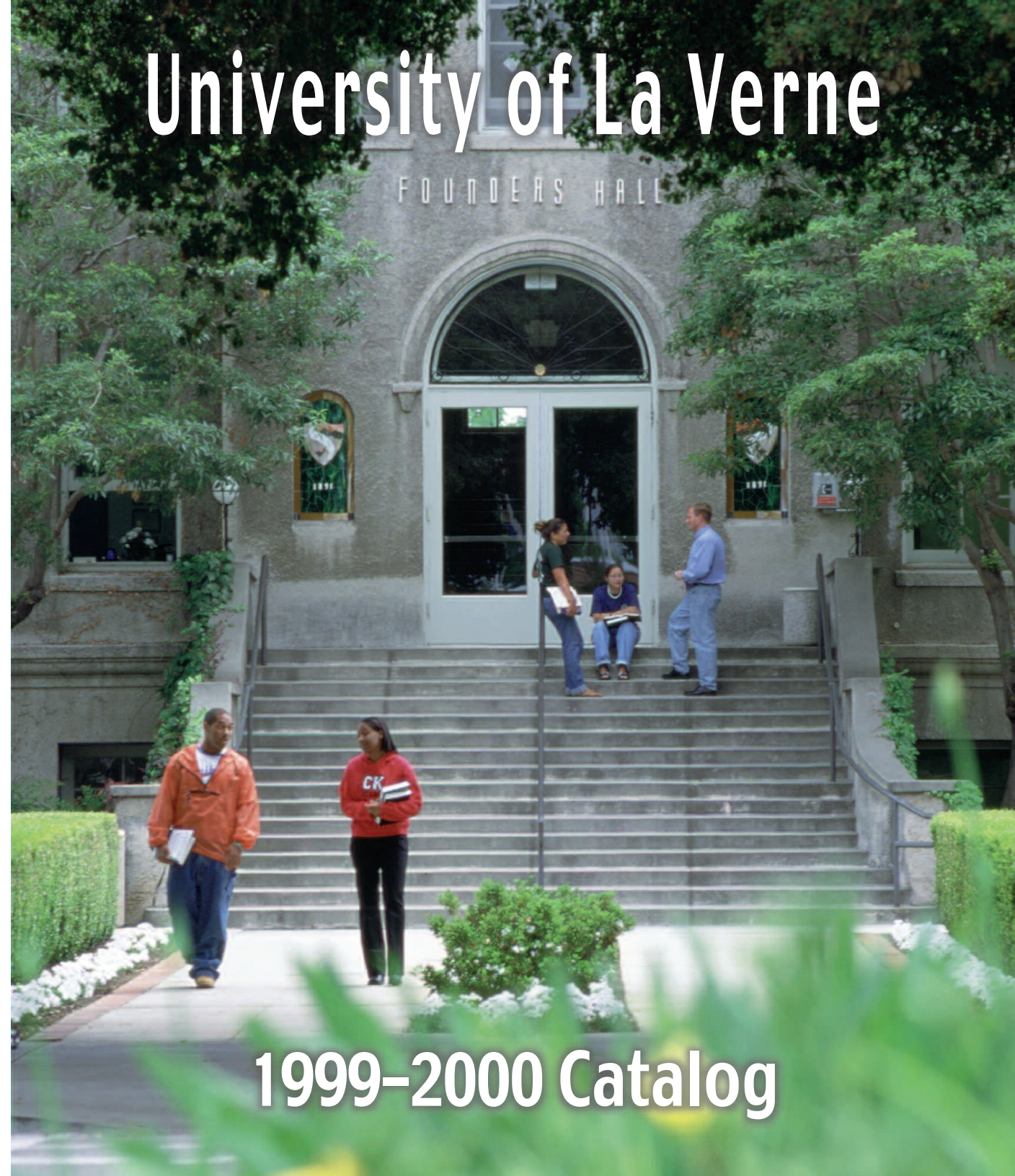


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UNIVERSITY OF LA VERNE
1950 3rd Street
La Verne, California 91750

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UNIVERSITY OF LA VERNE 1999-2000 CATALOG



1999-2000 Catalog

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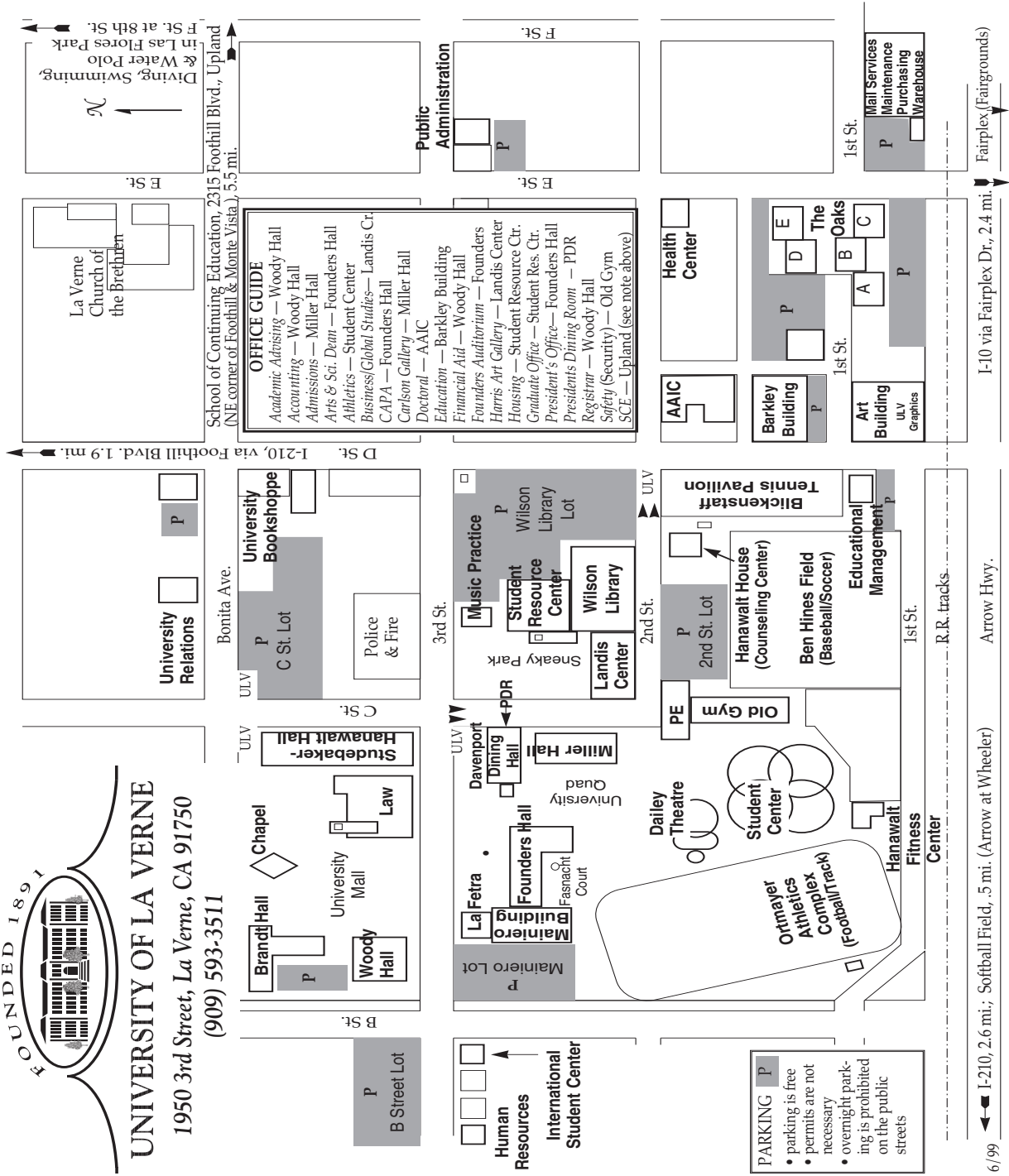
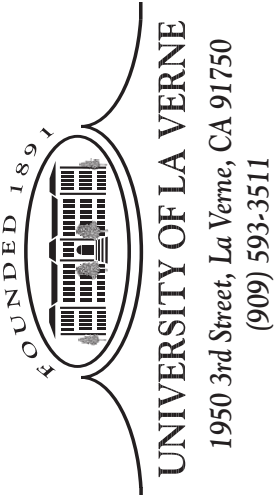
COLLEGES, SCHOOLS, and CENTERS	Telephone	FAX
Athens Campus (La Verne College of Athens)	011-30-1-620-6188	011-30-1-620-5929
Bakersfield Center	(805) 328-1430	(805) 328-1378
CAPA Professional Development Center	(909) 392-2718	(909) 392-2701
College of Arts and Sciences	(909) 593-3511	(909) 392-2709
College of Law at La Verne	(909) 596-1848	(909) 392-2707
College of Law at San Fernando Valley	(818) 883-0529	(818) 883-8142
Eielson Center (Fairbanks, Alaska)	(907) 377-4397	(907) 372-1260
Elmendorf Center (Anchorage, Alaska)	(907) 753-1837	(907) 753-0650
Ft. Wainwright Center (Alaska)	(907) 353-6152	(907) 353-9221
Inland Empire Campus	(909) 484-3858	(909) 484-9469
North Island Center (San Diego)	(619) 545-7201	(619) 435-6497
Orange County Campus	(714) 964-4215	(714) 964-3181
Point Mugu Center	(805) 986-1783	(805) 986-1785
San Fernando Valley Campus	(818) 846-4008	(818) 566-1047
School of Business and Global Studies	(909) 593-3511	(909) 392-2704
School of Continuing Education	(909) 985-0944	(909) 981-8695
Vandenberg Center	(805) 734-1306	(805) 734-1158
Ventura County Campus	(805) 981-8030	(805) 981-8033

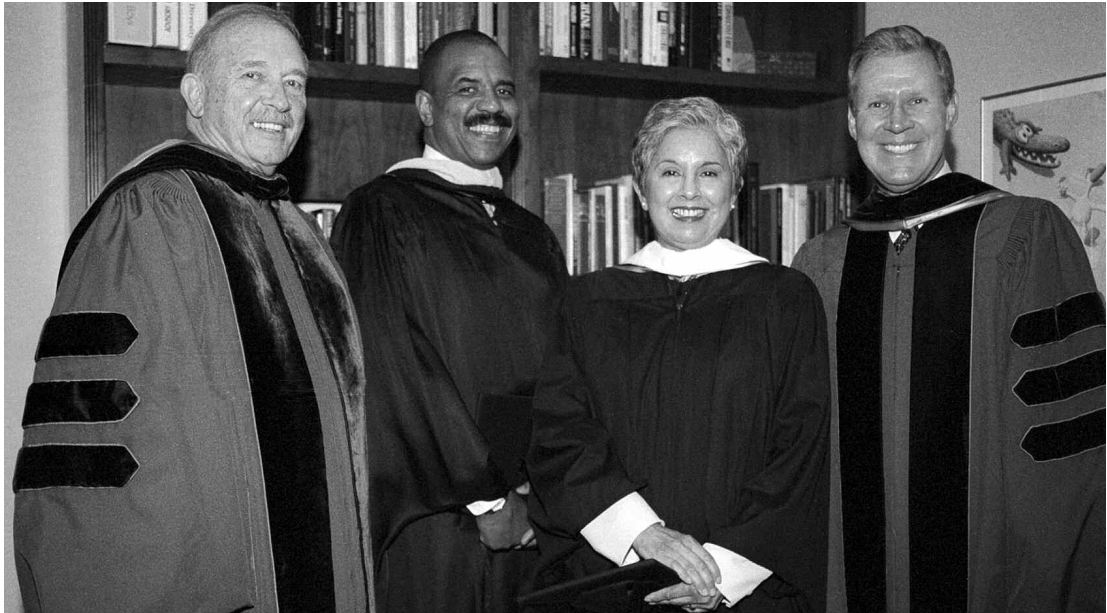
Changes in Policy, Tuition, and Fees. The information provided in this catalog reflects an accurate picture of the University of La Verne at the time of publication in June 1999. However, the University reserves the right to make necessary changes in policies, requirements, tuition, fees, and calendars contained in this catalog at any time without prior written notice.

Catalog Effective Dates. This catalog is in effect from September 1, 1999 through August 31, 2000

Photographs: *Campus Times* staff and Admissions
Campus Times Photography Advisor: Gary Colby
Campus Times Photography Coordinator: Kevin Holland
Cover Photography: Brad Elliott

Erratum: BCLAD Emphasis, page 92: Pending California Commission on Teacher Credentialing approval.





ULV President Stephen Morgan (right) and Board of Trustees Chairman James Long (left) flanking Board member Emmett Terrell and 1999 Commencement Speaker Maria Casillas, President of the Los Angeles Annenberg Metropolitan Project.
Photo: *Kevin Holland*

As we enter a new century, the University of La Verne continues to pursue its mission of providing outstanding educational opportunities in the arts, sciences, and selected professions, including education, educational management, business, and law.

Our goal is to challenge our students to develop their abilities to think creatively, to master their chosen discipline, to communicate effectively, and to approach both their personal and professional lives with a sense of concern for others and an appreciation for the environment we share.

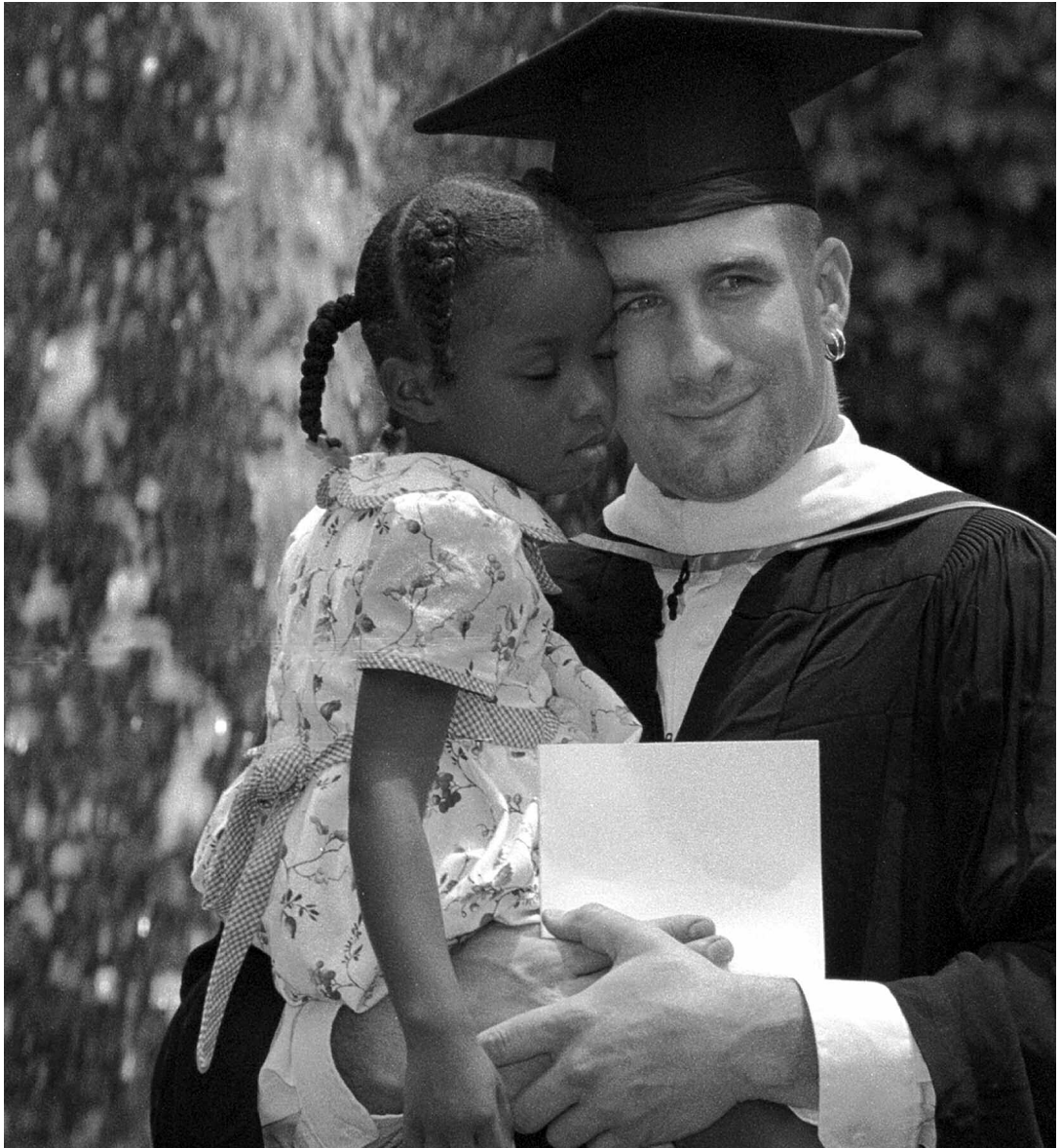
Today, nearly 40,000 University of La Verne Alumni are pursuing their careers throughout the world. We invite you to join us in our ongoing tradition of excellence and service in higher education.

Stephen C. Morgan
President of the University of La Verne

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ULV Commencement 1999

Photo: *Kevin Holland*

UNIVERSITY OF LA VERNE CALENDARS 1999-2000

CENTRAL CAMPUS

Fall Semester 1999: September 7 - December 17, 1999

September 7, Tuesday	Classes begin at 4 p.m.
September 13, Monday	Last day to register or change classes meeting 2-7 days/week
September 20, Monday	Last day to register or change classes meeting 1 day/week
October 29, Friday	Last day for Seniors to apply for graduation in May 1999
November 5, Friday	Last day to change grade options or withdraw
	CAPA and graduate "special course" registration ends
Nov. 24-26, Wednesday–Friday	Thanksgiving Recess — academic holiday
December 13-17, Monday-Friday	Final examinations
December 17, Friday	Fall Semester ends
December 18, 1999 - January 2, 2000	Winter Break — academic holidays

January Interterm 2000: January 3 - 28, 2000

January 3, Monday	Classes begin
January 5, Wednesday	Registration and add/drop period ends
January 14, Friday	Last day to change grade options or withdraw
	CAPA and graduate "special course" registration ends
January 17, Monday	King Birthday — academic holiday
January 28, Friday	Final examinations; January Interterm ends

Spring Semester 2000: February 7 - May 26, 2000

February 7, Monday	Classes begin at 7:30 a.m.
February 11, Friday	Last day to register or change classes meeting 2-7 days/week
February 14, Monday	Presidents' Day — academic holiday
February 18, Friday	Last day to register or change classes meeting 1 day/week
April 17-21, Monday-Friday	Spring Break
April 7, Friday	Last day to change grade options or withdraw
	CAPA and graduate "special course" registration ends
May 22-26, Monday-Friday	Final examinations
May 26, Friday	Spring Semester ends
May 28, Sunday	Commencement

Summer Sessions 2000

June 5 - June 30	Summer Session I
July 5 - August 1	Summer Session II
August 2 - August 30	Summer Session III
June 5 - August 11	Summer Session IV
July 4, Tuesday	Independence Day — academic holiday

Calendars

ALASKA RESIDENCE CENTERS

August 30 - November 20, 1999	Fall Term 1999
November 29, 1999 - March 4, 2000	Winter Term 1999 - 2000
December 20, 1999 - January 2, 2000	Christmas Recess
March 6 - May 27, 2000	Spring Term 2000
June 5 - August 26, 2000	Summer Term 2000

AMERICAN BAPTIST THEOLOGICAL CENTER

August 21, 1999 - January 29, 2000	Fall Term 1999
December 20, 1999 - January 2, 2000	Christmas Recess
February 5 - June 30, 2000	Spring Term 2000
April 17 - April 23, 2000	Spring Recess

ATHENS (La Verne College of Athens)

September 13 - November 26, 1999	Fall Term 1999
October 28	OEI Day — holiday
November 17	Politechnio Day — holiday
December 6, 1999 - March 10, 2000	Winter Term 2000
December 24, 1999 - January 10, 2000	Christmas Recess
March 20 - June 16, 2000	Spring Term 2000
March 24	Greek Independence Day — holiday
April 27 - May 4	Spring Recess
June 20 - July 28, 2000	Summer Session 2000
June 19	Holy Spirit Day
July 4	Independence Day

ECUMENICAL CENTER FOR BLACK CHURCH STUDIES

September 11, 1999 - January 21, 2000	Fall Term 1999
December 20, 1999 - January 2, 2000	Christmas Recess
February 5 - June 9, 2000	Spring Term 2000
April 17 - April 23, 2000	Spring Recess

EDUCATION — MASTER'S DEGREES and CREDENTIAL PROGRAMS, SCE

August 23 - November 20, 1999	Fall Term 1999
January 3 - March 25, 2000	Winter Term 2000
March 27 - June 11, 2000	Spring Term 2000
June 12 - August 5, 2000	Summer Term I 2000
July 31 - September 5, 2000	Summer Term II 2000

EDUCATION — TEACHER EDUCATION, BAKERSFIELD

July 31 - November 14, 1999	Fall Term 1999
November 20, 1999 - February 6, 2000	Winter Term 1999
March 3 - June 16, 2000	Spring Term 2000
April 25, 2000	Application Deadline

EDUCATION — TEACHER EDUCATION, SCE

August 30 - December 4, 1999	Fall Term 1999
December 6, 1999 - March 4, 2000	Winter Term 2000
December 20, 1999 - January 2, 2000	Christmas Recess
March 6 - June 10, 2000	Spring Term 2000
June 12 - August 5, 2000	Summer Term 2000

EDUCATIONAL LEADERSHIP — Ed.D.

September 11, 1999 - January 22, 2000	Fall Term 1999
January 15-22	Winter Seminar 2000
February 4 - July 21, 2000	Spring Term 2000
July 3-21	Summer Seminar 2000
July 15-21	Dissertation Seminar 2000

EPIC PROGRAM

September 6 - December 17, 1999	Fall Term 1999
January 3 - April 14, 2000	Spring Term 2000
April 17-22	Spring Break
May 8 - August 18, 2000	Summer Term 2000

GRADUATE TERM COURSES — MASTER OF PUBLIC ADMINISTRATION (M.P.A.); M.S., INTERNATIONAL ADMINISTRATION; M.S., LEADERSHIP AND MANAGEMENT

September 13 - December 4, 1999	Fall Term 1999
January 3 - March 18, 2000	Winter Term 2000
March 27 - June 10, 2000	Spring Term 2000
June 19 - September 2, 2000	Summer Term 2000
September 11 - December 2, 2000	Fall Term 2000

LAW, College of

August 16 - December 23, 1999	Fall Semester 1999
September 6, 1999	Labor Day — holiday
November 25-26	Thanksgiving — holiday
January 17 - May 26, 2000	Spring Semester 2000
January 17	King Birthday — holiday
February 21	Presidents' Day — holiday
April 17- 21	Spring Break
May 29 - July 25, 2000	Summer Semester 2000
May 29	Memorial Day — holiday
July 4	Independence Day — holiday
May 28, 2000	Commencement

Calendars

M.B.A., EXPERIENCED PROFESSIONALS; MASTER OF HEALTH ADMINISTRATION (M.H.A.); INLAND EMPIRE, ORANGE COUNTY, SAN FERNANDO VALLEY, AND VENTURA COUNTY CAMPUSES; AND BAKERSFIELD, DISTANCE LEARNING, POINT MUGU, AND VANDENBERG CENTERS

September 27 - December 11, 1999
November 22-27, 1999
January 10 - March 20, 2000
February 21
March 27 - June 5, 2000
June 12 - August 19, 2000
July 4
August 21 - September 25, 2000
September 4

Fall Term 1999
Thanksgiving — holiday
Winter Term 2000
Presidents' Day — holiday
Spring Term 2000
Summer Term I 2000
Independence Day — holiday
Summer Term II 2000
Labor Day — holiday

NORTH ISLAND RESIDENCE CENTER

August 30 - October 22, 1999
September 6
October 25 - December 17, 1999
November 25
January 10 - March 3, 2000
January 17
March 6 - April 28, 2000
May 1 - June 23, 2000
May 29
June 26 - August 18, 2000

Fall Term 1999
Labor Day — holiday
Winter Term I 1999
Thanksgiving — holiday
Winter Term II 2000
King Birthday — holiday
Spring Term I 2000
Spring Term II 2000
Memorial Day — holiday
Summer Term 2000

PARALEGAL PROGRAM

September 7 - December 17, 1999
November 24-27, 1999
January 3-28, 2000
January 17
February 7 - May 26, 2000
February 21
April 17-21

Fall Semester 1996
Thanksgiving — holiday
January Interterm 2000
King Birthday — holiday
Spring Semester 2000
Presidents' Day — holiday
Spring Break

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

September 8 - November 22, 1999
November 29, 1999 - March 3, 2000
March 6 - June 8, 2000
June 12 - August 24, 2000

Fall Term 1999
Winter Term 1999
Spring Term 2000
Summer Term 2000

Psy.D. — DOCTOR OF PSYCHOLOGY

September 7 - December 17, 1999
January 3 - January 28, 2000
February 7 - May 26, 2000
June 5 - August 11, 2000

Fall Semester 1999, Session I
Fall Semester 1999, Session II
Spring Semester 2000, Session I
Spring Semester 2000, Session II

PUBLIC ADMINISTRATION — D.P.A.

September 11, 1999 - January 11, 2000	Fall Semester 1999
September 17-19, 1999	Opening Intensive (Theme Orientation)
October 29-31, 1999	Mid-Term Intensive
January 7-9, 2000	Final Intensive
January 29 - June 6, 2000	Spring Semester 2000
February 4-6, 2000	Opening Intensive (Theme Orientation)
March 24-26, 2000	Mid-Term Intensive
June 9-11, 2000	Final Intensive
June 23 - 25, 2000	Dissertation Seminar 2000
June 30 - July 30, 2000	Summer Term 2000*

*Research courses only; requires department chair approval for attendance.

WEEKEND COLLEGE

Fall 1999 Cycle I

Orientation: August 27
 September 3-4; 17-18
 October 1-2; 15-16; 29-30

Fall 1999 Cycle II

Orientation: September 3
 September 10-11; 24-25
 October 8-9; 22-23
 November 5-6

Fall 1999 Cycle III

Orientation: November 12
 November 19-20
 December 3-4; 17-18
 January 7-8; 21-22

Spring 2000 Cycle I

Orientation: January 21
 January 28-29
 February 11-12; 25-26
 March 10-11; 24-25

Spring 2000 Cycle II

Orientation: January 28
 February 4-5; 18-19
 March 3-4; 17-18; 31-April 1

Spring 2000 Cycle III

Orientation: March 31
 April 7-8; 21-22
 May 5-6; 19-20
 June 2-3

Summer Cycle 2000

Orientation: June 2
 June 9-10; 23-24
 July 7-8; 21-22
 August 4-5

UNIVERSITY OF LA VERNE

History

The University of La Verne was founded in 1891 as Lordsburg College by members of the Church of the Brethren who moved west from the Midwest to settle a new land. Both the College and the agricultural community were renamed La Verne in 1917, and the 1920's and 1930's found three-quarters of the student body in teacher education. The next three decades saw campus facilities multiply fourfold, the Board of Trustees become independent of church control, and the student body increase and become more cosmopolitan without the College losing its commitment to service or its dedication to sound, people-centered, values-oriented education. In 1955 the College was accredited by the Western College Association. A decade later it awarded its first master's degree, and in 1979 it conferred its first doctorate.

In 1969 La Verne began offering degree programs off campus, and the following year it opened its College of Law. Reflecting these profound changes in size and scope, the College reorganized in 1977 as the University of La Verne. In 1983 the San Fernando Valley College of Law became part of the University, the same year that the University established its San Fernando Valley Campus. Continuing this trend of improving services to off-campus students, ULV created campuses in Ventura (1991) and Riverside (1992) Counties and developed La Verne College of Athens into a complete branch campus (1996).

Accreditation

The University of La Verne is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of

Schools and Colleges* and is approved by the California Commission on Teacher Credentialing for offering credentials in several areas. The College of Law is accredited by the Committee of Bar Examiners for the State of California.

Memberships

The University of La Verne maintains memberships in many organizations. Among them are the American Council on Education, the Association of Independent California Colleges and Universities, the Independent Colleges of Southern California, the Western College Association, the American Assembly of Collegiate Schools of Business, the College Board, the International Council for Distance Education, and the National Association of Institutions for Military Education Services.

Nondiscrimination Policy

The University of La Verne is a coeducational university organized as a corporation under the laws of the State of California. Its purpose is to provide education and training to prepare its students to meet the responsibilities and duties of life effectively. No discrimination because of race, religious creed, color, gender, national origin, ancestry, physical handicap, medical condition, marital status, sexual orientation, or age shall apply to the enrollment of any student, to the employment of any member of the faculty or staff, or to the election of any officer or trustee of the University.

*P.O. Box 9990, Mills College, Oakland, CA 94613; (510) 632-8361.

Mission Statement

The Nature of the University

The University of La Verne is an independent, nonsectarian institution of higher education founded more than 100 years ago by members of the Church of the Brethren. Since its inception, the University has offered a strong liberal arts curriculum as well as education in selected professional fields for its undergraduate students. Beginning in the 1960's, the University developed selected graduate and undergraduate programs for the adult learner at a variety of sites in California, Alaska, and Greece. The University offers high quality education to a student body diverse in age, religious perspective, and ethnic and national origin.

The Mission of the University

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. A Values Orientation

The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.

2. Community and Diversity

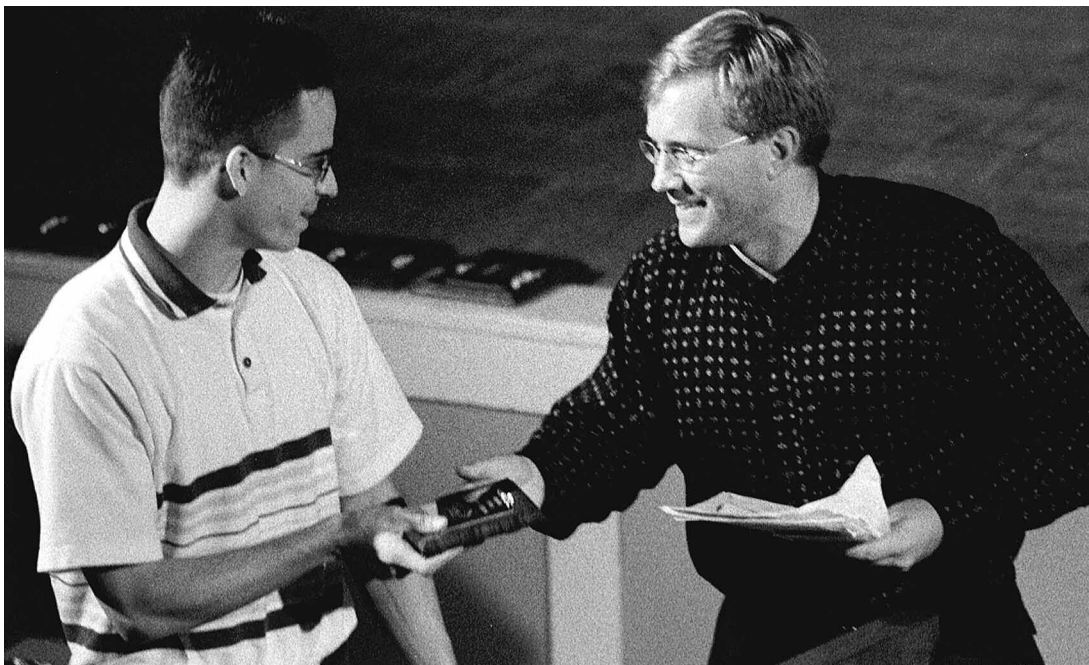
The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. Lifelong Learning

The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

4. Community Service

The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.



Jonathan Reed, Associate Professor of Religion, presents the Religion and Philosophy award to Rick Garcia at the annual ULV Academic Awards Night for 1999. Photo: *Matt Wright*



Teach-in on the War in the Balkans, April 1999: Professor Kamol Somvichian (left), Campus Minister Debbie Roberts, Freshman Sanela Hadzihasanevic, and Senior Lisa Manley. Photo: *Erica Paal*

ACADEMIC ORGANIZATION

The University of La Verne is a comprehensive University offering bachelor's, master's, and doctoral degrees to approximately 6,000 students. It consists of the College of Arts and Sciences, the School of Business and Global Studies, the College of Law, the School of Organizational Management, and the School of Continuing Education. Organization of the University is formulated and controlled through a management team at the central campus in La Verne, California. Major units of the University are located throughout California, in Alaska, and in Greece. All programs are designed, monitored, and controlled through the appropriate departments and colleges at the central campus.

La Verne College of Arts and Sciences

John Gingrich, Dean

Aghop Der-Karabetian, Assistant Dean

La Verne College of Arts and Sciences is the heart of the University of La Verne, carrying forth the traditions of the historical liberal arts college for over 100 years. It is also forward-looking and innovative, offering students a rich variety of programs, from an interdisciplinary Honors Program for qualified students to a Learning Enhancement Center for those students who need special assistance in their courses. The College offers the traditional liberal arts majors in the Humanities, Social Sciences, and the Natural Sciences, a new and stimulating General Education curriculum, and programs in Communications and Computer Science. The College also offers graduate degrees and certificates in counseling. In addition to the regular offerings of the college, independent studies, directed stud-

ies, and challenges allow students to pursue their studies in a manner best suited to their needs and abilities.

Professors at La Verne are known for their ability to provide personalized attention at the same time that they challenge students academically. Small classes are the norm at ULV. Personal counseling and academic advising are available to each student. Professors, department chairs, and the deans are always willing to meet with students to discuss their concerns. La Verne is small enough to permit faculty to know students by name. The college's extensive co-curricular activities are available to students for important learning experiences outside the classroom. La Verne encourages its students to study abroad and offers numerous opportunities to do so. Through the Brethren Colleges Abroad (BCA) consortium, La Verne students study in China, Ecuador, England, France, Germany, Greece, India, Japan, Mexico, and Spain.

School of Business and Global Studies

William B. Relf, Dean

Barbara Jefferson, Assistant Dean

The mission of the School of Business and Global Studies is to prepare individuals to function effectively in a dynamic and complex global business environment. The School provides academic and professional education through traditional and nontraditional programs to enable individuals successfully to pursue their career paths and to make a contribution to their communities. The faculty have made a sustained commitment to providing students a demanding

Academic Organization

and relevant, practically oriented business curriculum, designed to meet the diverse and changing needs of business and industry.

The School of Business and Global Studies offers undergraduate majors in Accounting, Business Administration, Marketing, and Economics, with concentrations in Business Finance, Business Management, Business Economics and Global Studies, International Business, Information Technology, and Marketing. Minors in Business Administration, Economics, Marketing, and Human Resource Management are available for non-business majors. A joint major in International Business and Language is also available..

At the graduate level, the School offers the Master of Business Administration (M.B.A.) and a Master of Science in Business Organizational Management. Concentrations in Executive Management, Finance, Information Technology, International Management, Marketing, Health Services Administration, and Managed Care are available in the M.B.A. at the central campus and at selected locations. A joint M.B.A./J.D. program is offered with the School of Law.

College of Law

Kenneth Held, Dean (La Verne Campus)
Robert Ackrich, Dean (Woodland Hills Campus)

The academic program of the ULV College of Law is designed to offer systematic and thorough instruction in the law to prepare students to enter the legal profession. The J.D. program is centered around a traditional curriculum coupled with a unique "clinical semester" in the last year of study and is accredited by the Committee of Bar Examiners for the State of California.

Both the La Verne campus and the Woodland Hills campus offer three-year full-time programs as well as part-time day and part-time evening programs which are generally completed in four years. Both have complete classroom and office

facilities and extensive library holdings, as well as WESTLAW and LEXIS/NEXIS computer research terminals.

In addition to the J.D. program, the College of Law offers a joint M.B.A./J.D. program with the School of Business and Global Studies which allows students to obtain M.B.A. credit for selected law school courses and J.D. credit for certain M.B.A. courses.

The College of Law also participates in the B.A./J.D. Program (usually referred to as the "3+3 program") under which students can complete requirements for a bachelor's degree and a J.D. in six years. Those interested should refer to the Prelaw Program section of this catalog.

Finally, a Paralegal Studies program is offered at both campuses. Students interested in the Paralegal program should consult the Paralegal section of this catalog.

Prospective students should contact the Director of Admissions of the appropriate campus to obtain a catalog describing admission requirements, program outlines, and other pertinent information.

School of Organizational Management

Thomas Harvey, Dean

The School of Organizational Management (SOM) is unique in its focus on the study of management and leadership across a variety of organizational settings. The school is comprised of three major departments—Educational Management, Health Services Management, and Public Administration—offering programs at the bachelor's, master's, and doctoral level and emphasizing the study of management and leadership.

SOM is committed to moving theory into action as students explore real problems in ongoing organizational settings. Because of this commitment, the school uses a blend of full-time

Academic Organization

faculty with strong academic and diverse experience-based backgrounds along with part-time faculty who are active practitioners in the field. The curricula of SOM programs are both applied and current and maintain a clear attention to current and relevant issues.

With a strong student-centered focus, the School of Organizational Management is dedicated to moving active professionals, along with preprofessionals, into higher levels of scholarship and consequently higher levels of career advancement. The School is particularly committed to issues of collaboration, quality improvement, regional and state networking, conflict management, political awareness, strategic thinking and planning, and strategies for change. Through these and other skills, SOM graduates will become the leaders of organizations as they move into the next century.

School of Continuing Education

James C. Manolis, Dean

The School of Continuing Education (SCE) provides an opportunity for people to take ULV programs at geographic locations convenient to their homes or work places and many classes on the internet. Programs leading to bachelor's and master's degrees as well as advanced credentials are offered through SCE. The extensive interaction between these extended programs and the central campus provides a rich experience for all concerned.

There are two divisions in SCE: Regional Campuses offering programs throughout California, and Residence Centers, which offer programs on selected military bases in California, Alaska, and Italy. Further information about these programs is given in the Admissions Requirements and General Education Requirements sections of this catalog. Complete descriptions of tuition, fees, financial aid, and refunds are contained in catalog sections dealing with these topics. Specific program requirements and course descriptions are presented with the appropriate academic curriculum.

School of Continuing Education
2315 W. Foothill Boulevard
Upland, CA 91786
Telephone: (909) 985-0944
FAX: (909) 981-8695
Dean: James Manolis, Ed.D.

Academic Organization

REGIONAL CAMPUSES

CAPA. CAPA, the Campus Accelerated Program for Adults, is a central campus program designed to answer the special needs of working adult students. It stresses individualized academic advising, and offers the opportunity to complete a degree by taking classes in the evenings and on weekends. Weekend College offers classes on Friday evenings and Saturdays according to the schedule listed in the Calendar section of the catalog. All undergraduate majors offered on the central campus are available to students in the CAPA program. Some majors may require daytime attendance. Inquiries about the CAPA program, or Weekend College, should be directed to the CAPA Office.

CAPA Program, University of La Verne
1950 3rd Street, La Verne, CA 91750-9984
Telephone: (909) 392-2718
FAX: (909) 392-2701
E-mail: capa@ulv.edu
Director: Patricia Noreen

Inland Empire Campus. This campus provides academic advising and administrative support for ULV students in Riverside and San Bernardino counties. Degree programs offered are B.A., Business Administration; B.S., Health Services Management; B.S., Organizational Management; M.B.A. for Experienced Professionals; and Master of Health Administration.

The campus also provides support for undergraduate and graduate Health Services Management degree programs and undergraduate Public Administration degree programs offered at selected locations throughout Southern California.

ULV Inland Empire Campus
Barton Plaza
10535 Foothill Blvd., Suite 400
Rancho Cucamonga, CA 91730
Telephone: (909) 484-3858
FAX: (909) 484-9469
E-mail: iec@ulv.edu
Director: Jerry Ford

The Inland Empire Campus also provides support for a satellite center serving ULV students in Kern County. It offers the same degree programs as the Inland Empire Campus.

ULV Bakersfield Center
P.O. Box 153
Bakersfield, CA 93303
Telephone: (805) 328-1430
FAX: (805) 328-1378
E-mail: haughtl@ulv.edu
Associate Director: Lynda Haught

Orange County Campus. This campus provides academic advising and administrative support for ULV students in Orange County. Degree programs offered are B.A., Business Administration; B.S., Health Services Management; B.S., Organizational Management; B.S., Public Administration; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV Orange County Campus
12951 Euclid, Suite 100
Garden Grove, CA 92840
Telephone: (714) 964-4215
FAX: (714) 964-3181
E-mail: occ@ulv.edu
Director: Pamela Bergovoy

San Fernando Valley Campus. This campus provides academic advising and administrative support for ULV students in the San Fernando and Antelope Valleys. Degree programs offered are B.A., Business Administration; B.S., Health Services Management; B.S., Organizational Management; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV San Fernando Valley Campus
4001 W. Alameda, Suite 300
Burbank, California 91505
Telephone: (818) 846-4008
FAX: (818) 566-1047
E-mail: sfv@ulv.edu
Director: Nelly Kazman

Academic Organization

Ventura County Campus. This campus provides academic advising and administrative support for ULV students in Ventura, Santa Barbara, and San Luis Obispo Counties. Degree programs offered are B.A., Business Administration; B.S., Health Services Management; B.S., Organizational Management; Master of Business Administration; and Master of Health Administration.

ULV Ventura County Campus
2001 Solar Drive, Suite 250
Oxnard, CA 93030-2648
Telephone: (805) 981-8030
FAX: (805) 981-8033
E-mail: vcc@ulv.edu
Director: Katie Cunningham

Education Programs. This center provides academic advising and administrative support for ULV students pursuing: Multiple or Single Subject Teaching Credential with CLAD Emphasis, an M.Ed., Educational Management; Preliminary Administrative Services Credential; M.S., School Counseling; Pupil Personnel Services Credential; M.Ed., Special Emphasis (Classroom Guidance); M.Ed., Reading; and Reading and Language Arts Specialist Credential at selected locations throughout California.

Education Programs
School of Continuing Education
University of La Verne
1950 3rd Street, La Verne, CA 91750
Telephone: (909) 985-0944
FAX: (909) 981-8695
E-mail: edusce@ulv.edu
Director: Ray E. Johnson, Ph.D.
Associate Director: Juline Behrens

RESIDENCE CENTERS. Qualified students can pursue degree programs on the following military bases. A chart listing the programs offered can be found on the next page.

Director: Ray E. Johnson, Ph.D.
Telephone: (909) 985-0944
FAX: (909) 981-8695
E-mail: johnsonr@ulv.edu

Residence Centers in California:

North Island (San Diego), California:
P.O. Box 182076
Coronado, CA 92178-2076
Telephone: (619) 545-7201
FAX: (619) 435-6497
E-mail: ni@ulv.edu
Director: Pam Priest Amor, Ed.D.

Point Mugu, California:
P.O. Box 42264
Port Hueneme, CA 93044
Telephone: (805) 986-1783
FAX: (805) 986-1785
Director: Robyn Jones

Vandenberg, California:
P.O. Box 5578
Vandenberg AFB, CA 93437-6312
Telephone: (805) 734-1306
FAX: (805) 734-1158
E-mail: ulvvafb@utech.net
Director: Kitt Vincent

Residence Centers in Alaska:

Eielson AFB, Alaska:
3124 Wabash Ave., Suite 1
P.O. Box 4510
Eielson AFB, AK 99702-0510
Telephone: (907) 377-4397
FAX: (907) 372-1260
E-mail: eielson@ulv.edu
Director: Kenneth Brauchle, Ph.D.

Academic Organization

Ft. Wainwright, Alaska:

c/o Eielson AFB

P.O. Box 4510

Eielson AFB, AK 99702-0510

Telephone: (907) 353-6152

FAX: (907) 353-9221

E-mail: eielson@ulv.edu

Director: Kenneth Brauchle, Ph.D.

Elmendorf AFB/Ft. Richardson, Alaska:

P.O. Box 6329

Elmendorf AFB, AK 99506-6329

Telephone: (907) 753-1837 or (907) 552-5267

FAX: (907) 753-0650

E-mail: ulvelm@alaska.net

Ft. Richardson Telephone: (907) 428-1616

Director: Mary Jeanette Brody

Language Center in Europe:

Naples, Italy: This Center offers non-credit language instruction in English and Italian.

Tri-Service Education Center

PSC813, Box 174

FPO AE 09620-0008

Telephone: 011 39 081 721 2564

FAX: 011 39 081 570 2992

E-mail: ulvnaples@cybernet.it

Director: Sandra Spatera

Degree Programs at Residence Centers.

Students can pursue degree programs according to this chart:

	North Island	Pt. Mugu	Vandenberg	Elmendorf	Eielson	Wainwright
BA, Accounting			V			
BA, Business Administration	N	P	V			
BS, Criminology		N	P			
BS, Health Services Mgmt.	N					
BA/BS, Mathematics			P			
BS, Organizational Mgmt.			P	V		
BS, Psychology		N	P			
MHA		N				
MS, Business Organizational Management	N	P		Ei	Ei	W
MBA			V			

DISTANCE LEARNING CENTER. Students may take ULV courses through the Internet in pursuit of degree credit or professional advancement. For a complete list of courses, course descriptions, and faculty as well as instructions for registration, please visit

<http://www.ulv.edu/dlc/dlc.html>

Distance Learning Center (ULV Online)
University of La Verne
1950 3rd St.

La Verne, CA 91750-9984

Telephone: (909) 985-0944, ext. 5301

FAX: (909) 981-8695

E-mail: dlc@ulv.edu

Academic Director: Alfred Clark, Ph.D.

Registrar: Alene Harrison

Academic Organization

La Verne College of Athens

Craig Sexson, President

Jeff Nonemaker, Associate Dean

Students attending the Athens campus are provided with the unique opportunity to pursue an American education in a historically rich cultural setting among an internationally diverse student body. The University's campus is located in the pleasant Athens' suburb of Kifissia, and offers all the services of a traditional American campus including dormitories and a range of student activities. Instruction is in English. A library and complete laboratories are available.

Courses leading to the following degrees are offered in Athens by the University: B.S., Accounting; B.A., Art; B.S., Behavioral Science; B.S., Business Administration; B.S., Computer Science/ Engineering; B.S., Economics; B.A., English; B.S., Marketing; B.A./B.S., Mathematics; B.A., Political Science; B.S., Psychology; B.A., Social Science; B.S., Sociology; M.Ed., Special Emphasis; M.S., Counseling (Special Emphasis), and M.B.A.

La Verne College of Athens

P.O. Box 51105

Kifissia, 145 10, Athens, Greece

Telephone: 011-30-1-620-6188

FAX: 011-30-1-620-5929

E-mail: admis@laverne.edu.gr

Web: <http://www.laverne.edu.gr>

Liaison in US: Ray Johnson

US Liaison Telephone: (909) 985-0944

Special Programs

Religion Programs. As a service to African-American and Latino communities in and around the Los Angeles area, ULV offers off-campus courses leading to B.A. degrees in Religion, Philosophy, Religion/Philosophy, and Psychology. The purpose of this program is to prepare nontraditional-age students for graduate schools, seminaries, and leadership roles in their church-

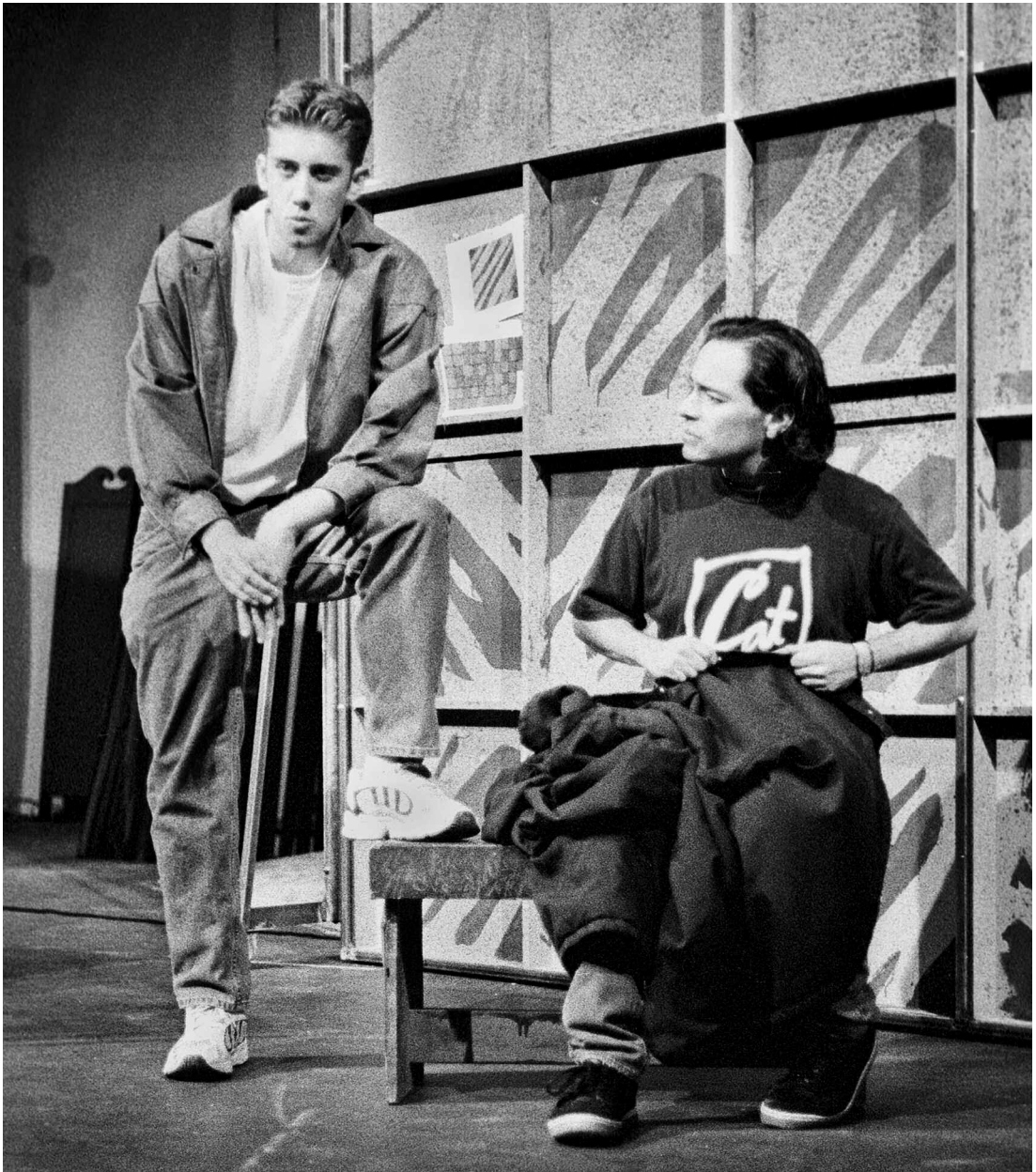
es and communities. Instruction takes place at the American Baptist Theological Center in Pasadena and the Ecumenical Center for Black Church Studies in Los Angeles on Saturdays and evenings. Information and application for admission can be obtained from the program director, Dr. Dan Campana, at (909) 593-3511, ext. 4354; e-mail, campanad@ulv.edu.

Central Campus Summer Sessions. The University offers both undergraduate and graduate courses during the summer. Courses are open to all students whether or not they have matriculated at the University of La Verne. Registration opens in May. Inquiries should be directed to the Registrar's Office or (909) 593-3511, ext. 4011, 4012.

Weekend Series Program. An on-campus program for elementary and secondary teachers, Weekend Series offers activity-oriented courses in La Verne on Friday evenings and Saturdays throughout the year. In addition, professional courses for educators are offered via the Web and for home study. Catalogs of courses can be obtained by telephoning (909) 593-3511, ext. 4239; e-mail, clarka@ulv.edu.

Elementary and Secondary Summer School. ULV offers tuition-based summer school classes in school districts that wish to have a greater selection of courses available to their students than they can provide free. Students enroll in these classes to augment their programs, or to correct deficiencies. Information about this program can be obtained by calling (909) 593-3511, ext. 4901; e-mail, camerond@elv.edu.

Educational Programs in Correctional Institutions (EPIC). EPIC offers college degree instruction to individuals confined in selected California Youth Authority and Department of Corrections facilities. Information can be obtained by contacting David Werner, EPIC Director, at (909) 593-3511, ext. 4355; e-mail, wernerd@ulv.edu.



Obren Milanovic and Beaux Enriquez rehearse Shakespeare's *As You Like it*. Photo: *Laura Ambriz*

STUDENT SERVICES

Loretta Rahmani, Dean of Student Affairs

Orientation. Every fall, just prior to the first day of classes, new central campus traditional undergraduate freshmen and transfer students participate in Orientation. Orientation blends interesting seminars, lively discussions, and fun activities to acquaint new students and their parents with the University community of students, faculty, and staff, and with programs and services at ULV. The program is highlighted by a trip to the mountains with students, faculty, and staff for New Student Retreat.

University 100. Each fall, first-time traditional-age Central Campus students are required to enroll for credit in GNST 100, University 100, a seminar class designed to ease the adjustment to college. These small groups, led by members of the faculty and administration, provide for discussion, interaction, and personal growth opportunities within a supportive group. Segments of the seminar focus on time management, cross-cultural awareness, relationships, and communication skills.

Residence Halls. Undergraduate students at the central campus have the opportunity to live on campus in one of La Verne's residence halls. Living with others in a residential community is a central aspect of the student's total education and development through close association with classmates and participation in residence hall functions. Chats with faculty and administrators, guest speakers, seminars on current topics of interest, social activities, and other programs enrich student life in the residence hall.

Each residence hall is staffed by professional and paraprofessional (undergraduate resident assistant) staff members. Their role is to provide leadership, informal counseling, and teaching, and to serve as role models. In addition, the

Residence Hall Association is the student government for the halls. La Verne offers two types of housing: single-gender floors in Brandt and Stuhan Residence Halls and single-gender suites in The Oaks Residence Hall. Both styles provide a community-based living environment.

Bed spaces in the residence halls are rented by the academic year. However, students may apply for Interterm and Spring Semester. Reservations for the Fall Semester begin on April 1; for the Spring Semester, on November 1. Students already residing in campus facilities have priority for space. All housing applicants are charged a \$100 Housing Reservation/Security Deposit. If a student decides not to live in campus housing, the deposit may be refunded upon written request to the Residence Life Office 30 days prior to the start of the term.

Residences are open during all school holidays except Thanksgiving, Christmas, and Easter holidays. The Oaks, a coed suite-style hall, remains open during Thanksgiving, Christmas, and Easter holidays for international and out-of-state students. After occupancy has begun, no refund is allowed for absences. Refer to the license agreement for cancellation policy.

Students interested in studying at La Verne College of Athens may contact the Athens campus for assistance in locating a place to stay.

Dining Hall. Davenport Dining Hall, located on the central campus, is open during the regular academic year except Thanksgiving, Christmas, and Easter vacations. Students living in the residence halls and suites are required to purchase meal plans. Students not residing in the residence halls are welcome in the dining hall and encouraged to make arrangements to eat there.

The option of either a full meal ticket or a partial ticket is available to all students, including those living off campus. Other partial meal plans

Student Services

may be available on request. In addition to the dining hall service, the Student Center Snack Bar, "The Spot," serves food, delicatessen style, for the convenience of the University community.

Student Employment. Central Campus students who want part-time employment on campus should contact the Student Employment Specialist (ext. 4110) located in the Financial Aid Office in Woody Hall. Many campus jobs are available for the students who qualify for the Federal Work-Study program, and an effort is made to match each student's skills, interests, and/or major to the most appropriate job. As soon as the Work-Study maximum earnings Award has been confirmed in the Financial Aid Office, students should apply for campus jobs. The award is for the academic school year and must be worked and earned during September through May. A limited number of campus jobs are available for the students who do not qualify for Federal Work-Study. In addition, summer full-time and part-time jobs on campus are available through this office. Central Campus students looking for off-campus jobs may check in the Career Development Center for assistance.

Health Services. The University Student Health Center is located at 2147 E Street (ext. 4254). The fee for services is included in the tuition of all full-time undergraduates International graduate students and is optional for other graduate or part-time students.

The clinic is open 8 a.m.-3 p.m. Monday-Thursday and 8 a.m.-noon on Friday. A medical doctor and/or physician assistant is available several hours a day by appointment. The service includes visits for illness, injuries, counseling, some prescription medications, laboratory testing, and referrals when indicated.

Bookstore. The University Bookstore offers books, supplies, gift items, and other merchandise to the campus and community.

Career Development. Career counseling is

available to La Verne students in the Career Development Center (ext. 4054) located in the Student Resource Center. Services provided include vocational testing, information about careers, individual and group counseling to assist students with educational and career planning, and job search seminars discussing such topics as résumé writing and interviewing techniques.

The Career Development Center maintains current job listings for full-time, part-time, and summer jobs off campus. Placement services for education majors are located in the Education Department (MA 152; ext. 4629), and for Ed.D. candidates and graduates in the Educational Management Department (ext. 4382).

International Student Services. The staff in the International Student Center assists international students with orientation and relocation, provides personal and immigration counseling, and coordinates social and cultural activities. The ISC is located at 1886 3rd Street (ext. 4330 or 4331). ULV's active International Student Organization hosts international luncheons, speakers, and other activities throughout the year.

Multicultural Student Services. ULV promotes an atmosphere of mutual respect among people of all cultures and assists students in striving for academic excellence by making certain that they are fully aware of resources for study and assistance at the University and within surrounding communities. It provides personal and academic counseling, career planning, and aid in organizing social and cultural activities. The Multicultural Student Advisor's office is located in the Student Center (ext. 4253).

Disabled Student Services. The Division of Student Affairs and the Learning Enhancement Center assist physically and learning disabled students in accommodating their student life and academic needs. The office of Services for Students with Disabilities is located in the Student Health Center (ext. 4441).

Campus Ministry. La Verne is a church-related

Student Services

university with a strong Christian heritage. The relationship of the University with the Church of the Brethren continues to be an important one and is expressed in part by the presence of Brethren on La Verne's Board of Trustees, among its faculty and administration, and within the student body, and by a full-time campus minister.

At the central campus Protestant and Catholic campus ministers coordinate a varied program of activities including Protestant and Catholic gatherings, ecumenical activities, fellowship and worship opportunities, seminars, service projects, and regular contact with off-campus resources. Campus ministers' offices are in the chapel, exts. 4320 and 4322.

Although the relationship of the University of La Verne to the Church of the Brethren reflects Christian roots and commitment, the University recognizes and encourages a plurality of religious perspectives on campus. Opportunities to study broad religious issues and to have dialogue with other faiths are encouraged. A major concern of the University is to challenge the students to continue to think through their religious positions and traditions.

Summer Service. The Summer Service Program (ext. 4320) provides an opportunity for central campus undergraduate students to learn through service. In this program the student has the opportunity to spend ten weeks of the summer assisting in a church, a camp, or other service agency. Supported financially by the Christian Leadership Endowment Fund, the student receives a scholarship for this service.

It is anticipated that students will grow in their own faith as well as gain understanding and appreciation of the faiths of others.

Psychological Counseling. The psychological counseling services available to ULV students at the University Counseling Center are designed to help students work on feelings and problems which affect their personal, social, and academic effectiveness. The services include individual, couple, group, and family counseling, as well as

discussion and personal growth groups on a range of topics. The Counseling Center follows a strict policy of confidentiality between student and counselor. These services are available at no cost to central campus undergraduate students and at a nominal fee to graduate and School of Continuing Education students. The center is located in the Hanawalt House (ext. 4831).

Child Development Center. The Child Development Center, which functions as a training site for ULV Child Development majors, is located on the LA County Fairgrounds (Fairplex), two miles south of the central campus. Children aged six weeks through five years may be enrolled for full-day or partial-day care. The licensed center operates from 6:30 a.m. to 6:00 p.m., Monday through Friday. Information about state and federal funding as well as tuition can be obtained at (909) 865-4101.

Student Center. The Student Center, located in the distinctive "supertents," is the focal point of central campus student activities. The "tents" house the Multicultural Resource Center, radio and television studios, newspaper and magazine production center, gymnasium, locker rooms, Student Activities and Student Government offices, Commuter Lounge, and student mailboxes, as well as leisure-time opportunities. A separate "tent," adjacent to the center, houses the Dailey Theatre complex of stages, workshops, and theatre offices.

Associated Student Federation, Fraternities and Sororities, and Clubs and Organizations. All full-time, traditional-age undergraduate students at the central campus are automatically members of the Associated Students Federation (ASF). The Associated Students Forum, executive body of ASF, promotes student activities and represents the views of the student body to the faculty and administration. ASF works closely with all clubs and organizations on campus. ULV currently has five fraternities and sororities and over twenty clubs and organizations whose expressed purpose is to promote individual

Student Services

growth, school spirit, and co-curricular activities for the college community. School of Continuing Education students have formed clubs and student organizations at some of the residence centers.

Social and Cultural Events. Student government, residence halls, clubs, fraternities and sororities, academic departments, and others plan social, educational, and cultural events for the central campus. Activities include music, drama, guest speakers, dances, intramural sports, dinners, parties, and a wide range of club-sponsored events. Highlights include the Faculty-Student Holiday Dinner, Homecoming Week, and awards banquets. Several dramatic and musical productions are presented each semester, and students may contribute to the campus newspaper, yearbook, magazines, theatre playbill, literary magazine, and departmental publications.

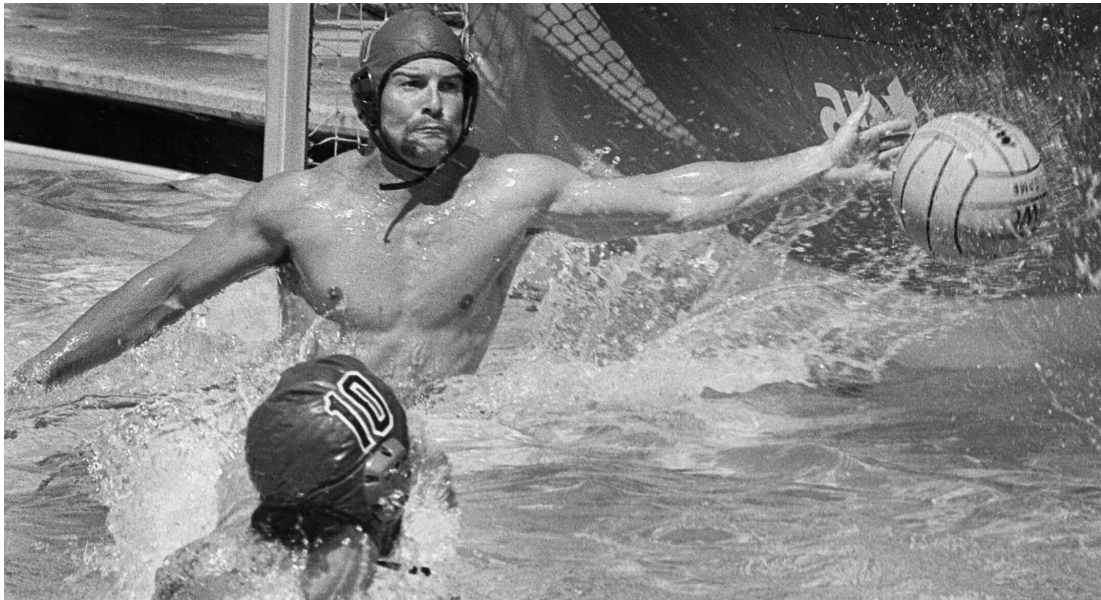
School of Continuing Education students may participate in most central campus social and cultural events. Events are also sponsored from time

to time at several of the residence centers.

Campus Safety and Transportation. The University maintains its own security department to provide 24-hour, seven-days-a-week patrol of the campus. The safety department provides high visibility patrol, escort services, opening and securing of the campus, and instruction in crime prevention techniques. The transportation department maintains all university vans and accommodates the University's transportation needs. These departments are located east of the Student Center and next to the softball field. Officers are available by calling 569-3549, #6666, or extension 4950 or 4949.

Mail Services. ULV maintains a full-service post office (with the exception of C.O.D. and money orders) for the use of students and staff. Located at 1st and E Streets, it is open 8 a.m.-5 p.m., Monday through Friday.

Athletics



Mike Miles saves a goal in ULV's first season of intercollegiate water polo.

Photo: *Scott Harvey*

Jimmy Paschal, Athletic Director

The mission of the athletic program at ULV is to distinguish itself through the pursuit of excellence based on sound educational principles and practices that operate within the philosophy and guidelines of the University of La Verne as well as those of the Southern California Intercollegiate Athletic Conference (SCIAC) and the National Collegiate Athletic Association, Division III, in both of which La Verne maintains membership. The programs of these associations provide an opportunity for students at the central campus to engage in a wide variety of intercollegiate sports at the team and individual level. The policy of the University of La Verne is to support the individuals and teams representing the University to go as far as their skills and good fortune take them. Over the years this has resulted in national championships as well as conference and regional championships in several team and individual sports.

The women have intercollegiate squads in basketball, cross country, soccer, softball, swimming, tennis, track, volleyball, and water polo. The men enter into intercollegiate programs in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track, volleyball, and water polo. In addition to fine facilities and equipment, the athletic department is staffed with qualified and enthusiastic coaches and certified trainers.

Other colleges in the SCIAC are California Institute of Technology, California Lutheran University, Claremont-Mudd-Scripps, Occidental College, Pomona-Pitzer, University of Redlands,

and Whittier College. In addition, La Verne competes against other independent colleges in Southern California as well as a number of the state colleges and universities. The total program is designed to meet student interests.

Student Athletic Eligibility. To be compatible with the philosophy of the Southern California Intercollegiate Athletic Conference and NCAA Division III, ULV has established 24 as the minimum number of units a student must complete during the year prior to participation (two semesters as a full-time student plus any summer school) to be considered eligible for athletic competition. A freshman is automatically eligible the first year. Thereafter, if a student has been enrolled for only one semester as a full-time student, the minimum is 12 units completed. January is considered a separate term of participation, although units completed in January may be added to either the fall or the spring term total. A student must be enrolled in a January class to participate during January. A student must be enrolled in a minimum of 12 units for it to be considered a full-time term of attendance. According to the NCAA, a student must complete his or her seasons of participation during the first 10 semesters or 15 quarters enrolled as a full-time student. If a student has eligibility remaining at the time of graduation from ULV, he or she may complete his or her eligibility as a full-time graduate student (nine semester units minimum) at La Verne during the semester of completion.

Photo:



Rita Thakur, Professor of Business and Economics

Photo: *Laura Ambriz*

ADMISSIONS INFORMATION

UNDERGRADUATE ADMISSIONS

Matriculation Policy. In order to be governed by this catalog, students who apply for admission must enroll in courses within twelve months of their acceptance date.

Central Campus Admissions

The educational goal of the University of La Verne is to provide maximum opportunities for educational and personal growth; therefore, the student's goals and objectives are considered first in evaluating applicants for admission. Consideration will be given to previous formal and informal educational experience as well as to the potential to succeed in a challenging academic program. ULV seeks students who are creative, motivated, self-disciplined, and committed to learning.

Freshman Admission

In keeping with the above philosophy, the admissions decision emphasizes the academic course of study, the cumulative high school GPA during grades 10, 11, and first semester of 12, Scholastic Aptitude Test I (SAT I) or American College Test (ACT) scores, the applicant's essay, and letters of recommendation. Following an evaluation of the application and academic profile, students may be granted admission to the University in one of the following three categories:

Honors at Entrance. Students who have earned a cumulative high school GPA of 3.5 or above (excluding PE, ROTC, and Teacher's Aide-TA courses) with SAT I scores of 1100 or above

(or ACT scores of at least 25) are accepted with Honors at Entrance. Such students are eligible for Honors scholarships and are invited to apply to the ULV Honors Program. This program is described in the Honors Program section of this catalog.

Traditional Admission. Students who have earned a cumulative high school GPA of between 2.6 and 3.49 (excluding PE, ROTC, and Teacher's Aide-TA courses) with SAT I scores of at least 950 (recentered) and 480 verbal (or an ACT composite score of at least 20) will be considered for traditional admission.

Provisional Admission. Applicants who fall below the standards for traditional admission will be reviewed by the Faculty Admissions Committee for possible admission into the Provisional Entrance Program (PEP). The committee considers the applicant's involvement in school and community activities, leadership abilities, special skills, application essay, and recommendations. The committee may also ask the applicant to sit for a personal interview. The PEP program is described in the "Student Acceptance through the Provisional Entrance Program (PEP)" section of this catalog.

Application Procedures. Students may apply for admission after completion of their junior year of high school. Applicants who are clearly admissible will be notified beginning February 1. In some cases a decision may be delayed until the first semester of senior grades is submitted. Students are encouraged to apply by February 1 for the Fall Semester and by December 1 for the Spring Semester. Candidates for admission will be considered after these dates on a space-available basis. ULV subscribes to the Candidate's Reply Date of May 1 (for Fall Semester), and does not require advance payment or confirmation of intent to enroll prior to this date.

Central Campus Undergraduate Admissions

To apply for admission to the University, the following documents must be submitted to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. **Formal Application for Admission.** Upon receipt of the completed and signed application form and the non-refundable \$35 application fee, the Office of Admissions will send the applicant instructions for completing the application process.

2. **High School Transcripts.** It is the applicant's responsibility to request that his/her transcripts be sent directly from the high school to the Office of Admissions. A transcript is not considered official if sent or delivered by the student.

3. **SAT I or ACT Scores.** The applicant is responsible for having Scholastic Aptitude Test (SAT I) or American College Test (ACT) scores sent directly to the University. Students who take multiple tests will have their highest single score used to determine the admission decision.

4. **Two letters of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application.

Transfer Students

Students who wish to transfer from an accredited two- or four-year institution are invited to apply for admission to La Verne. There is no minimum number of units required for transfer. The recommended application deadline for students applying for the Fall Semester is February 4. Students applying for Spring Semester should submit their applications by December 1. Students may be given advanced standing on the basis of work completed according to the Transfer Credit for Undergraduate Students section of this catalog.

The University accepts transfer students in the following two categories:

Honors at Entrance. Students who have completed 32 or more semester hours of transferrable academic credit with a GPA of 3.3 or above may be granted Honors at Entrance.

Traditional Admission. Students who have completed 30 or more semester hours of academic credit in classes with a minimum grade of 2.0 and with an overall GPA of 2.2 or above may be given traditional admission. Students with fewer than 32 semester hours of transferrable academic credit will be evaluated on college work, high school transcripts, and SAT I (or ACT) scores. If all Freshman Admission requirements are met and the college GPA is 2.2 or higher, the student may be admitted to the University.

Provisional Admission. Applicants who fall below the standards for traditional admission will be reviewed for possible admission into the Provisional Entrance Program (PEP) (See page 27.)

In all categories students may transfer only if Honorable Dismissal was given by prior institutions.

To apply for admission, transfer students must submit the following documents to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. **Application for Admission.** Upon receipt of the completed and signed application and the \$35 non-refundable application fee, the Office of Admissions will send the applicant instructions for completing the application process.

2. **Official transcripts.** Applicants must have official transcripts sent to the Office of Admissions from each college or university previously attended. Applicants with fewer than 32 semester hours of acceptable transfer credit must also submit high school transcripts.

3. **SAT I or ACT scores.** SAT I or ACT scores may be requested as supporting evidence. All applicants with fewer than 32 semester hours of transfer credit must submit scores from one of these tests.

4. **Two letters of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application.

Central Campus Undergraduate Admissions

International Students

The University of La Verne welcomes applications from students living in countries throughout the world. Sufficient evidence must be provided to insure that a student is able to depend upon his/her own financial resources. International students must not plan on earnings from employment in the United States, financial assistance, or scholarship grants. The estimated yearly cost for an international student to attend ULV is approximately \$27,000. This includes tuition, fees, room/board, books, and personal expenses (summer school tuition and transportation are NOT included). ULV is authorized to issue the I-20 when international applicants have been accepted and have submitted the \$200 advance deposit. In order to allow time for obtaining visas, it is important for international applicants to provide all required documents a minimum of two months before the beginning of the semester. *Students holding F-1 and J-1 visas may attend only the central campus (and are not eligible for the CAPA program).* To be considered for admission, international students must provide the following documents to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. **Formal Application for Admission** and the non-refundable application fee of \$35 (an international money order in US dollars)

2. **Official transcripts and certificates** (with notarized translations into English where appropriate) from all secondary schools, colleges, and universities attended. Students who have completed studies at a foreign university must send their transcripts to the Credentials Evaluation Service to be evaluated for transfer credit. There is a fee for this service. A brochure is available upon request.

3. **Proof of English Proficiency.** Applicants must establish minimum proficiency in English by submitting one of the following:

a. An international or special-center TOEFL (Test of English as a Foreign Language) score of 500 or above.

b. A SAT verbal score of 480 or above.

c. A score of 3.0 or above on the ULV English Proficiency Test.

d. Thirty semester hours or more of transferrable credit, including the equivalent of English 110.

Note: Prospective students with test scores marginally below the limits of minimum proficiency may be granted conditional acceptance with full acceptance pending successful completion of a first semester ESL component. A student may take no more than 14 semester hours per semester until the ESL requirement is complete.

4. **Two letters of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are provided upon receipt of the completed application.

5. **A financial statement** guaranteeing that sufficient funds are available to cover the cost of attending La Verne. A nonrefundable deposit of \$200 must be received in the Office of Admissions before an I-20 form can be issued to the accepted student.

Additional Admissions Information

Campus Visits. Interested students, parents, and friends are invited to visit La Verne. The campus setting and facilities are important factors in choosing a college, and the Office of Admissions at ULV is pleased to schedule personal interviews, campus tours, and visits to classes in session. The office is open from 8 a.m. to 5 p.m., Monday through Friday.

The University considers the campus visit valuable in the selection process. It provides the opportunity for the university and the student to become acquainted with each other. The La Verne emphasis on an individualized and personalized educational experience begins with this opportunity for mutual acquaintance.

Candidates Reply Date. Candidates will be considered for admission upon receipt of the application for admission, all official transcripts, appropri-

Central Campus Undergraduate Admissions

ate test scores, and letters of recommendation. If the candidate is accepted, a \$200 nonrefundable tuition deposit is due by May 1. Students accepted after this date normally will be expected to make the nonrefundable advance deposit within three weeks after the date of acceptance. The deposit is applied to the student's account and is deducted from the first semester's expenses.

Financial Aid. New students seeking financial assistance should contact the Office of Admissions for information and forms. For complete information, see the Financial Aid section of this catalog.

Residence Hall Reservations. Applicants who have paid their \$200 advance tuition deposit will be mailed a Residence Hall Application and License Agreement. Students must return the application and license agreement, along with a \$100 housing reservation/security deposit to the Office of Residential Life. The Office of Residential Life (ext. 4053) will send room reservations and a copy of the License Agreement to the student as space becomes available.

Student Acceptance through the Provisional Entrance Program (PEP). Students accepted on a provisional basis will be admitted for one semester and informed of the conditions required to remove the provisional status. The student may enroll in a maximum of 14 semester hours and is required to meet with an advisor at least three times during the semester, enroll in a study skills class, register for an appropriate English class, and make normal academic progress as defined in the Normal Academic Progress section of this catalog. Students who do not remove their provisional status by the end of the first semester of enrollment are ineligible to enroll the following semester. Students wishing to return to La Verne at some future date must reapply for admission.

Leave of Absence. A student who finds it necessary to interrupt his/her studies at La Verne and desires to return may apply to the Registrar for a

leave of absence prior to leaving the University. With a leave of absence, a student may be absent from ULV for no more than two semesters without reapplying for admission. Among the acceptable reasons for granting a leave of absence are financial or medical problems and military duties. Students are required to keep the University informed about plans for return; otherwise, they will be considered withdrawn. A leave of absence will not be granted for the purpose of transferring to another institution.

Withdrawal from the University. A student who wishes to withdraw in good standing must obtain a "Notice of Withdrawal" application from the Registrar's Office and have it signed by his/her academic advisor, a financial aid officer, a librarian, and the Office of Academic Advising. If the student is also withdrawing from courses, a "Program Request and Change Form," signed by the student's advisor, is also required. Students who fail to officially withdraw from classes will receive failing grades. The effective date of withdrawal is the date the student officially withdraws from all courses or the final day of the term.

Returning Student Readmission. Central campus undergraduates who have attended ULV as matriculated students, but who have not been in attendance for two consecutive semesters without a leave of absence, must reapply by filing a new Application for Admission. Readmission will be based on the current admissions policies, and the student will be required to meet current graduation requirements. Official transcripts of all academic work taken during the period of absence must be provided. The application fee and personal recommendations will be waived.

Readmission of Academically Disqualified Students. The readmission of a previously disqualified student is by special approval of the appropriate Dean. ULV will consider an application for reinstatement only after the student has remained absent for a minimum of one year following disqualification and has fulfilled all conditions

School of Continuing Education Undergraduate Admissions

of reenrollment. In every instance, readmission action is based on evidence, including transcripts of courses completed elsewhere after disqualification, that warrants such action. If readmitted, the student is placed on academic probation.

Admission to School of Continuing Education Undergraduate Programs

The School of Continuing Education (SCE) provides educational opportunities for mature adults with varied educational backgrounds. Students wishing to obtain a degree from La Verne may not register for more than 16 semester hours prior to completing the admissions process. Candidates who seek admission to the University through the CAPA program must be 25 years of age or older.

Guidelines. Applicants will be considered for admission following a review of prior college work. The admission decision will take into account the GPA and number of units completed. Applicants who have completed 30 semester hours of college-level work with a minimum GPA of 2.0 are eligible for admission. Applicants who do not meet admission criteria may be considered for provisional admission by the SCE Admissions Committee. Applicants academically disqualified from another college may be considered for admission by appeal only if the disqualification occurred more than 12 months prior to application.

To apply for admission to La Verne through SCE, students should submit the necessary admission documents to the Regional Campus or Residence Center where they will be studying. *Transcripts and other official records necessary for evaluating a student's prior work become University property upon submission and will not be returned to the applicant, copied for another use, or forwarded to another institution.* The following documents must be submitted:

1. Formal Application for Admission. This form may be obtained from the SCE office where the student plans to study. The application can be used by students wishing to transfer from other institutions as well as applicants with no prior postsecondary work. It must be accompanied by the nonrefundable application fee.

2. Official Transcripts and Certificates of Prior Work. Official transcripts from *all* colleges and universities previously attended must be submitted to ULV. Applicants with fewer than 30 semester hours of college-level coursework must submit official verification of graduation from high school or its equivalent. Official transcripts from schools in the US must be sent directly by the issuing institution to the SCE office where the student plans to study. Transcripts from schools outside the US must also be submitted. Applicants wishing to have work completed outside the US considered for transfer credit must have their transcripts evaluated by an approved foreign credential evaluation service. There is a fee for this service.

ULV will evaluate military training for credit. Veterans must submit a DD214, and inservice military applicants must submit a DD295 or a CCAF transcript for evaluation.

3. International Students must also submit examination results of the ULV English Placement Test (EPT). A minimum score of 5.0 is required on the EPT to qualify for admission. Foreign nationals serving in the US Armed Forces or those who have successfully completed a minimum of two academic years in an accredited US college or university are exempted from this policy. *International students with F-1 or J-1 visas may attend only ULV's central campus (and are not eligible for the CAPA program).* See also the ESL (graduation) Requirement in this catalog.

4. Additional Information. ULV reserves the right to request additional information in order to make an informed decision.

School of Continuing Education Undergraduate Admissions

Evaluations. The SCE academic advisor can *unofficially* evaluate transcripts of prior course work. This provides the academic advisor with the necessary information to help the student structure a program leading to graduation. This evaluation is not official, however, until approved by the University Registrar. Students who are admitted to an associate degree program and later decide that they want to work for a bachelor's degree must apply for admission to a bachelor's program by submitting a new application form, another nonrefundable application fee, and any appropriate materials listed above which might not already be in the student's permanent file. Students who are admitted to a bachelor's degree program and later decide that they want to work for an associate degree must be re-evaluated for graduation requirements by the Registrar, and are subject to the reapplication fee.

Readmission. The University recognizes that SCE students may not be able to attend full time every term. For this reason, SCE students need not reapply after a break in enrollment unless the break was due to academic disqualification. However, students returning should be aware that University graduation requirements are subject to change and that students will have to meet the new requirements on the following schedule:

1. Students who do not enroll in courses within one year from the date of admission must reapply for admission and follow the degree requirements in effect at the time of their readmission.

2. Students who complete their degrees within seven years of the date of admission may elect to fulfill either the graduation requirements in effect at the time of their admission or any catalog prior to graduation after matriculation.

3. Students must complete their degree within seven years of the date of their admission letter or must reapply for admission and fulfill the graduation requirements in effect at the time of their readmission. Students who leave due to academic disqualification may reapply for admission after one calendar year.

Admission to EPIC

Enrollment in EPIC is open to high school graduates as well as individuals with a high school equivalency certificate and a satisfactory score on a standardized reading test. The following documents must be submitted to the Director of EPIC:

1. Formal Application for Admission. Applications can be obtained from the Director of EPIC.

2. Official transcripts of prior college work, if applicable.

3. High school transcript verifying high school completion or GED certificate.

All application materials become the property of the University upon submission. Following the admission decision, the Registrar will make an official evaluation of transfer work.

Undergraduate Transfer Credit

Transfer Credit for Undergraduate Students

The following types of credit may be accepted toward undergraduate degrees at the University of La Verne within approved policies:

Advanced Placement. Four semester hours of credit are granted for subject area examinations in the Advanced Placement Program administered by the College Entrance Examination Board when a score of three or higher is achieved. Selected Advanced Placement exams may be used to meet general education requirements.

Associate Degree Transfer. ULV awards full transfer credit for courses completed as part of associate degrees earned at regionally accredited California colleges before matriculation at the University. Credit is awarded for all courses in the degree, although only appropriate courses in which a grade of C- or better was received can be applied toward general education or major requirements. (See General Education Transfer Policy, next page.)

Transfer of ESL and English Composition Courses. La Verne will grant credit for transferable courses equivalent to English 110 completed prior to acceptance into ULV. La Verne will not grant credit for such courses completed after a student has been accepted at ULV until all prerequisite ESL courses required by placement criteria have been completed at ULV. ESL and English courses which the placement test indicates are needed must be taken at ULV, but ULV may grant elective credit for transferable ESL courses and English composition courses not equivalent to English 110 completed elsewhere prior to acceptance into ULV.

General Education Transfer Policy—Area Requirements.

California Associate Degree. At the time of matriculation, students who have earned an Associate Degree at a regionally accredited California College with General Education Requirements which are acceptable to the California State University (CSU) or the University of California (UC) or which are found in the Intersegmental General Education Transfer (IGETC) will be credited with fulfilling all of ULV's General Education AREA Requirements.

Other General Education Transfer Options for Area Requirements. At the time of matriculation, students who have NOT earned a regionally accredited California Associate Degree as described above, but who have completed a minimum of 32 semester hours of transferable course work will be evaluated for fulfillment of ULV's General Education AREA Requirements according to the following guidelines:

1. All transfer courses fulfilling general education requirements at UC, CSU, and through IGETC will be articulated to fulfill like requirements at ULV.
2. If courses partially fulfill selected UC, CSU, or through IGETC general education options at a college of prior attendance, these courses will be credited toward partial fulfillment of the like General Education requirement at ULV.
3. Course work completed at regionally accredited public colleges and universities outside the state of California which meets bachelor's level general education requirements at the state college or university within the same state, and is so documented in the college catalog, will be articulated to fulfill like general education requirements at ULV.
4. All other course work will be evaluated on a course-by-course basis.
5. No course will be considered for transfer unless a C- or better was received.

Undergraduate Transfer Credit

General Education Transfer Policy—Core Requirements.

A transfer student's CORE Requirements are determined by the number of semester hours transferred at the time of matriculation according to the following guidelines:

1. Students who transfer 32-59 semester hours must complete CORE 300, CORE 305, CORE 310, and CORE 320 or 340, and demonstrate proficiency in a foreign language equivalent to two semesters of college-level study.
2. Students who transfer 60-91 semester hours must complete CORE 300, CORE 305 or 310, and CORE 320 or 340.
3. Students who transfer 92+ semester hours must complete CORE 300 and CORE 320 or 340.
4. SCE students who transfer 32 or more semester hours must complete CORE 300 and CORE 320 or 340 or CORE 2a or CORE 2b.

Other Transfer Credit. La Verne accepts credit earned at other regionally accredited colleges and universities on a course-by-course basis. Except in the case of courses included in associate degrees from California colleges, courses will not be considered for transfer unless a C- or better was received. ULV may accept up to 21 semester hours of vocational/technical credit (including community college certificate programs, military courses, and courses offered by noncollegiate institutions) into an associate degree program and up to 44 semester hours of vocational/technical credit into a bachelor's degree program. No more than 30 semester hours of credit by assessment will be accepted in transfer. ULV will not accept transfer credit by exam (excluding standardized exams such as CLEP), if a student was not matriculated at the college where the credit was granted. ULV students interested in taking credit for transfer at other institutions should obtain prior approval through the Registrar. The University is not obligated to accept coursework that has not received prior approval.

CLEP, ACT PEP, and DANTES. Credit may be granted by the University for subject areas in which the applicant has earned a passing score (C equivalent) on College Level Examination Program (CLEP) examinations and/or ACT Proficiency Examination Program (ACT PEP) examinations. ULV may accept up to 21 semester hours of such credit into an associate degree program and up to 44 semester hours into a bachelor's degree program. DANTES credit will be awarded at the ACE recommended passing score. Selected exams may be used to meet general education requirements.

Military Credits. Courses taken through the military may be transferred under the guidelines established by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* and according to ULV policy. Acceptance of credit is limited by the vocational/technical credit policy listed in the Other Transfer Credit section above.

Correspondence and Extension Courses. Within the guidelines of the vocational/technical credit policy listed in the Other Transfer Credit section above, ULV may accept up to 12 semester hours of correspondence work and up to 15 semester hours of extension work. To qualify for transfer, correspondence and extension courses must be acceptable for undergraduate degree credit at the institution where the credit was earned.

Refusal of Transfer Credit. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these credits are attributed to courses that do not meet the University of La Verne's academic standards.

GRADUATE ADMISSIONS

Central Campus and School of Continuing Education

Admissions Policy. In order to pursue a graduate degree, a specialized credential, or a graduate certificate program at the University of La Verne, students must be formally admitted by the appropriate graduate department. Each graduate program has specific admission requirements which are set by the academic department and are described with the program. The minimum requirements for all graduate programs are as follows:

1. A bachelor's degree from a regionally accredited college or university. (Doctoral programs also require a master's degree.) Students whose degrees were completed at foreign universities must submit notarized translations into English where appropriate. Such students may be required to have their degrees evaluated by a ULV-approved evaluation service to determine equivalency to a bachelor's degree from the United States. There is a fee for this service. Applicants will be notified if their degrees need to be evaluated.

2. A GPA of 2.5 or above for the last 60 semester hours of undergraduate study, and a GPA of 3.0 for any graduate work.

3. Three positive references attesting to academic/professional competency.

4. Demonstrated ability to write at an acceptable level for graduate study.

Some programs require a higher GPA, the submission of standardized test scores, and other documentation to be eligible for admission.

Application Materials. All application materials are processed by the Graduate Office or SCE, as appropriate, and forwarded to departments. *All materials submitted become the property of the University and will not be returned to the applicant,*

copied for another use, or forwarded to another institution. Before departments take any action regarding possible admission to a graduate program, the student must submit the following:

1. **Completed application with non-refundable application fee.** Fees submitted from outside the United States must be in international money orders written in US dollars.

2. **Statement of purpose** in about 200 words outlining goals for graduate study.

3. **Official transcripts** showing academic degrees and additional transcripts if applicable. All transcripts must be sent by the degree granting institution to La Verne. Applicants to central campus programs should have the transcripts sent "Attention: Graduate Office." Applicants to School of Continuing Education programs will be provided with forms which indicate the proper return address.

4. **Two or three references**, as specified by the department.

5. **Other documents** required by departments.

6. Applicants without a degree from an English-speaking institution where English is the primary language of instruction and of the geographic area must establish minimal proficiency in English by submitting one of the following:

- a. A minimum score on the Test of English as a Foreign Language (**TOEFL**) of 550 or above. Some programs require a higher score.

- b. Satisfactory completion of the ULV **English Proficiency Test** (5.0 or higher in most programs).

- c. Satisfactory completion of prerequisite ESL courses as indicated by placement criteria.

Note: These scores are minimum admissions requirements only. Graduate students with TOEFL scores between 550 to 574 inclusive are required to take a written ESL examination. The exam will then be submitted to the graduate department to which the student has been admitted. Based on the department's evaluation, the student may be asked to enroll in ESL courses. See the ESL Requirements for Graduate Students section of this catalog.

Graduate Admissions

International Students. ULV is authorized to issue an I-20 only after international applicants have been accepted for admission and have submitted the \$200 nonrefundable tuition deposit. *International students with F-1 or J-1 visas may apply to and attend only the central campus.* To apply for admission, international applicants must submit all of the application materials listed above as well as a notarized original statement indicating how the student will meet the financial obligations for graduate study at La Verne.

Possible Departmental Action. Each applicant's documents are carefully reviewed by the appropriate department. Admission decisions are made within the guidelines of the graduate admissions policy and based upon the applicant's qualifications and potential for success in a graduate program. Departments may take any one of the following actions:

1. Grant admission to students who satisfy all requirements.
2. Grant provisional admission to students who show academic and professional promise but do not meet all of the University or departmental requirements for admission. These students must meet the stipulations required by the department, or admission will be denied.
3. Hold the application pending specified additional requirements.
4. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program.

Credential Only Admission. Students seeking advanced credentials in the areas of Administration, Counseling, Reading, and Special Education must follow the regular procedure for graduate admission. Students seeking the Multiple Subject or Single Subject Credentials need to file an application in the Education Office, but they are not required to furnish the additional documents required for entering a degree program.

Nonmatriculated Students. Students who possess a bachelor's degree and who wish to enroll

in graduate courses may enroll in no more than six semester hours without filing a formal application. These courses would count toward professional growth and inservice education. However, if students wish to enter a graduate degree program or seek institutional recommendation for a credential from the University, they must submit a formal application and complete the admission process. The University cannot be held responsible for the applicability of courses toward a degree which may be selected by a student who has not been officially admitted and assigned a program counselor. A student is eligible to enroll in no more than 12 semester hours prior to being admitted to a program. Several programs restrict this limit to 6 semester hours. Assessment fees may be charged for violations of this policy.

Readmission Policy. Graduate students who have not been enrolled for two consecutive years or more must apply for readmission by submitting:

1. A new application form and application fee.
2. A statement which addresses the absence from the program and reasons for returning.
3. Transcripts not previously sent to ULV and other documents as required by the department, if applicable.

Readmission will be based on the current admissions policies, and the student will be required to meet current program requirements. Any coursework previously completed at ULV that is more than four years old at the time of readmission will need to be reviewed for acceptance by the department and the Graduate Appeals Committee.

Students who have been dismissed from ULV for ethical or behavioral reasons will not be readmitted.

Transfer Credit. To have a course which was taken at another school apply toward a master's degree, the following conditions must exist:

1. The course must have been taken within the last five years at an accredited university or college and after the student had received a bachelor's degree.

Graduate Admissions

2. The course must be acceptable into an appropriate graduate degree program at the institution where it was taken.

3. A grade of B or better must have been earned in the course.

4. The course must be sufficiently related to the student's degree program at ULV as determined by the Program Chairperson.

5. There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A total of 12 semester hours may be transferred into a program requiring 36 or more semester hours. (A quarter hour counts as two-thirds of a semester hour.)

6. Courses taken through the military may be transferred into a University of La Verne graduate program, consistent with the guidelines above. The number of graduate transfer credits allowed is subject to the guidelines established by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services*.

7. Only courses which are accepted for transfer into a degree program are added to the student's ULV transcript. Transfer credit will be posted on a student's transcript at the point of each student's advancement to candidacy.

8. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these

credits are attributed to courses that do not meet the University of La Verne's academic standards.

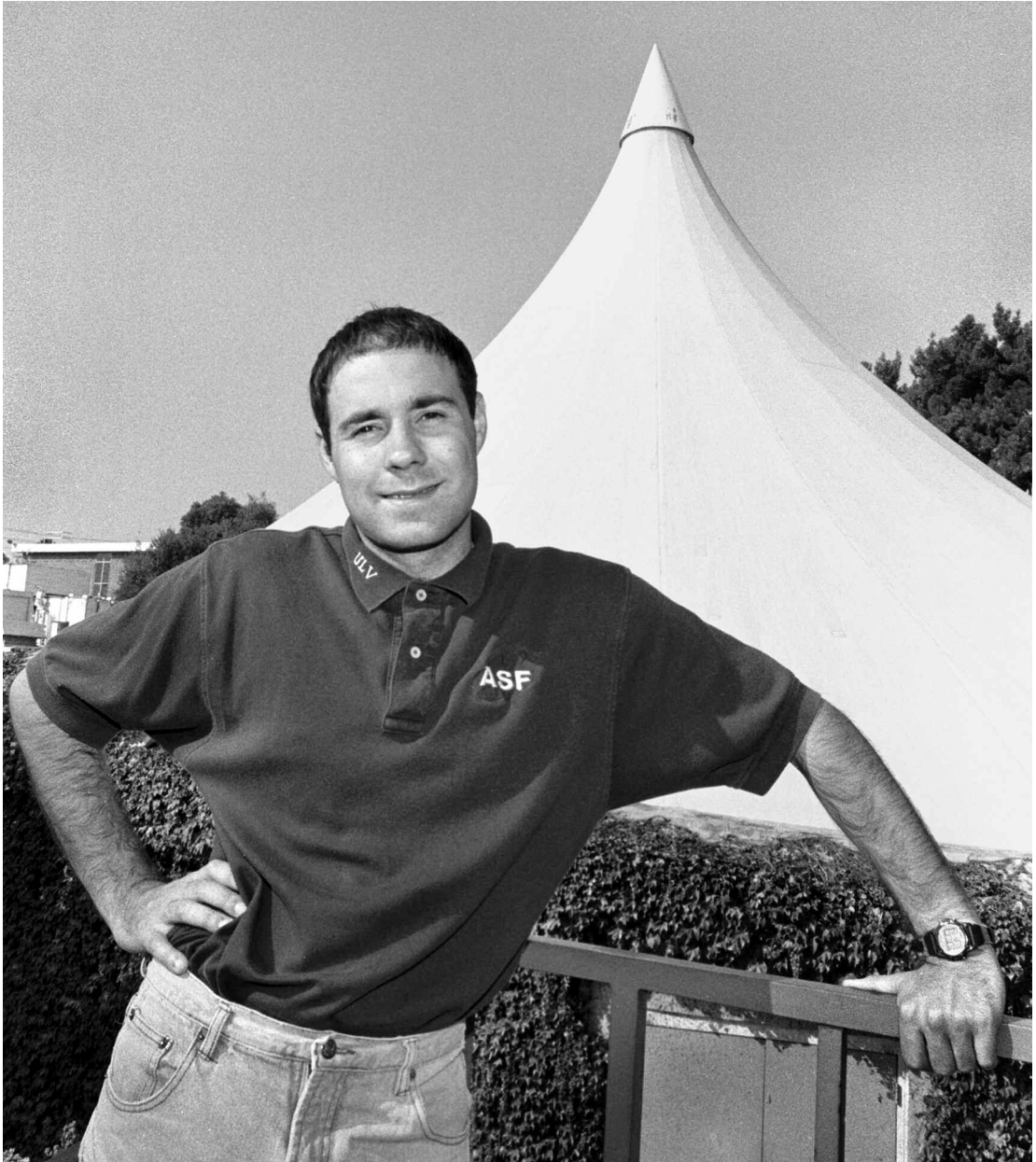
Graduate students matriculated into a certificate program may transfer up to six semester hours of elective credit toward completion of the certificate. Requests to have transfer credit applied to the certificate must be submitted to the Department/Program Chair through the student's advisor in SCE. The Department/Program Chair will evaluate the transfer credit using the same criteria for accepting transfer credits into a degree program and notify the Graduate Office or SCE to post the approved transfer credit to the student's transcript.

Second La Verne Master's Degree. Students who have completed a master's degree at ULV and wish to earn a second degree at the University, must apply for the second degree program by submitting an application with a statement of purpose and a transcript of the first degree which will be evaluated by the department. If admitted to the second degree program, these policies apply:

1. For courses to count toward both degrees, they must be common to both approved programs.

2. A maximum of 20 semester hours approved by the Program Chairperson may be used from the first degree to meet requirements for the second degree.

3. A new "culminating activity" must be a part of a second degree program.



Michael Morrow, ASF President, 1998-1999

Photo: *Veero Der Karabetian*

FINANCIAL INFORMATION

TUITION AND FEES

Financial Arrangements

The tuition charged a student will always be that rate which is current for the program in which the student is enrolled, regardless of the course number. The University reserves the right to make changes to all published rates of tuition and fees at any time without prior written notice.

Students must complete their financial arrangements no later than the beginning of each term. The University offers the payment plans listed below, which must be contracted at the time of registration.

1. **Payment in Full.** Tuition, room, board, and any other fees are payable at the time of registration.

2. **Deferred Payment Plans.** The University of La Verne offers plans for deferment of all or a portion of tuition and fees, subject to charges and conditions under the University's Deferment Programs. Payment plans are available only for courses lasting five weeks or more. Short-term courses of up to four weeks in length must be paid in full upon registration.

a. *Central Campus and College of Law Students:* Minimum down payment of 40% of total tuition and fees at the time of registration, with the balance to be paid in two (term based programs) or three (semester based programs) equal installments, starting with the month following the beginning of the term or semester. All deferred payments are due by the 15th of the month.

b. *School of Continuing Education Students:* Minimum down payment of 25% of total tuition and fees at the time of registration, with the balance to be paid on the last day of the term.

c. *Monthly Payment Plans:* Available in selected programs only. From 6 to 36 monthly installments, starting the month in which classes begin or as specified in the contract, each due the first of the month.

All deferred payment plans require the completion of an agreement between ULV and the student. If the student is listed as a dependent on another's income tax return, or is under 18 years of age, a cosigner is required on the agreement. No student is allowed to register for a semester/term if there is an overdue debt from a previous semester or term.

All deferred payment plans require the payment of a fee at the time of registration or at the initiation of the monthly payment contract. The fee is based on the program in which the student is enrolled, as follows:

Semester Based Programs	\$60
Term Based Programs	\$40
Company Reimbursed students	\$25
Doctoral Programs (6 payments)	\$75
SCE Education Progs.(24-36 payments) ..	\$150
Selected Masters Programs (12-18 payments)	\$75-\$100

All students electing a deferred payment plan who do not meet their payment dates will also be assessed a monthly late payment fee of \$15 to \$40 depending on the program in which the student is enrolled. The University reserves the right to impose finance charges on all unpaid balances.

Tuition and Fees

Central Campus Undergraduate Programs

Tuition

Full-time students (12-17 semester hours per semester and 1-5 semester hours in the January Interterm), per semester	\$8,000
Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour	\$500
Auditing, per semester hour	\$250
Summer Sessions, per semester hour	\$390
Religion Program (off-campus), per course ..	\$400
Weekend Series (per semester hour)	\$165

Fees

Application.....	\$35
Written Composition (will be applied toward challenge if passed)	\$50
Registration (part-time students), per term or session.....	\$30
Late Registration/Change of Program.....	\$40
International Student Tuition Deposit	\$200
Laboratory Fee (per course).....	\$60
Chemistry breakage deposit, per course (refundable)	\$60
Photography Laboratory Fee.....	\$100
Television Laboratory Fee	\$50
Journalism/Radio Laboratory Fee	\$25
Course Challenge, per course.....	\$500
Make-up Examination.....	\$40
Music Lessons, per course.....	\$75
Student Teaching (twelve semester hours) ...	\$100
Lost meal ticket	\$5
Lost ID card.....	\$5
Graduation.....	\$110
Transcripts, per copy	\$5
Transcripts (24-hour turnaround).....	\$20

Residence Hall Charges (per semester)

Brandt/Studebaker-Hanawalt (double) ..	\$1,175
The Oaks (double).....	\$1,355
Housing Reservation/Security Deposit—first time students	\$100
Returning resident housing application fee	\$25

Board (per semester)

12 meals per week	\$1,120
14 meals per week	\$1,170
19 meals per week	\$1,300

If a student moves off campus during Interterm, and verification signed by the student to that effect is received by the Accounting Office by December 15, a refund or credit to the student's account may be made for meal tickets.

Study Abroad Programs. The costs listed below include tuition, room, and board. Round-trip transportation from Los Angeles is also included in ULV's Mexico program, from New York City in the Europe programs, from Seattle in the Japan and China programs, and from Miami in the Ecuador Program. All costs must be paid before departure.

Off-campus learning fee (required of all participants), per semester.....	\$210
Study abroad per semester	\$12,000
per year	\$23,000

Graduate Programs

M.B.A., per semester hour	\$360
M.H.A., per semester hour	\$340
M.P.A., M.S., Org. Mgmt., per sem. hour.....	\$400
M.S., International Admin., per sem. hour.....	\$505
Prof. Admin. Servs. Credential, per sem. hr.	\$395
GERO courses, per semester hour	\$360
All other Masters progs., per semester hour ..	\$395
D.P.A.....	\$560
Ed.D.....	\$550
Psy.D.	\$520

Graduate Fees

Application, master's	\$25
Application, Prof. Admin. Services Cred.	\$40
Application, doctoral.....	\$75
International Student Tuition Deposit	\$200
Registration, per term or session	\$30
Late Registration/Change of Program.....	\$40
Course Challenge.....one semester hour of tuition	

Tuition and Fees

Student Teaching (12 semester hours)	\$100
Student Accident & Health Insurance (mandatory for all full-time international students), per semester	\$130
Health Center (mandatory for all who purchase Accident and Health Insurance)	\$70
Dissertation completion	\$415
Continuous Registration Fee, doctoral	\$1,000
Graduation, master's	\$110
Graduation, doctoral	\$220
Transcripts, per copy	\$5
Transcripts (24-hour turnaround)	\$20
Make-Up Examinations	\$40
Placement, Ed.D.	\$50

College of Law

Tuition

La Verne Law, new students, per sem. hour	\$575
La Verne Law, returning students, per semester hour.	\$500
Woodland Hills Law, per semester hour	\$485
Paralegal, per course	\$500

Fees

La Verne Law Application	\$45
Woodland Hills Law Application	\$30
Paralegal Registration fee	\$30
Paralegal Certificate	\$35
Woodland Hills Law multipurpose	\$115
La Verne Law multipurpose	\$120
Law Change of Program Fee	\$40
Law Late Registration Fee	\$100
Student Bar Association Fee, per semester	\$40
Paralegal Association Fee (one-time charge)	\$25
Law library	\$60
Paralegal law library	\$45
Woodland Hills law surcharge	\$40
Graduation	\$170
Accident & Health Insurance (optional), per semester	\$130
Health Center (mandatory for all who purchase Accident and Health Insurance)	\$70
Transcripts, per copy	\$5
Transcripts (24-hour turnaround)	\$20

School of Continuing Education

Tuition (per semester hour)*

<i>Program</i>	<i>Undergraduate</i>	<i>Graduate</i>
Alaska programs	—	\$230
Calif. Residence Centers	\$195	\$250
Calif. PDC programs	\$290	\$360
Military Rate		\$250
M.H.A. at Calif. PDC's		\$340
Education Program		\$225-330

*ULV reserves the right to establish a varying tuition rate for new programs established at new sites when there are unusual operating conditions.

Fees

Application	\$25
Late Registration/Change of Program Fee	\$40
Academic Services Fee, per course	\$10
Course Challenge	one semester hour of tuition
Laboratory	\$15-\$30
Graduation	\$110
Transcripts, per copy	\$5
Transcripts (24-hour turnaround)	\$20

CAPA Professional Development Center

Tuition, per semester hour	\$315
Application Fee	\$25
Registration Fee, per semester	\$30
Academic Service Fee, per semester	\$10
Late Registration/Change of Program Fee	\$40
Course Challenge Fee, per course	\$315
Graduation Fee	\$110
Accident & Health Insurance Fee (optional), per semester	\$130
Health Center Fee (mandatory for all who purchase Accident and Health Insurance)	\$70
Transcript Fee, per copy	\$5
Transcript Fee (24-hour turnaround)	\$20

University of La Verne — Withdrawal (Refund) Schedule

Withdrawal During	Length of Term (in weeks)															
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1st week	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
2nd week	50%	60%	60%	70%	70%	70%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
3rd week	0	40%	50%	50%	60%	60%	70%	70%	70%	70%	70%	80%	80%	80%	80%	
4th week	0	0	0	40%	50%	50%	60%	60%	60%	70%	70%	70%	70%	70%	70%	
5th week	-	0	0	0	0	40%	50%	50%	50%	60%	60%	60%	60%	70%	70%	
6th week	-	-	0	0	0	0	40%	40%	50%	50%	50%	60%	60%	60%	60%	
7th week	-	-	-	0	0	0	0	0	40%	40%	50%	50%	50%	50%	60%	
8th week	-	-	-	-	0	0	0	0	0	0	40%	40%	50%	50%	50%	
9th week	-	-	-	-	-	0	0	0	0	0	0	40%	40%	40%	50%	
10th week	-	-	-	-	-	-	0	0	0	0	0	0	0	40%	40%	
11th week	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	
12th week	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	
13th week	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	
14th week	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	
15th week	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	
16th week	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
17th week	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
18th week	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	

REFUNDS

Room and Board Refunds (Central Campus only). Refunds for the residence halls will be made according to the terms and conditions on the on-campus housing license agreement. The amount of the refund will be determined by the Housing Office. Meal ticket refunds during the Fall or Spring Semesters will be calculated on the basis of the unused portion of the ticket. There will be no refunds for the interterm (January).

Refunds of Tuition and Fees. As detailed on the

above chart, students withdrawing from classes during the first 60% of a term are eligible for a refund of tuition and all applicable registration fees based on the length of the term in weeks (as published in this catalog) and the week of the student's *official* withdrawal. Unpaid tuition/fee charges will be subtracted from any calculated refund. Students who have received (or whose accounts have been credited with) student financial aid funds for the term will have these funds returned to the appropriate aid funds before any refunds will be made to the student. Students who are dismissed or requested to withdraw from the University are subject to the same policies. A separate refund policy applies to students who vacate University-operated residence facilities.

Financial Information

Students withdrawing from the University will be charged an administrative withdrawal fee, subtracted from any calculated refund, as follows:

- Students enrolled in 1-4 semester hours\$40
- Students enrolled in 5-8 semester hours\$80
- Students enrolled in 9 or more hours\$100

This fee will be waived during the first two weeks of a term as published in the catalog.

Delinquent Payment of Tuition

ULV reserves the right to refuse a diploma or a transcript to any student or former student who is delinquent in the payment of any promissory note given in payment of any tuition, costs, or fees. Financial holds are placed on the transcripts of students with delinquent accounts, and no transcripts or diplomas will be issued for such students until the holds have been removed. Students who have not met their financial obligations at the completion of a semester of enrollment will be withdrawn automatically from all courses in that semester and will have financial holds placed on their transcripts. Such students will be reinstated, receive their grades, and see the financial holds removed only when their bills have been paid.

Unpaid balances at the end of each semester shall become interest bearing at the rate of 10% per annum. For central campus students, interest shall be charged beginning February 1 for delinquent Fall Semester payments and July 1 for delinquent Spring Semester payments. For SCE students, interest shall be charged beginning 30 days from the end of the term that is delinquent. Interest on the outstanding balance shall be computed monthly and shall be added monthly to the amount due.

If it becomes necessary for the University to seek collection help and/or initiate legal proceedings to collect unpaid accounts, an additional 33.33% will be added to the existing balance. The student will also be responsible for all legal fees incurred.

FINANCIAL AID

Financial Assistance to Students. The University of La Verne, in an attempt to bring higher education within the reach of qualified men and women, makes financial assistance available through a variety of programs. All students admitted to a degree or certificate program at ULV may apply. (Financial aid is not available to students admitted to the Athens campus or the EPIC program.)

ULV takes both academic achievement and financial need into account in awarding financial aid. A financial aid package may include a combination of gift aid (grants and scholarships) and self help (loans and employment). No financial aid award (including loans) can exceed the student's total cost of education.

Types of Assistance. There are various grant, scholarship, employment, and loan programs available for students who are eligible for financial assistance. These can be divided into Federal Aid, State Aid, and ULV Aid as listed below.

Federal Aid

Federal Pell Grants. Federal Pell Grants are awarded to undergraduate students on the basis of financial need. In 1998-99 awards ranged between \$400 and \$3,000 per year. All undergraduates enrolled are encouraged to apply.

Federal Supplemental Educational Opportunity Grants (FSEOG). These grants are awarded to full- and part-time undergraduates who show exceptional need. During 1998-99 Federal SEOG awards ranged from \$120 to \$1,555 for the year.

Federal Perkins Loans. These restricted funds may be awarded to students enrolled at least half-time, with first priority going to students with the greatest need. Funds are normally limited to traditional-age undergraduates. Interest charges, currently at the rate of 5%, begin nine months

Financial Aid

after the borrower leaves school or drops below half-time enrollment. The university normally limits a student's Federal Perkins Loan award to \$800 annually.

Federal Work-Study (FWS). This federally funded financial aid program provides paid work experience for traditional-age undergraduate students during the academic school year (September through May) only. Employment may not exceed 20 hours a week for eligible students. Funds are normally limited to traditional undergraduates. FWS eligibility is determined by the Office of Financial Aid, and is restricted to students with financial need. Awards generally range from \$900 to \$2,400.

Federal Subsidized Stafford Loans. These loans are for undergraduate, graduate, vocational, or professional students who demonstrate financial need. The interest rate on new Federal Stafford Loans is variable, capped at 8.25%. Stafford Loan proceeds are forwarded to the University either in the form of checks or EFT (Electronic Fund Transfer) payments. Loan proceeds are released to students in two or more payments after the student's enrollment status and satisfactory academic progress have been verified. Origination and insurance fees are deducted with each disbursement.

No repayment is required while the student is in school full time, or during grace or deferment periods. Monthly payments generally begin six months after the student graduates, drops below half time, or withdraws from school. Lenders offer graduated or income-sensitive repayment schedules.

Federal Unsubsidized Stafford Loans. This loan program was created for middle- and higher-income borrowers and is available for undergraduate and graduate students. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the subsidized Stafford program. Family income will not affect loan eligibility or disqualify borrowers from obtaining an unsubsidized loan.

Borrowers pay a combined origination and insurance premium fee. The federal government does not pay interest on the loan while borrowers are enrolled in school or in deferment. Interest payments begin immediately after the loan is fully disbursed or they may be added to the principal balance (capitalized). Generally, repayment begins six months after the borrower ceases to be enrolled on at least a half-time basis.

Federal Parent Loans (PLUS). These loans are available to parents of dependent students. They are processed through the Office of Financial Aid, and funds are borrowed from participating commercial lenders. The University requires a completed financial aid application for Federal PLUS consideration. Although PLUS Loans are not need-based, they may not, when combined with other sources of aid, exceed the student's cost of attendance. The interest is set at a variable rate. Repayment may begin 60 days after the loan is approved and funds are disbursed by the lender.

State Aid

Cal Grants A and B. Each year the California Student Aid Commission awards thousands of dollars in grants to California residents. ULV undergraduates, as well as applicants for undergraduate admission who are California residents, are strongly urged to apply for one of these grants. Students applying for these awards compete on the basis of financial need, family educational history, and/or GPA. In the past stipends have varied from \$1,410 to \$9,036 per academic year depending upon computed financial need and program. FAFSA and CSAC GPA Verification Forms must be submitted by March 2 for the following academic year.

Cal Grant T. The California Student Aid Commission awards tuition grants of up to \$9,036 to qualified students enrolled in an initial teacher preparation program on at least a half-time basis for the fall term. Applicants compete on a basis of financial need and GPA. The FAFSA, Cal Grant T Enrollment and Grade Point Average Verification Form must be submitted by June 1 for the follow-

ing academic year.

ULV Aid

To be eligible for consideration for ULV grants and scholarships, a student must be enrolled full time in an undergraduate degree program at the central campus. CAPA students do not qualify.

ULV Aid for Returning Students. Most of the scholarships offered are based on financial need, but others recognize academic achievement without taking financial need into consideration. Students may receive a need-based ULV Grant in addition to a ULV scholarship.

The following GPA criteria were used to determine the amount of need-based ULV gift aid which students were eligible to receive in 1998-99. The GPA used for returning students is the cumulative GPA of work completed at ULV following the January Interterm. These limits do NOT imply that the maximum gift aid allowable will be awarded to the student because awards are made based on the availability of funds.

GPA	Grant Award
3.3 - 4.0	\$7,350
2.8 - 3.29	\$6,950
2.5 - 2.79	\$5,450
2.0 - 2.49	\$4,050

ULV Aid for Students Entering in Fall 1998 or After: Many of the awards offered are based on grade point averages and do not take financial need into consideration. The GPA requirements and corresponding ULV awards are as follows:

	Incoming GPA Required	ULV Award Amount	Minimum Renewal GPA@ULV*
<i>Freshmen:</i>			
Trustee Award	3.50-4.00	\$6,000	3.30
Founders Award	3.00-3.49	\$5,000	2.80
1891 Award	2.70-2.99	\$3,000	2.50
<i>Transfer Students:</i>			
Trustee Award	3.30-4.00	\$4,200	3.10
Founders Award	2.80-3.29	\$3,200	2.60
1891 Award	2.40-2.79	\$2,200	2.20

*Trustee, Founders, and 1891 awards are all automatically renewed during the recipient's second academic year. After

that, the GPA's as listed above are required for renewal.

Eligible students entering in Fall 1998 or after may receive a need-based ULV grant in addition to a ULV award. ULV need-based grant amounts range from \$50 to \$5,750.

Grants and Scholarships Available to Returning Juniors and Seniors Only:

Dean's Scholarships. Tuition scholarships are awarded to students who maintain a cumulative GPA of 3.6 or above. These scholarships are renewable for students who maintain an eligible GPA.

President's Scholarships. These tuition scholarships recognize those undergraduate students with the highest academic achievement. A cumulative GPA of 3.8 or above is required, and the scholarship is renewable as long as the minimum cumulative GPA is maintained.

Grants and Scholarships Available to Students Entering Fall 1998 or After:

International Student Scholastic Awards. International students accepted as freshmen or transfer students and who plan to enroll full time in the central campus undergraduate program will automatically be considered for ULV scholarships ranging from \$2,000-\$4,200. These awards are renewable and are given to students whose academic credentials promise success at ULV.

Performance Awards. ULV offers music, theatre, forensics, and art awards, ranging from \$1,000 to \$6,000, to talented students. An audition or some other work may be required as determined by the Department. A student who receives this award as well as a ULV Trustee, Founders, or 1891 Award must choose one or the other.

Grants and Scholarships Available to

Financial Aid

Returning and Entering Students:

Alpha Gamma Sigma Scholarships. A tuition scholarship is awarded each year to one new undergraduate student who is a member of Alpha Gamma Sigma at a California community college. This scholarship is renewable for students who maintain a cumulative GPA of 3.5 or above.

California Scholarship Federation (CSF) Scholarships. Tuition scholarships are awarded to one student entering ULV in the fall semester from each CSF chapter in California. These scholarships are renewable for students who maintain a minimum cumulative GPA of 3.5, and are awarded to freshmen who are California residents and receive Cal Grant B in their first year of study.

Church of the Brethren Grants. Tuition grants are awarded to one entering freshman or transfer student from each of the Brethren churches in the United States. These nonrenewable grants are awarded to students within the church fellowship.

Graduate Scholarships and Assistantships. Based on merit, these awards are made to admitted graduate students who have been nominated by their departments and approved by the Dean. These scholarships cannot exceed 25% of any semester's tuition. Application must be made each semester through the department.

Honors Program Scholarships. These renewable scholarships are offered to students enrolled in the Honors Program. They are for \$1,000 per year and are offered in addition to the Trustee, Founders, and 1891 Awards.

Named Scholarships. Over 125 Named Scholarships ranging in value from \$50 to full tuition are available to traditional-age central campus undergraduates who meet the qualifications specified by the donors. A few graduate scholarships also are available. Because most Named Scholarships are need-based, applicants must also complete a ULV Financial Aid Application File. The priority filing date for ULV Financial Aid

application materials is March 2 preceding the award year. Scholarships are awarded based on departmental referral, academic performance, and school and outside involvement. In some cases, recipients will be requested to complete an autobiographical essay.

Ahmanson Foundation Scholarship. For a student who is deserving and shows need.

Alumni Scholarships. For children of alumni. Recipients are chosen by the Alumni Board.

Amerquest Capital Corporation Scholarship. An unrestricted scholarship award.

Argyros Scholarships. For a senior who anticipates a career in business.

Arthur W. Arnold Scholarship. For a needy student who plans to enter the Christian ministry.

Avery Careers in Education Scholarship. For senior minority students planning careers in public school teaching.

Bank of America Scholars Program. For juniors and seniors with need.

Beckner Family Memorial Scholarship. For a needy student in good standing having a worthy character.

Blickenstaff Family Scholarship. For needy students making satisfactory progress, with primary consideration to students not qualified for other merit-based financial aid.

Brandt Christian Leadership Scholarship. For a summer service student.

Leland Brubaker Scholarship. For a deserving student with need.

Celia Burnham Scholarship. For a student in Christian education.

La Verne Burns Book Scholarship. For a graduate of a La Verne high school who has performed community service in La Verne or has participated in the La Verne Beauty Pageant.

Catherine Cameron Graduate Fellowship. For a promising minority Psy.D. student; second consideration, the same in M.S., Counseling.

Ernest and Verda Carl Memorial Scholarship. For an outstanding student entering the teacher education program.

Walden Carnall Scholarship. For a worthy

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student.

Allison Cathey Scholarship. For a deserving female student recommended by the School of Business and Global Studies.

CG and C Book Scholarship. For Central Campus law students in good academic standing with financial need.

Leslie Chase Memorial Scholarship. For a deserving fifth-year student pursuing a teaching credential.

Chevron Merit Award. For incoming freshmen planning careers in business with academic achievement, leadership potential, and school or community involvement.

Christian Leadership Summer Service Scholarship. For central campus undergraduates who complete the Summer Service Program. It provides one-fourth tuition for the two semesters following completion of the program.

Church of the Brethren Scholarship. For a full-time Brethren student nominated by his/her home church who has a GPA of 3.0 or above.

Coca-Cola Generation Scholarship. For full-time students who maintain a 3.0 GPA or above and are the first generation in their immediate family to attend college.

Nora G. Cohick Organ Scholarship. For a needy junior or senior pursuing organ studies. Preference given to male Brethren Church members interested in religion or church music.

Covina Church of the Brethren Scholarship. For a needy student in good standing.

James S. Copley Foundation Scholarship. An unrestricted scholarship award.

Ray and Marti Cullen Scholarship. For a needy full-time student in good standing whose character is a credit to the University.

Esther Davis Endowed Book Scholarship Fund. For juniors and seniors majoring in journalism, broadcasting, or communications.

Esther Davis Memorial Scholarship. An unrestricted award.

Jerry and Edna Deal Scholarship. An unrestricted award.

Memorial Scholarship. For a junior or senior in education maintaining a GPA of 3.0 or above who has high moral standards.

Richard S. C. and Marie B. Doramus Scholarship. Preference is given to a Brethren student from Idaho, or for a Brethren student from the Pacific Northwest.

Doramus Christian Leadership Scholarship. For a summer service student assigned to Idaho or the Pacific Northwest.

Ed T. and Norine Driggs Christian Leadership Scholarship. For students who participated in Summer Service the preceding summer.

Lee Eisen Memorial Scholarship. An unrestricted award.

Charles D. and Bernice H. Fairbanks Scholarship. For a female graduate of Bonita or San Dimas High School with preference given to the former.

Farmers Insurance Group of Companies Scholarship. For students with a 2.5 GPA or above entering fields related to insurance, including mathematics, business, and/or personnel.

Harold D. Fasnacht Scholarship. For juniors or seniors in business who exhibit high standards of honesty, integrity, and diligence, motivated by a keen sense of ethical values.

Ralph Fesler Memorial Scholarship. For a deserving student.

Elmer E. "Tres" Fetty III Memorial Scholarship. For a student with a permanent physical disability. Second preference to a freshman with a GPA of 3.0 or above.

Lena Fields Scholarship. For a deserving student with financial need.

Forest Lawn Foundation Scholarship. An unrestricted award.

The Fluor Independent Colleges Scholarship. An unrestricted award.

Mary Irwin Gates Foundation Scholarship. For a worthy student.

General Telephone Scholarships. Preference given to female minority students and students from GTE California's service area.

Larry L., Levi H., and Rose L. Dickey

Harry and Marguerite Gilbert Scholarship.

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For a student with promise entering the teaching profession. Preference is given to students from the Pasadena Church of the Brethren.

James and Harriet Gilbert Scholarship. For a needy and deserving student who shows Christian character and diligence.

Walter P. and Martha Rupel Gilbert Scholarship. For sophomores, juniors, or seniors with a GPA of 3.0 or better, preparing for Christian service in the ministry, peace studies, or nursing.

Graduate Business Scholarship for International Students. For international students majoring in business.

Samuel Emery Hanawalt Scholarship. For a descendant of Samuel Hanawalt. Second preference for a deserving student at large.

W. C. Hanawalt Memorial Scholarship. For a junior or senior who has displayed leadership potential and has an exemplary character.

Minnie Dickey Harn Scholarship. For a student with a 3.0 GPA or better planning to become a teacher.

Todd Harper Endowed Scholarship. For needy sophomores, juniors, or seniors who have maintained a 3.0 GPA average at La Verne.

Herb Hafif Scholarship. For an extremely needy student.

Harold Harris Scholarship. An unrestricted award.

William Randolph Hearst Scholarship. For a deserving student who intends to reside in the US after graduation.

Herman and Grace Heisey Scholarship. For a deserving and needy sophomore with a GPA of 3.0 or better.

Paul S. & Ruth B. Hersch Child Development Scholarship. For a sophomore, junior, or senior education major in early childhood development with a 3.0 GPA or better. Secondary consideration to any deserving needy student.

Herbert and Janice Hogan Scholarship. For a junior or senior history or art major with a 3.0 GPA or better.

Nham Hou Memorial Scholarship. For a full-

time Korean-American student with a minimum GPA of 3.0. Second preference to a Korean international student; third, any Asian student.

Frank Howell Scholarship. For a full-time needy student with preference given first to a student nominated by the Pomona Church of the Brethren; then to any Brethren student.

Ida Studebaker Howell Scholarship. For needy junior or senior women who show leadership qualities and who are satisfactorily progressing toward degrees and careers.

Hughes Electronics Corporation Scholarship Program. For senior or graduate students majoring in science, mathematics, business, or finance. Preference to women and minorities.

ICSC Scholars. Unrestricted award.

Esther B. Jennings Memorial Scholarship. First preference given to a freshman graduate of Millikan High School in Long Beach.

Jens Jr. and Mary Kathleen Hutchens Scholarship. For a student who graduated from Rim of the World High School. Second preference, a student who graduated from a high school or community college in Imperial County, CA.

Jens H. and Alberta G. Hutchens Scholarship. For a deserving student.

Iredale Memorial Scholarship. For a deserving student.

James Irvine Foundation Scholarship. For a California resident, preferably from Orange County.

Edmund C. Jaeger Biology Scholarship. For an outstanding male senior Biology major to buy books or research materials. Preference given to financially needy students.

Edmund C. Jaeger Scholarship. For needy and gifted students recommended by the science division who show leadership and promise.

Ellis and Alice Jenkins Scholarship. For a full-time returning undergraduate with preference given to a member of the Pomona Church of the Brethren.

Journalism Scholarship. For a student majoring in journalism.

Paul Kampmeier Memorial Scholarship. For

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a student with financial need who is satisfactorily progressing toward a degree and career in music.

James A. Kendall Scholarship. For worthy students satisfactorily progressing toward degrees or careers in business.

Rev. Shin-Kun Kim Scholarship. For a deserving student with financial need.

Maurine King Scholarship. For a deserving student with financial need.

Jeanne Kirkpatrick Memorial Scholarship. For needy students satisfactorily progressing toward teaching credentials, with primary consideration to a female with a GPA of 3.0 or better, entering the Teacher Education Program in Bakersfield.

Harvey and Viola Kuns Scholarship. For a deserving, needy student.

Herman and Hazel Landis Memorial Scholarship. For a needy and deserving student, preferably with an interest in religion or education.

Venna and John W. Landis Sr. Scholarship. For needy students who exhibit good character and who have maintained a minimum GPA of 2.5.

La Verne Rotary Club Scholarship. For a La Verne resident who is a promising scholar.

J. Onis Leonard Memorial Scholarship. For an entering freshman who is a child of a ULV alumnus, an active member of an organized church, and who was active in high school sports.

Owen and Opal Lewis Scholarship. For a student who exhibits exceptional academic achievement and high moral standards (integrity, honesty, and diligence). Preference given to freshmen.

Litton Industries Scholarships. For a senior planning a career in the sciences, mathematics, or engineering.

Los Angeles Philanthropic Foundation Scholarship. For US citizens who maintain a 3.0 GPA or better and show community interest.

The Joella Jean Mahoney Graduate Scholarship. For a ULV graduate with an Art major planning to teach. Secondary consideration, a student enrolled in ULV's credential program, interested in teaching art.

John G. "Skip" Mainiero Endowed Scholarship. For sophomores, juniors, or seniors who

are preparing for a career in teaching and who have maintained at least a 3.0 GPA at La Verne.

Evelyn Marschalk Endowed Scholarship. For a CAPA student, female preferred.

George Mayr Foundation Scholarships. For deserving and needy California residents, preferably sophomores who can renew the scholarship in their junior and senior years.

George H. Mayr and Frances K. Lewis Endowed Scholarship. For a needy Californian who has completed eight ULV classes and who is not entering medicine.

Roy E. McKay Scholarship. For a deserving student.

Bobbi McMullen Memorial Scholarship. For community college transfer students who have completed an A.A. or its equivalent and maintained a B average or better.

Milken Family Scholars Program. For students pursuing degree in business or economics, with preference given to minority students.

McMurray and Morgan Scholarship. For students with a high school GPA of 3.5 and who maintain a college GPA of 3.0, with first consideration given to students from the Fresno area.

Dorothy Brown Michaelis International Scholarship. For an international student who possesses fine personal qualities as well as the potential to succeed and be a credit to ULV.

Morgan/Miller Family Scholarship. For a junior or senior with financial need who intends to become a teacher and has a GPA of 3.0 or better.

Arlee Moore Scholarship. For deserving students, with preference given to Spanish-American students.

Anna B. Mow Annual Scholarship. For a student preparing for the Christian ministry or other church vocation. First preference, a Church of the Brethren member from Oregon or Washington.

Gladdys Muir Scholarship. For a history major interested in international relations or world peace.

Harlan Mummert Scholarship. For descendants of Harlan D. Mummert. Secondary consideration to an education major with leadership promise, who plans a career in teaching.

The Walter F. & Bessie A. Myers Endowed Scholarship. For a junior or senior history major

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who maintains a 3.0 GPA or better. Secondary consideration to any deserving needy student.

Robert and Mary Neher Biology Scholarship. For a Biology or other health-related major recommended by the science division, with preference given to a student with a GPA of 3.5 or higher in the first two years of college.

Lillie Netzley and Charles Wade Richardson Scholarship. For a needy student with satisfactory grades who possesses a good personality and Christian character.

Alfred and Edith Nicolas Scholarship. For a needy student preparing for a career in teaching. Preference given to a student from a Church of the Brethren on the Pacific Slope.

Nordstrom. An unrestricted award.

Edna N. Olwin Scholarships. For worthy, needy students with sterling Christian characters.

David and Cornelia Ortmyer Memorial Scholarship. For a deserving junior or senior student.

Jacob P. and Elma M. Overholtzer Scholarship. For a needy student deserving honor for campus citizenship.

Ina Scott Pitzer Scholarship. For a qualified student entering one of the professions.

The Nicholas Polos Scholarship. For a needy student who has declared a major in history, social science, or political science.

John C. and Eva Price Memorial Scholarship. For an entering male freshman from Bonita High School who possesses a sterling character, leadership, and the potential to profit from college.

Prior Service Scholarship. For an undergraduate business administration student, on or off campus, who served on active duty in the US Armed Forces and received an honorable discharge. First priority to transfer students.

Carl H. Ries Scholarships. For deserving and needy students.

Jeannie Riffey Memorial Scholarship. For a needy student studying for the ministry with at least a 3.0 GPA, primary consideration given to one preparing for Church of the Brethren ministry.

Rotary Loan State of California Bonds Scholarship. An unrestricted award.

Rupel Family Memorial Scholarship. For a deserving international student who intends to return to his/her own country after graduation.

Kelly Salamone Memorial Scholarship. For a senior female Business major with a marketing emphasis in need of financial aid, who has at least a 3.0 GPA.

Armen Sarafian Scholarship. For entering or returning students who have maintained at least a 3.0 GPA.

Keork A. Sarafian Scholarship. For a needy senior planning to enter teaching who shows promise of leadership and maintains a GPA of 3.0 or above.

Samuel H. and Eleanor F. Scherfee Memorial Scholarship. For a non-Caucasian student entering a science career.

Marion Shanor Memorial Scholarship. For a deserving student.

Lynn and Mary Sheller Endowed Scholarship. For a student recommended by one of the Churches of the Brethren.

Ralph Smedley Scholarship. For a student who has demonstrated excellence in the area of speech communication and public speaking.

Janet M. Smeltzer Memorial Scholarship. For a female senior with academic ability and scholarship who has contributed to Christian leadership on campus.

Ellis and Lottie Studebaker Scholarship. For sophomores, juniors, or seniors with a GPA of 3.0 or better, preparing for teaching.

Ellis M. Studebaker Scholarship. For a worthy student who demonstrates exemplary Christian leadership on campus.

Elsie J. Taylor Memorial Scholarship. For female students studying vocal music.

TransAmerica Occidental Life Insurance Company Scholarship. For economics or finance majors.

Ralph R. Travis Music Scholarship. For a deserving music student recommended by the music department who possesses ideals of service, dedication to musicianship, and character.

Union Bank of California Scholarship. For financially disadvantaged students who are

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California residents.

Union Pacific Scholarship. For a senior member of an underrepresented ethnic group who has demonstrated academic achievement and financial need.

UNOVA Foundation. An unrestricted scholarship.

UPS Scholars. For a full-time student entering business, marketing, or engineering. Preference to underrepresented ethnic groups.

Mr. and Mrs. Leslie A. Warren Scholarship. For a worthy student.

Washington Mutual Bank. For students enrolled in teacher training programs.

Virgil and Euline Wilkinson Scholarship. For a full-time junior or senior in business management or personnel with a minimum GPA of 3.0 and financial need.

Isaac J. Woody Memorial Scholarship. For an honest, hard-working student who possesses integrity.

ULV Loans

ULV Loans are interest free during the student's enrollment. Recipients must attend ULV central campus, have a minimum 2.5 cumulative GPA, have graduated from a California high school, and live in campus housing. Repayment begins after graduation or withdrawal from ULV. CAPA students are not eligible.

How to Apply for Financial Aid

There are four steps in the financial aid application process at the University of La Verne:

1. **Completion of a FAFSA application and submission of it to the US Department of Education.**

The FAFSA (Free Application for Federal Student Aid) is the primary document required to collect financial information. It is used to determine a student's eligibility for need-based financial aid. The FAFSA and Renewal FAFSA forms can be completed online by going to the U.S.

Department of Education's FAFSA on the Web site (www.fafsa.ed.gov). Renewal applicants will need an electronic access code (EAC) to apply online. This number is mailed to all students who previously filled out a FAFSA or Renewal FAFSA or is available upon request at the website. All new applicants must provide a signature page when completing the FAFSA. For online applications a supportable web browser must be used, but both Netscape and Internet Explorer can be downloaded and all central campus computer stations have the appropriate software. Non-renewable FAFSAs can also be picked up at the Office of Financial Aid, but it is highly recommended that students apply online. To be considered for financial aid at ULV, students must list the University of La Verne (Title IV Code 001216) as a college choice on the application in Step Five, Item 83, before submitting it to the federal processor.

2. **If selected, submission of verification documents to the University of La Verne Office of Financial Aid.**

Applicants will be notified by their Student Aid Report (SAR), if they are selected by the federal processor for the process called verification. If they are, they must provide additional documentation, which may include copies of tax returns and verification work sheets.

3. **Official admittance to the University.**

4. **Other documentation if required by the student's individual situation.** For example, the Financial Aid Office may need to collect financial aid transcripts from transfer institutions. In other cases, the U.S. Department of Education may require documentation of citizenship or eligible non-citizen status, selective service registration, a cured defaulted federal student loan, or a photocopy of the student's social security card.

Additional Information

Priority Dates and Deadlines. Certain sources of financial aid are limited, and are consequently awarded on a priority basis. To be considered for maximum funding, an on-campus traditional-age undergraduate student should file a FAFSA by March 2 and complete the application process by

Financial Aid

April 15. Applicants filing for the Cal Grant A or B must complete both a FAFSA and a GPA Verification Form by March 2. The GPA Verification Forms can be obtained from either the Office of Financial Aid or the Registrar's Office. Non-traditional-age students also should complete the application process by March 2.

Generally, aid is awarded for the traditional academic year (Fall through Spring); Summer aid is awarded on an exception basis only. ULV attempts first to provide eligible students with funds to cover the costs of required tuition and fees. As funding permits, funds for related assistant expenses will be considered.

Beginning in May the Office of Financial Aid prepares and sends an "Offer of Financial Aid" to students who have been admitted to an eligible program and have submitted all the necessary application materials. Most students receive federal loans as a part of their Offers.

For the 1999-2000 academic year all students must complete a Master Promissory Note. This one-time document replaces the Federal Stafford Loan application that students were required to complete annually prior to the 1999-2000 academic year.

Satisfactory Academic Progress Policy. To participate in federal and state assistance programs, colleges and universities must establish methods to measure satisfactory academic progress. In addition to establishing financial eligibility, aid applicants must be making progress toward their stated degree/certificate objective in order to receive assistance. The Financial Aid Policy Committee approves Satisfactory Academic Progress standards, which are published by the Office of Financial Aid and distributed annually to all financial aid recipients and other parties upon request.

Selection Criteria and Determination of Awards. The cost of attendance varies for each student depending on the student's academic program and location. Categories which make up a student's cost of attendance are allowances for

tuition and fees, room, board, transportation, books, and personal expenses. Once the cost of attendance has been determined, the family contribution as determined from information provided by the applicant on the FAFSA is subtracted to establish the student's need.

A Financial Aid "package" normally consists of funds from a variety of programs, including grants, work-study, and/or loans. The package will be sent to the student as an "Offer of Financial Assistance." All financial aid offers are subject to the availability of funds.

Disbursement Schedule. Loan disbursements are never made before the start of a term (as published in the University catalog) and are normally available in multiple disbursements. First-year borrowers may not receive funds until after the first 30 days of enrollment.

Students must be in the appropriate number of units and must have completed a Loan Entrance Interview before processing of their loan disbursement can continue. Students can satisfy this requirement by attending a Loan Entrance Interview on the main campus or by completing the online Entrance Interview at http://www.ulv.edu/Financial_aid/.

Normally, the total amount of aid is divided equally among the student's semesters or terms of enrollment. Federal, state, ULV, and private grants will be credited directly to the student's account. Federal Stafford Loan checks will be sent directly to ULV in a minimum of two disbursements. The student will be notified that the loan check is available. Checks not negotiated within 45 days must be returned to the lender.

Withdrawal from ULV by Financial Aid Recipients. A student receiving Federal Pell Grants, Federal Perkins Loans, Federal Stafford Loans, and/or Federal Supplemental Educational Opportunity Grants who withdraws from ULV and is due a refund must return a portion of that refund to the Title IV programs as determined by Federal Regulations (34 CFR Part 668.21.) The

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portion of refund allocated to a program may not exceed the amount the student received from that program. Any refund established according to the University Refund Policy should be attributed in the following order: Federal Unsubsidized Stafford Loan, Federal Stafford (subsidized) Loan, Federal PLUS Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, ULV Loan, ULV Grant/Merit (in any order), State Awards, Other Outside Awards. The amount of refund returned to a student may be found in the Tuition Refund section of this catalog.

Aid Renewal. Although certain awards are renewable, all students must reapply for financial aid annually. Renewable aid is conditional based on a student's maintaining academic and financial eligibility.

Veterans Administration Benefits. Matriculated veterans at the central campus, residence cen-

ters, and selected professional development centers may be eligible for VA benefits. Students wishing to receive them should contact the Registrar or the local ULV director at or before the time of registration to complete the necessary forms.

Off-Campus Degree Programs. Financial aid is available to ULV students enrolled in degree programs who are attending off campus at least half time, including working adult students, but excluding students admitted to the Athens Campus and the EPIC program. Students may qualify and should apply for available federal and state programs. Off-campus students are not considered for institutional grants, scholarships, or loans.



Jane Dibbell, Associate Professor of Theatre Arts

Photo: *Ian Gratz*

ACADEMIC INFORMATION

Academic Advising

The Office of Academic Advising facilitates individualized advising for traditional undergraduate students. It assigns faculty advisors in each student's field of study, advises undeclared majors, and provides advising support to traditional-age students and their advisors. Students are invited to seek guidance or request a change in advisor by visiting or calling the office in Woody Hall, ext. 4245.

Central campus graduate students are advised by the faculty program chairperson for their respective program and by the Coordinator of Graduate Admissions and Academic Services. Graduate students seeking academic advising should contact the appropriate academic department or the Graduate Office.

Academic advising for SCE students begins on the student's first visit to the regional campus or residence center. Students work closely with academic advisors in selecting a major and choosing courses each term which best suit degree and career plans. A professional academic advisor is available for every SCE student.

Registration

Central Campus and CAPA. An early registration period, general registration period, and final registration date are announced in the Academic and Administrative Calendar. Students are expected to complete their registration by the first day of classes. General registration does continue, however, through the fifth day of classes each semester and through the third day of classes during Interterm. Officially registered students may make changes with the approval of their academic advisors beginning two weeks prior to the first day of classes and extending through the first full week of classes each semester. Graduate

students may register and make program changes through the end of the tenth day of classes each semester and through the third day of classes during Interterm. Graduate students enrolled in term courses must register and make program changes before the second class meeting. Registration for special courses such as independent and directed studies is permitted for graduate and CAPA students through the tenth week of the semester. Interterm program changes may be made during the finals week of Fall Semester and during the first three days of January classes.

Summer Sessions registration and program changes may be made through the third class meeting. Students must attend the first class meeting, or they may be dropped by the instructor. Students who have been dropped by the instructor for failure to attend must formally withdraw from the course in the Registrar's Office to avoid being charged for the course and receiving a failure grade.

CAPA students register and withdraw at the CAPA office.

Residence Centers. Registration takes place during the two weeks prior to the opening of classes, and late registration extends to the end of the first week of the term. A fee is charged for late registration. Program changes are permitted during the first three weeks of the term, but only with the approval of the instructor and academic advisor, and only with the payment of the program change fee.

Other SCE Degree Programs. Registration takes place at or before the first class session, and the period of extended registration ends at the second class session. In some cases late registration is permitted at the third class session, but only with the approval of the instructor and academic advisor and upon payment of the late registration fee.

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Academic Resources

University Libraries. The Elvin and Betty Wilson Library, ULV's central library, contains 200,000 volumes and more than 2,000 current journal subscriptions. It also houses special collections on the history of the University, the City of La Verne, and the Church of the Brethren.

Tables and individual carrels provide seating and study space. Microfilm and microfiche readers and video cassette players are available as well as coin-operated photocopy machines.

Reference services are provided by the professional library staff. Access to library resources beyond the Wilson Library is available by means of interlibrary loan and reciprocal borrowing privileges at academic libraries in the area. The library is connected by computer to the collections of college and university libraries across the nation. The library has an online public access catalog as well as many reference databases on CD-ROM.

Both campuses of the College of Law house law libraries of over 90,000 volumes for use by faculty and students. Both libraries contain federal and California state case reporters, statutory laws, form and practice books, as well as numerous treatises, legal encyclopedias and legal periodicals, all of a general nature. Both libraries are supervised by professional law librarians. The La Verne campus Law Library is a depository for US and California State Government publications.

Off-campus students may use the University libraries, particularly the Wilson Library, whose catalog contains the holding of all University libraries and reading rooms. Off-campus Library Services receives calls at (800) 866-4858 to help students obtain books, indexes, computer searches, reference information, and articles which are communicated to students by phone, mail, fax, and private express services.

Learning Enhancement Center. Located in the Student Resource Center, the Learning Enhancement Center (ext. 4342) serves the campus community through tutorial services, academic assistance, placement testing, and an up-to-date computer laboratory. Peer tutoring provides students with an opportunity to enhance knowledge and skills in the following academic subjects: Behavioral Sciences (Anthropology, Psychology, Sociology, including Statistics), Biology, Business and Economics, Chemistry, Computer Science, English (writing and literature), English as a Second Language, Foreign Languages, History, Mathematics, and Physics. If students need tutoring in other areas, every effort is made to find tutorial assistance. Small group seminars are conducted periodically to assist students in the areas of study skills, test preparation, learning styles, and other college success topics. Placement testing for English, Foreign Languages, and Mathematics is administered at specific dates and times throughout the year.

Academic Computing Services. The Department of Academic Computing Services (ACS) provides a variety of computing services to the University community (<http://www.ulv.edu/~acs/>). ACS maintains five microcomputer laboratories, specialized workstations, various services (seminars, scanning, a help line, etc.), a University-wide network with full Internet access and specialized software (e.g., SPSS, C, and FORTRAN), and various operating environments (e.g., VMS and UNIX). The computer labs are open to students during the day, in the evening, and on the weekend. Students are encouraged to develop their own web sites, and off-campus access is provided via modem and Internet connections.

Academic Information

Academic Progress

Course Load—Undergraduate. A bachelor's degree candidate must complete an average of 32 semester hours per year in order to earn his/her degree within four years. A student at the central campus normally accomplishes this by taking 12-17 semester hours each semester and 1-5 semester hours in Interterm. To be considered full time, an undergraduate must enroll in a minimum of 12 semester hours each semester and in a minimum of one semester hour during Interterm. To be considered half time, an undergraduate must enroll in a minimum of six semester hours each semester. Weekend College courses are considered part of the regular semester. During the central campus summer sessions, undergraduate students are considered full time when enrolled in eight semester hours and part time when enrolled in four semester hours.

A student wishing to enroll for a total of more than 17 semester hours at ULV and/or other institutions in the Fall and/or Spring Semester, for more than five semester hours during Interterm, or for more than 12 semester hours during the summer, must petition the Undergraduate Appeals Committee for approval. This process must be completed prior to enrollment.

For undergraduate students enrolled in accelerated 10-, 11-, and 12-week semesters, eight semester hours constitute full-time status; four semester hours constitute half-time status. For undergraduate students enrolled in eight-week semesters, six semester hours constitute full-time status, and three semester hours constitute half-time status. Approval of Center Director is required to enroll in more than the number of semester hours specified for full-time enrollment.

Course Load—Graduate. To be considered full time, a graduate student in the 15-week semester plan must enroll in a minimum of nine semester hours each semester. To be considered half time, a student must enroll in a minimum of five semester hours each semester. A student wishing to enroll in more than 15 semester hours in

any semester or more than one semester hour per week during Interterm must have prior approval from the appropriate dean.

During the central campus summer sessions, graduate students are considered full time when enrolled in six semester hours and part time when enrolled in three semester hours. Students who wish to enroll in more than eight semester hours must obtain the approval of the Registrar and the appropriate dean.

Graduate students enrolled in accelerated 10-, 11-, and 12-week semesters will be considered full time for each term that they are enrolled in six semester hours, and half time for each term that they are enrolled in three semester hours. A student may enroll in more than eight semester hours only with the approval of the Center Director.

To be considered full time when enrolled in fewer than the required number of semester hours, a student must be "currently enrolled" in all courses necessary to complete his/her degree and be making normal academic progress as defined below. However, this may not qualify the student for financial aid eligibility.

Enrollment of Undergraduate Students in Graduate Courses. Undergraduate students who wish to take courses for graduate credit must be within eight semester hours of completing their bachelor's degree and may take no more than eight semester hours of graduate credit. Prior approval must be obtained from the program advisor, instructor, Registrar, and appropriate dean. All 400-level courses taken without such approval will be considered to have been taken for undergraduate credit. Undergraduates may not take 500- or 600-level courses without prior approval. 500- and 600-level course are not applicable toward an undergraduate degree.

Nonmatriculated Students. Undergraduates who wish to enroll as part-time students may enroll in a combined total of no more than 11 semester hours in any semester and related Interterm without making formal application for

Academic Information

admission. Students who wish to become degree candidates must submit formal application and complete the admissions process prior to completion of 12 semester hours at the University. The University cannot be held responsible for the applicability toward a degree of courses which are selected by students who have not been officially admitted and assigned academic advisors.

For the policy on nonmatriculated graduate students, see the Admissions Information section of this catalog.

Normal Academic Progress—Undergraduate.

A full-time undergraduate student will be considered making normal academic progress when completing 24 semester hours per year while maintaining a 2.0 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.0 cumulative GPA. Student class level is determined by the number of semester hours completed as follows: 0-27, freshman; 28-59, sophomore; 60-91, junior; 92 and above, senior. To maintain financial aid eligibility, students must meet satisfactory academic progress standards as described under Satisfactory Academic Progress Policy in the Financial Aid section of this catalog.

Normal Academic Progress—Graduate.

Graduate students are considered to be making normal academic progress when a cumulative GPA of 3.0 or higher is maintained. Full- and part-time graduate students making normal academic progress must complete their degrees within the limits specified under Time Limitation in the Graduation Requirements—Graduate Programs section of this catalog. To maintain financial aid eligibility, students may have to meet additional requirements as described in the Financial Aid section of this catalog.

Academic Probation. Academic probation carries a serious warning to the student that his/her scholastic record is unsatisfactory, and continued failure to improve this record will result in academic disqualification. Students on probation may

also have restrictions imposed by the Deans regarding their programs of study. The following students will be placed on academic probation, with an appropriate notation made on the transcript:

1. An undergraduate student whose cumulative ULV GPA falls below 2.0.
2. A graduate student whose cumulative GPA falls below 3.0.

In addition, an undergraduate student in good standing who fails to earn a 2.0 GPA in a given term will have an Academic Warning posted on the transcript and grade report for that term.

Academic standing is determined after every term for SCE students and for graduate students. For all other programs academic standing is calculated after fall and spring terms only.

Undergraduate students on academic probation must obtain a ULV GPA of 2.0 or above for each term until their cumulative ULV GPA reaches 2.0. Undergraduate students will remain on academic probation until their cumulative ULV GPA rises to 2.0 or better and will not be eligible for enrollment in the culminating activity or for commencement until academic probation is removed.

Graduate students on academic probation must obtain a GPA of 3.0 or above for each term until their cumulative GPA reaches 3.0. Graduate students will remain on academic probation until their cumulative GPA rises to 3.0 or better and will not be eligible for Advanced Standing or enrollment in the culminating activity until academic probation is removed. After reaching the cumulative 3.0 GPA, graduate students must maintain that average as a minimum until they complete their degree program.

Academic probation is distinct from financial aid probation, which is covered in the Financial Aid Programs section of this catalog.

Academic Disqualification. Undergraduate students on academic probation who fail to earn a 2.0 ULV GPA in any term will be academically disqualified. Graduate students on academic probation who fail to earn a 3.0 GPA in any term will be academically disqualified. Extenuating circum-

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stances may be reviewed by the Dean of the student's college or by the Graduate Appeals Committee. Academic disqualification will be recorded on the transcript. If this status is removed, the date of reinstatement will also be recorded. The Veterans Administration (in cases where students receive VA funds) or other appropriate governmental agencies will be notified when a student is academically disqualified.

Academic Renewal for Undergraduate Students. Under special circumstances a student may petition for Academic Renewal. Academic Renewal is provided for currently enrolled undergraduate students whose previous academic record was below the acceptable standard (a cumulative ULV GPA of less than 2.0) and is not reflective of their current demonstrated ability to succeed. A student may request Academic Renewal if the following conditions are met:

1. He/she is currently matriculated at ULV.
2. At least five years have elapsed since the end of the term in which the work requested for removal was taken.
3. He/she has completed 18 semester hours with a minimum GPA of 3.0, 24 semester hours with a minimum GPA of 2.5, or 30 semester hours with a minimum GPA of 2.0 at ULV since the work to be removed was completed.
4. He/she was matriculated and enrolled full time when the substandard work was completed.

Having met these conditions, a student may petition for removal of ULV degree work from the institution degree GPA by submitting a request to the appropriate Academic Dean. A student may request the maximum of one academic year (four terms, or two semesters, interterm, and a summer session, consecutively taken) to be removed from the degree calculation. The request for Academic Renewal will be considered with supporting statements providing evidence of the following:

- a. Conditions 1-4 above have been met, and
- b. The work requested to be removed from the degree calculation is substandard and not representative of the student's current academic ability.

If the Academic Dean approves the request,

"Academic Renewal" will be printed on the student's transcript and show that no work taken during the terms removed, even if satisfactory, will be applied to the Associate or Bachelor's Degree. All work will remain on the transcript to ensure a true and complete academic history, and all work, including the academic renewal terms will be included in the computation for departmental and school honors.

Academic Renewal only applies to course work completed at ULV. Students who have unsatisfactory grades at other colleges or universities must consult those institutions to see if they are eligible for academic renewal according to the policies of those institutions. Academic renewal from another institution will not be considered by ULV after matriculation at ULV.

Alternative Instructional Modes

Directed Study. A directed study is an approved catalog course taught independently to one student. Courses may be taken by directed study only if the course is not scheduled during the term and only with the instructor's and the department's prior approval. Directed study courses may only be taken by matriculated students in good standing. Seminars, activity courses, introductory courses in some disciplines, and courses with heavy emphasis on process rather than content may not be taken by directed study. Directed Study Forms are available from the Registrar. The forms must be signed by the instructor and the department chairperson before they are submitted with the registration form to the Registrar. Undergraduates may register for a directed study only during the normal registration period; CAPA and graduate students may register for a directed study through the end of the "special course" registration period.

Independent Study. An independent study course is a course initiated and written by a student following the guidelines contained in the "Independent Study Manual" (available from the Registrar), and deals with material not covered in

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any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. The independent study form, included with the manual, must also be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Undergraduates may register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period. Independent studies can be approved as 199, 299, 399, 599, or 699 courses for a maximum of four semester hours each.

Course Challenge. Most La Verne courses may be challenged, but only matriculated students may challenge them. To challenge a course, a student completes the application, and pays a fee equivalent to one semester hour when it is filed. The department chairperson assigns the instructor to give the challenge, and the student must complete the challenge within two weeks after he or she has been notified which instructor has been assigned. The student may see a list of course goals and objectives prior to challenging the course. If the student demonstrates the competencies required for successful completion of the course, the number and title of the course will be placed on the transcript with a CRD grade. If the student does not demonstrate the competencies, nothing is recorded on the transcript. A student may only challenge a course once. If a student fails a course challenge, he or she may receive credit for the course only by enrolling in it for credit. A maximum of eight semester hours of course challenge may be counted toward fulfilling the undergraduate residency requirement.

Courses which cannot be challenged are marked **NCh** in the Courses section of this catalog. In addition, a student may not challenge any courses in which he/she has received tutoring from a ULV instructor, was formerly enrolled, or has audited formally or informally. Any student

with a secondary or higher education from a country where the native language or languages of instruction are other than English may not challenge beginning or intermediate courses in those languages. Any student who has received credit for high school courses in foreign languages may not challenge those courses at ULV. In this context, two years of high school foreign language will be considered equivalent to one year of college instruction. First-year language courses may not be challenged. With respect to these limitations placed on the challenging of language courses, CLEP examinations will be regarded as challenges.

Auditing. Most courses may be audited with the permission of the instructor as long as seats are available. Students pay one-half the regular tuition, but do not receive credit. The normal registration deadlines apply, and changes from audit to grade status (or grade to audit status) must be made before the end of the tenth day of classes in any semester; the end of the third day of classes during Interterm.

Grades

Grading Policy—Undergraduate.

A 4.0 quality points per semester hour.

A- 3.7 quality points per semester hour.

Clearly stands out as excellent performance.

Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ 3.3 quality points per semester hour.

B 3.0 quality points per semester hour.

B- 2.7 quality points per semester hour.

Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

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- C+ 2.3 quality points per semester hour.
C 2.0 quality points per semester hour.
C- 1.7 quality points per semester hour.

Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

- D+ 1.3 quality points per semester hour.
D 1.0 quality points per semester hour.

Quality and quantity of work in and out of class is below average and barely acceptable.

- F 0 quality points per semester hour.

Quality and quantity of work in and out of class are unacceptable.

- CRD Excluded from GPA (see below).
Equivalent to C- work or better.

- NCR Excluded from GPA (see below).
Equivalent to D+ work or poorer.

- INC Excluded from GPA (see below).

- IP Excluded from GPA (see below).

- NG Excluded from GPA (see below).

- W Excluded from GPA (see below).

Good grades are usually correlated with regular attendance and with assignments completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

Grading Policy—Graduate. The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

- A 4.0 quality points per semester hour.

- A- 3.7 quality points per semester hour.

Demonstrates insightful mastery of the sub-

ject matter and exceptional quality in written and oral communication.

- B+ 3.3 quality points per semester hour.

- B 3.0 quality points per semester hour.

- B- 2.7 quality points per semester hour.

Exhibits professional competence in the subject matter and in all written and oral communication.

- C+ 2.3 quality points per semester hour.

- C 2.0 quality points per semester hour.

Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.

- F 0 quality points per semester hour.

- CRD Excluded from GPA (see below).
Equivalent to B (3.0) work or better.

- NCR Excluded from GPA (see below).
Equivalent to B- work or poorer.

The policy for NCR, IP, INC, NG, and W grades is the same for graduates as for undergraduates.

Credit/No Credit (CRD/NCR) Grade Option.

Courses taken for CRD/NCR do not affect a student's GPA. Certain courses, designated "CRD/NCR only" in the Courses section of this catalog, may only be taken CRD/NCR.

Undergraduate students are encouraged to use this grade option to explore courses outside their majors. However, no undergraduate may take more than four semester hours of CRD/NCR in any semester, elect the CRD/NCR option in a course required for a major, or apply more than 32 semester hours of ULV CRD grades toward a degree. Exceptions to these limitations are courses listed as "CRD/NCR only."

Graduate students must take challenge exams and competency exams CRD/NCR, but they must register for a letter grade in every other course if they are in a credential or degree program unless the course is offered "CRD/NCR only."

Incomplete Grades (INC). Incompletes are authorized *only* when it is impossible for the student to complete the course because of illness or other justifiable cause and *only with a formal written petition* from the student to the professor. In

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completing the petition, the student contracts to complete the work specified in the petition. The completed petition must be filed prior to the last day of the term. Petitions are available from the Registrar.

Students who receive an INC in a term that ends between September 1 and January 31 must complete their courses by the following May 31. Students who receive an INC in a term that ends between February 1 and April 30 must complete their courses before the following August 31. Students who receive an INC for courses that end between May 1 and August 31 have until the following December 31 to complete their courses. INC grades not completed by the appropriate deadline will become NCR or F grades depending upon the grade option.

In Progress Grades (IP). In Progress grades are reserved for those directed studies, independent studies, field work courses, senior projects, and graduate culminating activities where the contract at the time of registration specifies a date of completion which is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal term or semester to complete. An IP grade will become an NCR or F, depending upon the grade option, if not cleared within one year following the term of registration.

No Grade (NG). This is a temporary grade issued by the Registrar pending receipt of the official grade from the instructor.

Withdrawal (W). A student may withdraw from courses during the first 60% of a term; a W grade will be recorded. No withdrawals are permitted in the final 40% of a term. A student who fails to officially withdraw from a registered course will receive a grade of NCR or F, depending on the grade option in the course.

Final Grades. Grades submitted to the Registrar by the instructor of record are final and official. By policy a final grade is based on the instructor's

evaluation of course work completed as of the contractual end of the course. Final grades may not be changed as the result of the submission of additional work or the repeating of examinations after the contractual conclusion of the course for the purpose of improving the final grade. The Registrar is authorized to accept an adjusted grade *only* when *all* of the following conditions are met:

1. The student applies to the instructor for a re-evaluation within four weeks after the student grade report was mailed;
2. The instructor concludes by re-evaluation that the original grade issued was in error based on the work completed at the time that the original grade was issued; and
3. The revised grade is officially reported by the instructor to the Registrar as a result of re-evaluation within a reasonable time after the grade report was mailed to the student.

A student who feels that an incorrect grade has been given must consult with the instructor first and must make this appeal within four weeks after the student grade reports were mailed. A central campus student dissatisfied with the instructor's response may consult with the department chairperson; an SCE student should contact the center or program director. Subsequently, appeal may be made to the appropriate dean. Questions of subject matter will usually be handled by the department. Charges of injustice due to prejudice or capricious action may require the attention of the dean.

A student may elect to repeat a ULV course for the purpose of improving a grade if repeated at ULV. The student must enroll in the same ULV course and is expected to repeat it in its entirety. When a course is repeated, the original course, grade, and semester hours remain on the transcript, but are appropriately marked and are no longer part of the student's GPA or applicable toward credit for graduation. Only the grade and semester hours of the repeated course are counted.

Official Cumulative Record/Transcript. The

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Registrar maintains each student's official record which includes a complete academic history. All courses attempted at ULV are listed on the official transcript. In addition to the official transcript, official records are maintained which establish the last day of attendance for courses in which a withdrawal occurred. The official transcript will only be released upon the written consent of the student in compliance with federal and state policies.

Graduation and Honors

Dean's List. The Dean's List is issued at the end of each full term to honor undergraduate students who excelled in their courses during that term. To receive this honor, a student must be full time and have a minimum GPA of 3.75. In addition, a student must have letter grades in the minimum number of units required to be full time. Students must complete all semester hours within the semester enrolled. Students who complete IP's and INC's at a later date may petition to be placed on the Dean's List retroactively.

National Honor Societies. ULV has chapters of several national honor societies including Alpha Chi (all fields), Pi Gamma Mu (Social Science), Psy Chi (Psychology), Sigma Delta Pi (Spanish), and Sigma Tau Delta (English).

Application for Graduation. Undergraduate students should file an Application for Graduation and their major contract with the Registrar two semesters or three terms prior to their anticipated completion date. Graduate students should file their Application for Graduation when they apply for Advanced Standing. This application provides the Registrar with the information needed to prepare the diploma and to include the student's name in the list of graduates. A graduation fee is required of all students whether or not they participate in the graduation ceremony, and covers the cost of the entire process of completing the degree program.

Graduation Ceremony. ULV holds a graduation

ceremony at the central campus each year in May. A candidate for graduation qualifies to participate in the commencement ceremony upon successful completion of all degree and program requirements, or when he or she has enrolled in all final courses during the semester or term which begins prior to the ceremony. A student may petition the Registrar to participate in the ceremony if he or she is within eight semester hours (for undergraduate students) or one course—not to exceed four semester hours—for graduate students) of the completion of the degree and can provide evidence of an intent to register for these final courses during the summer which follows the ceremony.

Diplomas. The actual completion date of a student's degree will be noted on the official transcript. The diploma, however, will carry one of the following dates, whichever comes first after degree completion—May 31, August 31, or January 31. For graduate students, the specific title of the degree with the concentration will appear on the diploma; for undergraduate students, the degree, the major, undergraduate honors, and the concentration (if any) will appear on the diploma.

Undergraduate Honors. Honors at graduation are based on GPA according to the guidelines below. A bachelor's degree student must have taken at least 84 semester hours for letter grades to be considered for honors.

Cum Laude. The student who completes 36 semester hours or more at ULV, and who earns a minimum GPA of 3.6 in courses taken at the University and a minimum GPA of 3.6 in all work applicable toward the bachelor's degree, will be considered for the honor of Cum Laude upon graduation.

Magna Cum Laude. The student who completes 36 semester hours or more at ULV, and who earns a minimum GPA of 3.75 in courses taken at the University and a minimum GPA of 3.75 in all work applicable toward the bachelor's degree, will be considered for the honor of Magna Cum Laude upon graduation.

Summa Cum Laude. The student who com-

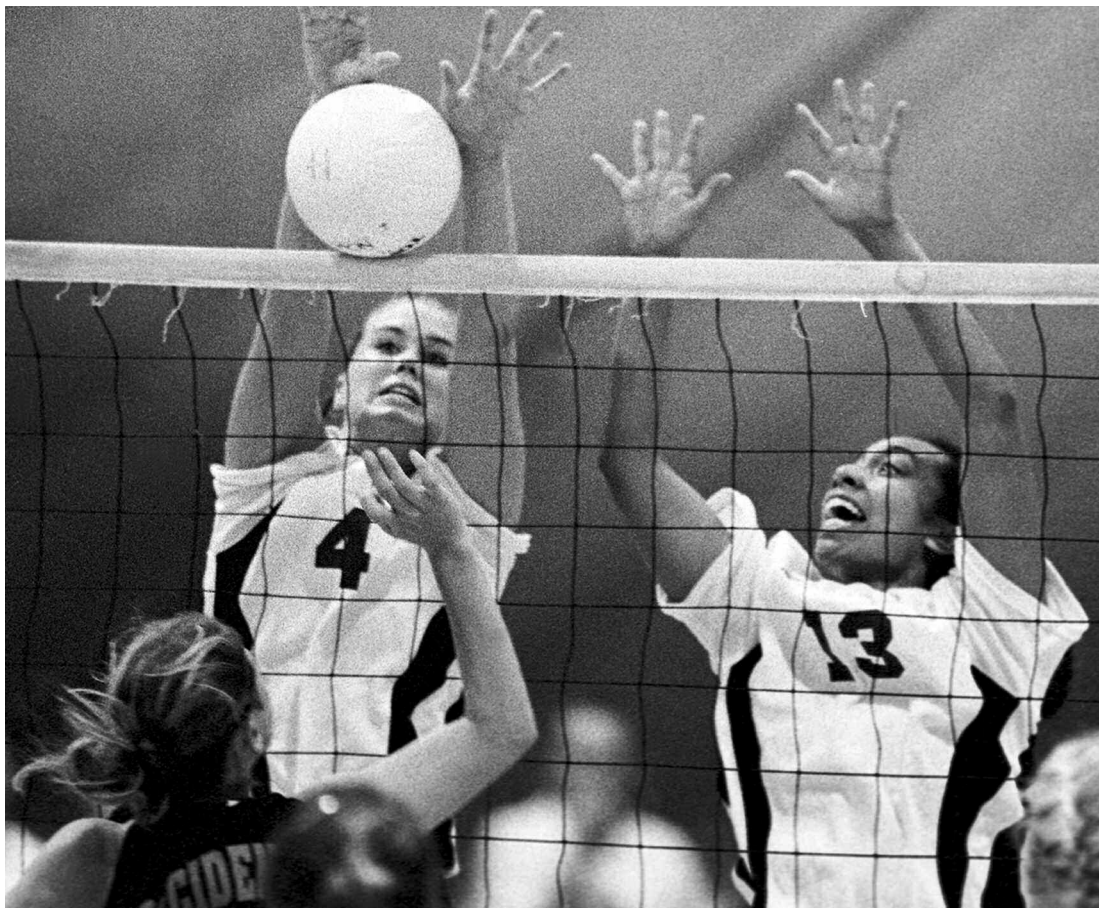
Academic Information

pletes 60 semester hours or more at ULV, and who earns a minimum GPA of 3.85 in courses taken at the University and a minimum GPA of 3.85 in all work applicable toward the bachelor's degree, will be considered for the honor of Summa Cum Laude upon graduation.

Departmental Honors—Undergraduate.

Departmental honors are granted to undergraduate students who demonstrate a high level of achievement in their majors. Students are encouraged to

work toward departmental honors; those working for them should apply to the department chairperson or academic advisor. Departmental honors will be awarded on the basis of a high-quality senior thesis/project and a minimum GPA of 3.6 in the major and 3.0 overall. All major courses, with the exception of challenges, must be taken for letter grades. These are the minimum requirements for honors; departments may add other requirements. Department honors are not printed on the diploma.



ULV Women's Volleyball blocks another shot

Photo: *Ian Gratz*

RIGHTS & RESPONSIBILITIES

RIGHTS

Freedom of Access. The University of La Verne is open to all applicants qualified according to its published admissions policies and standards. Upon matriculation, each student has access to all ULV services and facilities for which he or she is qualified. Access may be denied to persons who are not ULV students.

Classroom Rights and Privileges. Instructors are expected to encourage open discussion and inquiry. Students may take reasoned exception to information offered in any course and should make judgment on matters of informed opinion.

Protection Against Improper Disclosure. Students' views, political associations, and beliefs which are confided to instructors, advisors, and counselors during the performance of their duties are confidential.

University Governance. As members of the University community, students are free individually and collectively to express their interests. As vehicles for this purpose, provisions are made for student self-government as well as for student representation on the Board of Trustees; University, college, and departmental committees; and other decision-making bodies.

Family Educational Rights and Privacy Act. ULV abides by the Family Educational Rights and Privacy Act of 1974 as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. ULV's Registrar coordinates the inspection

and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. The Dean of Student Affairs oversees the review of records pertaining to social judicial matters. Students wishing to review their education records must make written requests to the Registrar listing the item(s) of interest. Records covered by the Act will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a "financial hold" has been placed or copies of transcripts from other schools). Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes); ULV security records; student health records; employment records; or alumni records. Health records may be reviewed by physicians of the students' choosing. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or education records containing information about more than one student. In the latter case a student will be permitted access only to that part of the record which pertains to him or her.

Students who believe that their education records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student's requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform

Rights and Responsibilities

the student of the date, place, and time of the hearing before a panel selected by ULV. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected. If the decision is not satisfactory to the student, he or she may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's education records, maintained as part of them, and released whenever the records in question are disclosed. A student who believes that the decisions of this adjudication process were unfair or not in keeping with the Act may make a written request for assistance to ULV's President. Students who still believe that their rights have been abridged may file complaints with the US Department of Education, Washington, DC.

No one outside ULV may have access to, nor will ULV disclose, any information from a student's education record without the written consent of the student. Exceptions are ULV personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing the student's financial aid, accrediting agencies carrying out their accreditation functions, persons in compliance with a judicial order, and persons in an emergency in order to protect the health or safety of the student or other persons. Within the ULV community, only members acting in the students' educational interest, individually or collectively, are allowed access to student education records. These members include personnel from the Offices of the Vice President for Academic Affairs, the Chief Financial Officer, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic person-

nel within the limitations of their need to know.

At the discretion of ULV officials, the following directory information will be provided: student's name, major field of study, dates of attendance, and degrees and awards received. A student wishing to withhold this directory information must complete the Privacy Request Form at ULV's Registrar's Office or at their center of registration. This must be done within the first ten working days of enrollment of a semester/term. The privacy request will be valid for one calendar year.

Americans With Disabilities Act. The University policy concerning students with disabilities is available in the offices of the Deans, the Directors of the ULV Centers, and the Director of the Learning Enhancement Center.

Confidentiality and Institutional Research. ULV is committed to maintaining confidentiality. When questionnaires are circulated, social security numbers are sometimes requested, but only for purposes of connecting data to demographic and other information. Data are reported only at the group level, never by individual.

RESPONSIBILITIES

University Catalog. It is the responsibility of the student to be familiar with the information presented in this catalog and to know and observe all policies and procedures related to the program he/she is pursuing. Regulations will not be waived nor exceptions granted because a student pleads ignorance of policies or procedures. While academic advisors will assist students in every way possible, the responsibility for following all policies and meeting all requirements and deadlines rests with the student. A student is expected to satisfy the requirements of the catalog in effect at the time he or she is admitted to, and begins course work in, a degree program. However, a student may elect to graduate under the catalog in force at the time of his or her graduation provided the student complies with all requirements of the later catalog. New catalogs take effect on

Rights and Responsibilities

September 1 of the year published.

Class Attendance. Regular and prompt attendance at all University classes is required. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course if the number of absences is excessive. Students should ascertain the exact policy of each faculty member at the beginning of each course. Students must attend the first class meeting or they may be unofficially dropped by the instructor, resulting in a failing grade.

Classroom Conduct. Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

Academic Honesty. Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
- c. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

When academic honesty is in question, the following may occur:

1. A faculty member who has clear evidence that academic honesty has been violated may

take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Center/Program Director for off-campus situations).

2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Vice President for Academic Affairs (through the Center/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Vice President about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Vice President for Academic Affairs by the Department Chair, Academic Dean, or Center/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Vice President noting that a second offense will result in expulsion.

4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

College of Law students are covered by the academic dishonesty policies contained in the College of Law manual of Academic Policies and

Rights and Responsibilities

Procedures.

Behavior Standards. When students enroll at ULV, they voluntarily choose to associate with the University. ULV believes that the behavior of community members must be guided not only by American civil and criminal laws, but also by standards and expectations which serve to support and promote the values the University has come to represent and believes to be important.

The University prohibits the use, possession, distribution, or sale of alcoholic beverages, illegal drugs, firearms, explosives, fireworks, and other dangerous substances on ULV property. Any exceptions must be approved by the Dean of Student Affairs. Smoking is prohibited in all University buildings, including the residence halls. ULV has promulgated additional policies and behavior standards which apply on-campus and at sponsored academic programs and events. These include, but are not limited to, policies on Computer Abuse, Conduct, Hazing, Physical/Verbal Abuse and Harassment, Sexual Harassment/Assault, and Theft and Vandalism. Additional policies and information can be found in ULV's "Guide to Residential Life," in the "Day to Day" (ULV's traditional-age central campus student handbook), ULV's "The Disciplinary Process for Student Social Misconduct" (available in the Dean of Student Affairs Office and on the ULV website, and in other University publications. Some off-campus centers and programs publish information concerning other policies specific to their circumstances. The University reserves the right to dismiss any student without refund if the student fails to abide by ULV regulations, or when such action is deemed to be in the best interests of ULV or the student.

The University's policies, procedures, and regulations are provided to give students general notice of prohibited conduct. These policies, procedures, and regulations can be read broadly and are not designed to define misconduct in exhaustive terms.

Sexual or Racial Harassment. ULV is committed to maintaining an environment free of harass-

ment for students, faculty, and staff. Consequently, sexual or racial harassment of ULV students or employees is unacceptable and will not be tolerated. Complete information concerning harassment can be obtained from any department head or online at www.ulv.edu/hr/sec22.ans.

JUDICIAL PROCEDURES

General Principles. The University of La Verne stresses not only academic and career preparation but also values and character development. In order to preserve the quality of education, ULV expects all students to conform voluntarily to the established rules, regulations, and social orders, and to conduct themselves at all times and in all places in a manner befitting student status. ULV is not a law enforcement agency but expects all its students, whether as individuals or groups, to obey all federal, state, and local laws. Violators will not be immune from prosecution under these laws.

The primary objective of establishing disciplinary standards is to maintain an appropriate level of conduct in our academic and social community. If an institution is public, it is required to grant due process. Because ULV is a private institution, constitutional due process is not required. In all judicial proceedings regarding a student's social behavior, the student will be treated with fundamental fairness.

ULV's academic judicial procedures permit members of the University community to register complaints against individuals or groups with the academic deans, the Dean of the School of Continuing Education, or the Dean of Student Affairs, as appropriate.

Right to Judicial Review. A student who is charged with a social policy violation has the right to a judicial review prior to any action being taken. The only exception to being granted a full judicial review prior to any action being taken occurs when a student may present a continuing danger to persons or to the property of others. In this case, the student may be separated from the

Rights and Responsibilities

University immediately and then be provided a judicial review at a later date. Otherwise, a student under disciplinary action has the right to be present on campus and to attend classes until suspended or expelled.

Structure of the Social Judicial Process.

Violations of ULV social behavior standards or policies are normally handled by a judicial review body under *Fundamentally Fairness* procedures. Situations requiring such action include violations of ULV's drug, alcohol, and sexual behavior policies, as well as incidents of violence threatening the safety of an employee or other members of the campus community. The judicial process for social behavior at ULV has four forms of judicial review bodies, one for resident students only and three available to all traditional-age students:

1. Hearing with the Area Coordinator—an administrative review (for resident students only).
2. Student Life Conduct Committee—a peer review hearing;
3. Judicial Board—an administrative board hearing; and
4. Administrative Review—an administrative review with one administrator such as the Associate Dean of Student Affairs, the Director of Housing and Residential Life, and the Dean of Student Affairs or appropriate program administrator.

Most central campus offenses within the traditional student body are handled by a student-run board, the Student Life Conduct committee. More serious central campus offenses go to the Judicial Board composed of faculty, staff, and students. Offenses or threats involving employees are usually handled by a separate administrative process. Student do have a right of appeal on several specific grounds for decisions by each judicial review body. The appeals process is not a "re-hearing" of the case. In most cases appeals must be submitted in writing within five working days after the hearing.

Information regarding social behavior standards and Judicial Procedures are available in the handbook on "The Disciplinary Process for Student

Social Misconduct" (available in the Dean of Student Affairs Office and on the ULV Web Home Page under "Student Affairs").

Non-Traditional-Age and Graduate Programs.

The College of Law, School of Business and Global Studies (SBGS), School of Organizational Management, and School of Continuing Education (SCE) have their own judicial processes, including administrative reviews.

Appeals Procedures on Academic Matters.

A student may appeal final grades, academic honesty decisions, and most policy decisions. Procedures for appealing final grades and academic honesty are contained in the Final Grades and Academic Honesty sections of this catalog. The path of appeal for grades and course requirements starts with the instructor in the course and then goes successively to the department chair (to the program chair in the SBGS; to the center/program director in SCE), the Dean of the college or school, and the Vice President for Academic Affairs. Appeals on academic honesty decisions at the central campus begin with the instructor and then may be taken in turn to the department chair (to the program chair in the SBGS), Dean, and the Vice President, except in the College of Law, where the first appeal is to the Dean. At SCE centers the first appeal is to the instructor and then to an ad hoc faculty committee convened for this purpose at the center by the director. Appeals of decisions by these committees should be directed first to the Dean of SCE and then to the Vice President. Appeals on academic policy decisions must be made to the Undergraduate or Graduate Appeals Committee.

Appeals of decisions by these committees can be made to the Dean of the college or school and to the Vice President in that order. Central campus students wishing to appeal ESL decisions should write directly to the chair of the ESL Appeals Committee.

Appeals must be made in writing, on the appropriate appeals form, to the Undergraduate or Graduate Appeals Committee. Central campus

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students can obtain these forms from the Registrar and Graduate Office respectively; SCE students may request them from the director or coordinator of their center or program. When certain appeals are granted, penalty/administrative fees may be assessed. All appeals must be made in a timely manner, generally within four weeks of the action or decision in question.

Appeals Procedures for Social Conduct Violations. Appeals of Student Life Conduct Committee decisions or of Judicial Board decisions must be made in writing within five working days to the Associate Dean of Student Affairs or the Dean of Student Affairs. Appeals of decisions made by

SCE directors must be made in writing to the Dean of SCE within one month after the student was notified of the decision.

Appeals by Students with Disabilities. ULV has established a set of procedures that address policy implementation for students with disabilities. Should any student desire to initiate action related to a diagnosed disability or to initiate testing for a disability, he/she should contact the Director of Services for Students With Disabilities, the Dean's office of his/her school or college, or the Director of the ULV Center where he/she studies to get a copy of the University's policies and procedures.



"New Paintings" show at Harris Art Gallery

Photo: *Laura Ambriz*

Rights and Responsibilities

Photo:

GRADUATION REQUIREMENTS

UNDERGRADUATE PROGRAMS

To obtain an associate or bachelor's degree from the University of La Verne, a student must complete all the appropriate residency, semester hour, and general education requirements listed below as well as specific major requirements listed in the Undergraduate Programs section of this catalog. In addition, to qualify for graduation the student must have a ULV GPA and a cumulative GPA of 2.0 or better both in the major and overall. For the purpose of fulfilling elective requirements and general education requirements other than Written English, a course in which a D-level grade was received will be counted only if the course was taken at ULV. A C- grade or better is required to fulfill the Written English general education requirement, to count toward an academic major or minor, or to advance to the next course in the ESL program.

Bachelor's Degree Programs

To receive a bachelor's degree from La Verne, a student must complete a declared major, the general education requirements, and all of the following:

1. A minimum of 128 semester hours, including all the general education requirements listed below and the appropriate major requirements listed in the Undergraduate Programs section of this catalog.
2. A minimum of 32 semester hours at La Verne for the residency requirement.
3. A minimum of 44 semester hours at the upper-division level, including a minimum of 24 in the major and 6 in general education. At least 16

semester hours at the upper-division level in the major and 6 in general education must be taken at ULV.

General Education Requirements —Bachelor's Degree Programs

Philosophy. General education at La Verne reflects the University's identity. Consequently, ULV's general education requirements aim at fulfilling two primary objectives: 1) to communicate the central values of the University as expressed in its Mission Statement, and 2) to expose students to the traditional liberal arts fields of study.

Goals. Through its general education program, the University of La Verne encourages its students to do the following:

1. Become reflective about questions of meaning and values in life, and to incorporate ethical guidelines into their lives.
2. Develop an international/intercultural consciousness in which they can appreciate the contributions, the diversity, and the interdependence of the various cultures of the nation and the world.
3. Develop an understanding and appreciation of gender issues.
4. Develop a sense of community by working together with others toward serving society and environment.
5. Learn how to learn, to solve problems, and to develop an appreciation of and a commitment to life-long learning.
6. Learn how to think critically and creatively, to live productively in a world of ambiguity, and to help effect meaningful change.
7. Develop the ability to access, analyze, synthesize, and evaluate masses of information.
8. Develop effective oral, written, and interpersonal communication skills.

General Education Requirements

9. Develop an understanding of the assumptions, the basic terminology, the fundamental concepts, and the ways of knowing of the Humanities, the Social Sciences, and the Natural Sciences.

10. Learn about the rich heritage of the past, be aware of the present, and take responsibility for the future.

11. Learn how to integrate and care for the intellectual, emotional, physical, aesthetic, and spiritual aspects of their lives.

12. Study, understand, and appreciate the interdependence of humans and their environment, and promote the sustainability of the planet.

PROGRAM OF GENERAL EDUCATION

In keeping with the above philosophy and goals, the faculty established general education requirements for the bachelor's degree that contain an interdisciplinary Core relating to ULV's Mission Statement and a series of Area Requirements introducing the traditional Liberal Arts disciplines.

CORE REQUIREMENTS:

The core consists of a cluster of common courses which all students take. It introduces students to the central values of the University as they are articulated in the Mission Statement—values-orientation, community and diversity (internationalism/interculturalism), life-long learning, and service to society:

Values and Critical Thinking. The aim of this course is to teach students how to think critically and to help them reflect on their own values as well as to think critically about the value systems of other persons, groups, and nations.

International/Intercultural Core. The aim of this tripartite requirement is to expose students to cultures and persons different from their own in order to introduce them to the increasingly complex and multicultural world. Knowledge of another language and culture is imperative for true intercultural understanding.

The foreign language requirement provides functional communications skills as well as an introduction to the culture. The interdisciplinary world civilizations and cultures course complements the language study by offering a broader world perspective. Finally, the international/intercultural experience personalizes the study by immersing students in an ethnic-religious-national group different from their own.

Interdisciplinary Core. The aim of this two-course requirement is to show students the interrelationships between disciplines, the associations between themes, and the holistic nature of their lives. To achieve this, both upper-division courses are team taught by faculty from two different disciplines. One of the disciplines represented in The Human Condition must be from either the Humanities or the Social Sciences; one of the disciplines in Toward a Sustainable Planet must be in the Natural Sciences.

Service Requirement. The aim of this supervised volunteer service placement is to practice ULV's Mission Statement's affirmation that "service is a primary goal of the educated person."

AREA REQUIREMENTS:

To become educated, a student needs to experience a wide range of disciplines within the Liberal Arts and to develop physical, communication, and reasoning skills. Each course in the area requirements contains the following common characteristics: the assumptions of the discipline; how the discipline approaches knowing; the basic concepts, methodology, and terminology of the discipline; the instructor's approach to the discipline; how to access information in the discipline; how to evaluate information in the discipline; and how to apply the discipline to daily life.

Humanities. Students must demonstrate a breadth of understanding in the Humanities through study in literature, philosophical/religious thought, or mass media. This study develops an

General Education Requirements

appreciation for the philosophical, aesthetic, and cultural systems that have influenced Western thought and, to a lesser degree, the major systems that affected other civilizations. Undergirding this study is an appreciation for the value systems that have infused these various cultures.

Fine Arts. Students must be exposed to the history and aesthetics of art, music, or theater as well as engaging in an artistic process. This study fosters appreciation of aesthetic form and understanding of basic theory in both the historical and the contemporary contexts, and provides the experience of artistic creation.

Social Science. Students must demonstrate a basic understanding of the economic, historical, and political forces that have impacted civilization and the conditions that have influenced human behavior, collectively and individually.

Natural Sciences. Students must demonstrate an understanding of the fundamental physical and biological principles in nature and the methodology used in applying them, as well as develop a philosophical and historical perspective of nature from the viewpoint of science. This study provides information necessary for the critical analysis of issues facing individuals and societies, with emphasis on the relationships between the human species and environment.

Mathematics. Students must show sufficient ability in algebraic formulation, basic computation, and problem-solving to understand the purpose and function of mathematics in a social context. This study enhances the student's grasp of complex systems and abstract thought processes.

English Language Skills. Students must show satisfactory proficiency in English composition, including standard grammar, usage, and rhetorical approaches. They are required to analyze effective writing and learn the process of preparing investigative, research-based papers with documentation that is intellectually honest and in

correct form. Students must also show that they can speak effectively before small groups and larger audiences.

Movement and Sports Science. Students need to learn how to make fitness a part of their lifelong activities by participating in a multifaceted fitness course. This participation provides a basis for appreciating the value of physical exercise and its relationship to lifelong social, physical, and psychological development. Intercollegiate athletic participation does not satisfy this general education requirement.

GENERAL EDUCATION REQUIREMENTS

With the exception of the College Writing and Mathematics requirements, students are encouraged to distribute their general education requirements throughout their bachelor's degree studies and to include courses at the upper division level. To fulfill the College Writing and Mathematics requirements, however, students are expected to enroll in writing and math courses each semester until the requirement is fulfilled.

For the purpose of fulfilling the requirements listed below, with the exception of the International/Intercultural Experience and the Service Learning requirements (which are one semester hour each), one "course" is defined as having a minimum of two semester hours. No course can be used to meet more than one general education requirement, with the exception of courses that have International/Intercultural Experience or Service Learning embedded into the curriculum. Courses which meet either of these requirements as well as another general education requirement, as approved by the General Education Committee, are so designated in the Courses section of this catalog.

The Foreign Language, Studio/Performance Arts, Mathematics, and English Language skills requirements can be fulfilled through certification, which does not carry course credit. Students who wish to meet a requirement through certification should contact the appropriate department for information.

General Education Requirements

CORE REQUIREMENTS

1. CORE 300 **Values and Critical Thinking**

2. **International/Intercultural Core**

- a. **Foreign Language.** Two courses in one foreign language.

Note: Acceptable courses are marked CORE2a in the Courses section of this catalog. International students can fulfill this requirement by passing ULV's English Placement Test or by completing assigned ESL courses. SCE students are exempt from this requirement.

- b. **World Civilizations and Cultures.** One course.

Note: Acceptable courses are marked CORE2b in the Courses section of this catalog.

- c. CORE 310 **International/Intercultural Experience**

Note: SCE students are exempt from this requirement.

3. **Interdisciplinary Core.** Two courses.

- a. CORE 320 The Human Condition, and
b. CORE 340 Toward a Sustainable Planet

Note: SCE students can fulfill this requirement by taking either CORE 320 or CORE 340.

4. CORE 305 **Service Learning**

Note: SCE students are exempt from this requirement.

AREA REQUIREMENTS

Humanities — Three courses from three different areas:

1. Literature
2. Philosophy or Religion
3. Mass Media
4. Interdisciplinary Humanities course

Note: Acceptable courses are marked GEHa, GEHb, GEHc, and GEHd respectively in the Courses section of this catalog. SCE students can fulfill this requirement by taking two courses in two different areas.

Fine Arts —

1. One course in the history and appreciation of art, music or theatre.

Note: Acceptable courses are marked GEFAa in the Courses section of this catalog.

2. One experiential course in art, creative writing, music, photography, or theatre, or two semesters of ballet, choral or instrumental ensemble, modern dance, or music lessons.

Note: Acceptable courses are marked GEFAb in the Courses section of this catalog. SCE students can fulfill the Fine Arts requirement by taking one course from either area.

Social Sciences — Three courses from three different areas:

1. Behavioral Sciences:
ANTH 250 Principles of Anthropology, or
PSY 250 Principles of Psychology, or
SOC 250 Principles of Sociology

Note: Acceptable courses are marked GESSa in the Courses section of this catalog.

2. History and Political Science:
HIST 110 United States History & Cultures, or
PLSC 301 American Government and Politics

Note: Acceptable courses are marked GESSb in the Courses section of this catalog.

General Education Requirements

3. Economics:

ECBU 220 Economic Analysis I

Note: Acceptable courses are marked GESSc in the Courses section of this catalog.

4. Interdisciplinary Social Science course

Note: Acceptable courses are marked GESSd in the Courses section of this catalog.

SCE students can fulfill the Social Science requirement by taking two courses from two different areas.

Natural Sciences: Two courses.

1. One course in life science, and

2. One course in physical science.

Note: Acceptable courses are marked GELS and GEPS respectively in the Courses section of this catalog. One of the two courses must have a laboratory component. GELS and GEPS with laboratory components are marked GELS-L and GEPS-L.

Mathematics:

MATH 104 College Algebra, or

MATH 170 Mathematics in Society

Note: Acceptable courses are marked GEM in the Courses section of this catalog.

English Language Skills: Three courses:

1. ENG 110 College Writing A, and

ENG 111 College Writing B

Note: Acceptable courses are marked GEWE1 and GEWE2 respectively in the Courses section of this catalog.

2. SPCM 100 Fundamentals of Public Speaking,
or THAR 311 Oral Communication

Note: Acceptable courses are marked GESE in the Courses section of this catalog.

Movement and Sports Science:

MSS 001 Fitness for Life

SCE and Athens students are exempt from the Movement and Sports Science requirement.

ESL Requirement for Undergraduate International Students. An international student who has been accepted into an undergraduate program by demonstrating English competency as described in the Admissions section of this catalog, but who has not passed a transferrable course in English composition equivalent to English 110, must have scores on file in the Admissions Office from one of the following proficiency tests before registration for his or her first semester at ULV: the ULV English Proficiency Test, the TOEFL, the SAT, or the ACT. This includes students who are transferring from other institutions in the United States. If the test scores indicate that courses in ESL are needed, the student must enroll in the assigned course(s) in his or her first semester at La Verne and continue instruction until all required ESL courses are passed. The student may take no more than 14 semester hours per semester until the ESL requirement is complete.

The Bachelor's Degree Major. Students may choose an established departmental or interdepartmental major, or they may design a major of their own with faculty advisement and approval. A major consists of not less than 32 and not more than 48 semester hours, of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as prerequisites. One exception is the Diversified Major. Students in SCE must select a structured major and can only choose from those offered at a particular site. Concentration in a major is available in selected departments. A concentration requires a student to complete 20 semester hours of upper division work or 24 semester hours of which 16 are upper division in the emphasis area as specified by the department. Selected concentrations are listed under the program requirements. Concentrations are noted on the transcript.

No course—whether a prerequisite, core requirement, elective, or culminating requirement—can be applied toward a major unless a grade of C- or better was received. A course in which CRD was received cannot be applied to the

General Education Requirements

major. Most central campus seniors are required to pass a set of comprehensive examinations in their major(s) and/or complete a senior project/seminar.

Bachelor's Degree Double Majors. ULV permits students to pursue a double major, but does not encourage them to do so. The minimum requirements for graduation with two bachelor's degree majors are as follows:

1. Completion of all the requirements in both majors.
2. In cases where there is no duplication of major requirements, completion of a minimum of 64 semester hours in the two fields (32 semester hours in each major), of which 48 semester hours (24 semester hours in each) must be at the upper-division level.
3. In cases where there are overlapping upper-division major requirements, completion of additional upper-division electives in the fields equal to the number of overlapped courses.

Second Bachelor's Degree. A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper-division course work. To satisfy the residency requirement for the second bachelor's degree, a student must complete a minimum of 32 additional semester hours at ULV of which 16 must be upper division. The major, general education, and upper-division requirements in effect at the time of matriculation for the second bachelor's degree must also be completed, but courses taken for the first degree may be applied to the second.

Bachelor's Degree Minors. Students may declare a minor in a second field upon the approval of the minor field department if the student has completed 20 semester hours of upper-division work in the minor field or if the student has completed 24 semester hours in the field of which 16 are upper division. Individual depart-

ments may require specific courses and/or additional work for the minor as specified in the Undergraduate Programs section of this catalog. Courses declared as part of the major cannot be applied toward the minor. These are ULV requirements only; for credential minor requirements, contact the Education Department.

Major Requirements—Undergraduate Programs. During the student's junior year (for a central campus student) or during the third term prior to graduation (for an SCE student), he/she must prepare a major "contract" in consultation with his or her major advisor(s) or academic/program advisor. Courses accepted into the major are subject to approval by the major department. The completed contract, signed by the student and the advisor(s) or counselor, is filed with the Registrar simultaneously with the student's Application for Graduation and graduation fee. Once filed, any alteration in the contract or change in major requires the approval of the advisor(s) or counselor and written notification to the Registrar.

Associate Degree Programs

Associate degree programs are offered only at selected residence centers, in Paralegal Studies, and in EPIC. To receive an associate degree from ULV, a student must complete the following:

1. A minimum of 60 semester hours, at least 30 of which must be at the lower-division level.
2. A minimum of 18 semester hours in the major, including all the requirements listed for the A.A. or A.S. major in the Undergraduate Programs section of this catalog.
3. A minimum of 12 semester hours in the major from ULV.
4. A minimum of 15 semester hours in general education, including one course (2-4 semester hours) in fine arts, one in humanities, one in natural science, one in social science, and two in written English (one designated GEWE1 and one designated GEWE2).

GRADUATE PROGRAMS

Specific requirements for each graduate degree and credential program offered by the University of La Verne are contained in the Graduate Programs section of this catalog; policies for second master's degrees are described in the Graduate Admissions section. To qualify for a degree or credential, a student must have a cumulative GPA of 3.0 or above for all ULV course work required for the degree or credential. All transfer credit from other colleges or universities also must have a cumulative GPA of 3.0 or above.

ESL Requirement for Graduate Students. An applicant admitted into a graduate program who does not possess a degree granted by an English-speaking institution where English is the primary language of instruction and of the geographical area must have scores on file in the Graduate Office/SCE from one of the following proficiency tests before registration for his or her first semester at ULV: the ULV English Proficiency Test, the TOEFL, or the GRE. Graduate students with TOEFL scores from 550 to 574 inclusive are required to take a written ESL examination. If the test scores indicate that courses in ESL are needed, the student must enroll in the course(s) in his or her first semester at ULV and continue instruction until all required ESL courses are passed.

Advanced Standing—Master's Degree Programs. Master's degree candidates must receive Advanced Standing to be eligible to enroll in the

culminating activity. To obtain Advanced Standing, candidates must have completed a minimum of 21 semester hours (30 semester hours in a 39-50 semester-hour program) as well as all prerequisite and ESL courses. In addition, they must have satisfied any provisions or conditions imposed at the time of their admission to the program, fulfilled any special conditions or procedures specified by their academic departments, and attained a minimum cumulative GPA of 3.0. To apply for Advanced Standing, students must submit an Application for Advanced Standing with the approval of their academic advisor along with an Application for Graduation (with the graduation fee) to the Graduate Office or SCE administrative center. Verification of Advanced Standing is sent to the student by the Graduate Office or the SCE Student Services Office.

Time Limitation. All requirements for the master's degree are to be completed within five years from the time of first course registration for the graduate program at ULV; all requirements for the doctorate, within eight years. Appeals for extensions of time limitations must be made in writing to the Graduate Appeals Committee.

Continuous Registration for Culminating Activity/Field Work. Students who receive an IP for 594 (Thesis), 596 (Graduate Seminar), EDUC 581/582, or EDMT 574 (field work) and have not cleared it within one year following the end of the term or semester of registration, can extend their registration for six months with a one-semester-hour extension fee and approval of their sponsor/instructor. A maximum of four six-month extensions will be permitted within the five-year time limit for the completion of the degree.



Elizabeth McInnes, alumna and part-time Biology instructor

Photo: *Veero Der-Karabetian*

PROGRAMS

On the pages that follow, the degree, certificate, and credential programs offered by the University of La Verne are listed with the college and department that offers them. Topical lists follow, one undergraduate and one graduate, with the page numbers indicating location in this catalog.

UNDERGRADUATE PROGRAMS

In addition to the following established programs, undergraduate students at the central campus may design their own majors in one or more departments to meet their personal interests and needs. For further information on individualized majors, please consult the appropriate department(s) or the Registrar.

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- Anthropology — B.S.114
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- Ethnic Studies — minor83
- Psychology — B.S.107
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- Economics — B.S.119
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- International Business & Language — B.S. 119
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- Communications — B.A.85
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- Environmental Management — B.A.83
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- M.S., Business Organizational Management125

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- M.S., Child Life88

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COLLEGE of ARTS and SCIENCES

Dean: John Gingrich

Assistant Dean: Aghop Der-Karabetian

ART DEPARTMENT

Chairperson: Ruth Trotter

Regular Faculty: Scarlet Arion,¹ Gary Colby, Nicholas Hadjitheodorou,¹ George Stone, Ruth Trotter. **Adjunct Faculty:** Rebecca Hamm, Damon Hitchcock,¹ Steven Nagler,¹ Ronald Pekar,¹ Gerald Slattum¹

¹Off-campus faculty

Art — B.A.

The Art Department is committed to providing an environment of instruction, assistance, and exploration in which the student can develop a sound foundation of knowledge and experience in the visual arts. This major gives the student a background in the fundamentals of the formal, technical, and theoretical concerns of the artist from both historical and contemporary perspectives. Students can prepare for a career as a professional artist, for graduate study in art, or for teaching. Harris Art Gallery and Carlson Photography Gallery programs expose students to professional and student exhibitions while providing opportunities for experiences in gallery work. The student majoring in art must complete the core requirements and those from his or her selected area of concentration: Studio Art, Photography, or Design.

Core Requirements:

ART 100	Art Experience	(3)
ART 120	Fundamentals of Design	(3)
ART 380	Contemporary Art Seminar	(4)
ART 499	Senior Project	(4)

Courses Required in All Concentrations:

ART 140	Drawing Techniques and Materials	(3)
ART 310	Art and Civilization: Ancient, <i>or</i>	
ART 311	Art and Civilization: Medieval and Renaissance	(2)

ART 312	Art and Civilization: Early Modern, <i>or</i>	
ART 313	Art and Civilization: Modern and Contemporary	(2)
PHOT 210	Elementary Photography	(3)
PHOT 211	Elementary Digital Imaging	(1)

Studio Art Concentration:

ART 150	Sculpture I	(3)
ART 260	Painting	(4)
ART 318	Art and Myth	(4)
ART 319	Women and Art	(4)
ART 340	Life Drawing I	(4)

Photography Concentration:

ART 319	Women and Art	(4)
PHOT 350	Color Photography	(4)
PHOT 450A	Special Projects in Photography I	(4)
PHOT 450B	Special Projects in Photography II	(4)

Design Concentration:

ART 221	Scene Design Studio I	(4)
ART 260	Painting	(4)
ART 320	Graphic Production Processes and Design for Publications	(4)
ART 322	Commercial Art Techniques	(4)
ART 326	Introduction to Advertising Design	(4)
ART 340	Life Drawing I	(4)

Art Minor

Requirements:

ART 100	Art Experience	(4)
ART 150	Sculpture I	(4)
ART 260	Painting	(4)
ART 310	Art and Civilization: Ancient, <i>or</i>	
ART 311	Art and Civilization: Medieval and Renaissance	(2)
ART 312	Art and Civilization: Early Modern, <i>or</i>	
ART 313	Art and Civilization: Modern and Contemporary	(2)
ART 318	Art and Myth, <i>or</i>	
ART 319	Women and Art	(4)
ART 340	Life Drawing I	(4)
ART 380	Contemporary Art Seminar	(4)

Programs — Behavioral Sciences

BEHAVIORAL SCIENCES DIVISION

Division Coordinator: Ann Wichman

Regular Faculty: Deborah Burris-Kitchen, Demetrios Carmocolias,¹ Eugenia Dallas,¹ Sharon Davis, Aghop Der-Karabetian, Michael Fakinos,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Melissa Johnson, Valerie Jordan, Kimberly Martin, Gloria Morrow, Mary Prieto-Bayard, Christina Rodriguez, Roger Russell, Darryl Stevens, Ann Wichman. **Adjunct Faculty:** Jean Albaum, Pamela Amor,¹ Barbara Bishop,¹ Susan Carter, Richard Dana, Edward Daube,¹ Wayne Henkleman, Robert Lewis, Myrna McDonald,¹ Henry McGrath,¹ Adrian Novotny,¹ Richard Rogers, James Thompson¹

¹Off-campus faculty

The Behavioral Sciences Division consists of the Sociology/Anthropology Department, the Psychology Department, and the Behavioral Sciences Program. Its mission is to promote an understanding of human behavior as a dynamic process of personal integration and social and global interdependence; to study behavior scientifically through interdisciplinary, theoretical, empirical, and applied approaches in the fields of Sociology, Psychology, and Anthropology; and to develop the capacity for informed and critical processing of information and the ability to live and work effectively. Students cannot double major in Behavioral Science programs.

Behavioral Sciences — B.S.

This major provides an opportunity to study human behavior from the perspectives of anthropology, psychology, and sociology. Two emphasis areas are available to students majoring in Behavioral Science: General and Ethnic Studies.

Core Requirements:

ANTH 250 Principles of Anthropology, or	
ANTH 330 Cultural Anthropology	(3-4)
PSY 250 Principles of Psychology	(3)
SOC 250 Principles of Sociology	(3)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)

BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project	(4)

General Concentration: This concentration allows students to experience a broad range of behavioral science perspectives on human behavior:

PSY 400 History of Psychology	(4)
SOC 400 Sociological Theory	(4)

Electives (General): 12 semester hours from the following or substitutes approved by the advisor:

ANTH 330 Cultural Anthropology	(4)
PSY 312 Abnormal Psychology	(4)
PSY 327 Health Psychology	(4)
SOC 320 Sociology of Deviance	(4)
SOC 340 Social Psychology	(4)

Ethnic Studies Concentration: This concentration permits students to utilize behavioral science perspectives to study contemporary U.S. multiethnic society:

BHV 320 Ethnic Relations	(4)
BHV 400 Theory & Research in Ethnic Studies	(4)

Two of the following:

BHV 325 African-American Experience	(4)
BHV 326 Latino Experience	(4)
BHV 327 Asian-American Experience	(4)

Electives (Ethnic Studies): A minimum of four semester hours from the following or substitutes approved by the advisor:

ANTH 330 Cultural Anthropology	(4)
ANTH 331 Culture and Personality	(4)
ANTH 340 Language and Culture	(4)
BHV 325 African-American Experience	(4)
BHV 326 Latino Experience	(4)
BHV 327 Asian-American Experience	(4)
BHV 409 Selected Topics in Behavioral Science	(4)
ECBU 353 Culture and Gender Issues in Management	(4)
ENG 380 World War II Holocaust Literature	(4)
ENG 385 Multicultural Literature	(4)
HIST 351 History of Latin America	(4)
HIST 353 History of Mexico	(4)
HIST 363 History of Asia	(4)
HIST 377 History of Africa	(4)
SOC 313 Urban Environments	(4)
SOC 320 Sociology of Deviance	(4)
SOC 324 Social Problems	(4)
SPAN 386 Chicano Literature	(4)

Programs — Behavioral Sciences and Biology

Behavioral Sciences Minor

Core Requirements:

ANTH 250 Principles of Anthropology,* or	
PSY 250 Principles of Psychology,* or	
SOC 250 Principles of Sociology*	(3)
ANTH 330 Cultural Anthropology	(4)
PSY 400 History of Psychology, or	
SOC 400 Sociological Theory, or	
ANTH 400 Anthropological Theory	(4)
PSY 309 Personality Theory and Research	(4)
SOC 324 Social Problems	(4)
ANTH, BHV, PSY, or SOC 300-400-level Elective	(4)

Ethnic Studies Minor

Core Requirements:

ANTH 250 Principles of Anthropology,* or	
SOC 250 Principles of Sociology*	(3)
BHV 320 Ethnic Relations	(4)
BHV 400 Theory and Research in Ethnic Studies	(4)
<i>Two of the following:</i>	
BHV 325 African-American Experience	(4)
BHV 326 Latino Experience	(4)
BHV 327 Asian-American Experience	(4)
One approved 300-400-level elective	(4)

**If student has a Behavioral Sciences Division major, another course from the Behavioral Sciences should be substituted.*

BIOLOGY DEPARTMENT

Chairperson: Harvey Good

Regular Faculty: Harvey Good, Jay Jones, Dan Merritt, Robert Neher, Ron Scogin, Farah Sogo, Alice Tamaccio-Pappas¹. **Adjunct Faculty:** Fredda Fox, Hayden Williams¹

¹Off-campus faculty

The Biology Department offers majors to prepare students for the health professions, teaching, environmental management, and research, and it encourages interdepartmental majors. Opportunities are available for collaborative study in special areas of staff interest. B.A. and B.S. majors are developed with the advice of the student's advisor.

Biology — B.A./B.S.

Core Requirements:

BIOL 201, 202 General Biology I, II	(5,5)
BIOL 311 Genetics	(4)
BIOL 312 Environmental Biology	(4)
BIOL 313 Developmental Biology	(4)
BIOL 314 Biochemistry	(5)
BIOL 499 Senior Project/Thesis	(1-4)
NASC 370 Science Seminar (4 sem.)	(1,1,1,1)

Electives: A minimum of 12 semester hours of upper-division Biology courses.

Supportive Requirements:

CHEM 201, 202 General Chemistry I, II	(5,5)
CHEM 311, 312 Organic Chemistry I, II	(5,5)
MATH 201 Calculus I	(4)
PHYS 201, 202 General Physics I, II	(5,5)

Environmental Biology — B.A.

Program Chairperson: Harvey Good

Core Requirements:

BIOL 201, 202 General Biology I, II	(5,5)
BIOL 302 Microbiology	(4)
BIOL 312 Environmental Biology	(4)
BIOL 322 Aquatic Biology	(4)
BIOL 327 Mountain and Desert Biology	(4)
BIOL 376 Human and Environmental Toxicology	(4)
BIOL 499 Senior Project/Thesis	(1-4)
CHEM 420 Environmental Chemistry	(4)
NASC 201 General Geology	(4)

Supporting Requirements:

CHEM 201, 202 General Chemistry I, II	(5,5)
CHEM 311 Organic Chemistry I	(5)
MATH 105 Precalculus	(4)
NASC 370 Science Seminar (4 sem.)	(1,1,1,1)
PHYS 202 General Physics II	(5)

Environmental Management — B.A.

Program Chairperson: Robert Neher

Students may specialize in the area of environmental management, a field that deals with the problems of pollution, demography, contamination, management of resources, etc. Interdepartmental majors can be arranged with the departments of Biology, Chemistry, Business and Economics, History and Political Science, and Behavioral Science.

Programs — Biology and Chemistry

Recommended Core Courses:

BIOL 201, 202 General Biology I, II	(5,5)
BIOL 312 Environmental Biology	(4)
BIOL 328 Environmental Management	(4)
BIOL 376 Human & Environmental Toxicology	(4)
BIOL 499 Senior Project/Thesis	(1-4)
CHEM 201, 202 General Chemistry I, II	(5,5)
CHEM 420 Environmental Chemistry	(4)
ECBU 347 The Legal Environment of Business	(4)
ECBU 350 Principles of Management	(4)
NASC 201 General Geology	(4)
NASC 370 Science Seminar (4 sem.)(1,1,1,1)	
PHYS 201, 202 General Physics I, II	(5,5)

Recommended General Education:

ECBU 220 or 221 Economic Analysis I or II	(4)
ECBU 343 Foundations of Business Ethics	(4)
BHV 305 Statistics, or	
ECBU 370 Business Statistics	(4)

Electives: A minimum of 4 semester hours.

Natural History — B.A.

Program Chairperson: Robert Neher

The Natural History Major is tailored to the individual student's needs. It is similar to the Biology Major, but is less technical and more descriptive. Interested students should contact the program chairperson.

CHEMISTRY DEPARTMENT

Chairperson: Iraj Parchamazad

Regular Faculty: Jay Jones, Mark Nelson, Iraj Parchamazad. **Adjunct Faculty:** Ernest Ikenberry, Nick Vardafsis¹

¹Off-campus faculty

The Chemistry Department provides a solid theoretical- and experimental-based bachelor's program in Chemistry in preparation for graduate study in chemistry, the medical professions, and employment in chemistry-related professions. The Department strongly encourages hands-on laboratory experience with instrumentation. Ample opportunity exists for participation in research and other professional activities.

Chemistry — B.A./B.S.

Core Requirements:

CHEM 201, 202 General Chemistry I, II	(5,5)
CHEM 230, 430 Analytical Chemistry I, II	(4,4)
CHEM 311, 312 Organic Chemistry I, II	(5,5)
CHEM 411, 412 Physical Chemistry I, II	(4,4)
NASC 370 Science Seminar (4 sem.)	(1,1,1,1)

Electives: All of the following for the B.S.; one for the B.A.:

CHEM 314 Biochemistry	(5)
CHEM 440 Inorganic Chemistry	(4)
CHEM 450 Advanced Organic Chemistry	(4)

Supportive Requirements: Students must show competency in mathematics (or MATH 201, 202), physics (PHYS 201, 202), and biology (BIOL 201, 202).

Culminating Requirements:

CHEM 499 Senior Project	(1-4)
Comprehensive Examination	(0)

Certificate Programs in Chemistry

In addition to the traditional B.S. program, the department offers three certificates which link pure theoretical chemistry with chemical engineering: Solar Photochemistry and Technology, Environmental Chemistry, and Analytical Instrumentation. The following are the courses in the programs:

CHEM 400 Fundamentals of Electronics, Optics, and Computers	(4)
CHEM 401 Introduction to Scientific Principles of Chemical Engineering	(4)
CHEM 402 Environmental Chemistry and Technology	(4)
CHEM 403 Solar Photochemical and Thermal Process	(4)
CHEM 404 Instrumental Analysis I	(4)
CHEM 405 Instrumental Analysis II	(4)
CHEM 406 Selected Topics in Energy Technology	(4)
CHEM 407 Selected Topics in Environmental Technology	(4)

Program requirements are as follows:

Solar Photochemistry and Technology

Requirements: CHEM 400, 401, 403, 405

Electives: One of the remaining four courses.

Programs — Communications Department

Environmental Chemistry

Requirements: CHEM 401, 402, 404, 407

Electives: One of the remaining four courses.

Analytical Instrumentation

Requirements: CHEM 400, 401, 404, 405

Electives: One of the remaining four courses.

COMMUNICATIONS DEPARTMENT

Chairperson: George Keeler

Regular Faculty: Eric Bishop, Gary Colby, George Keeler, Michael Laponis, Don Pollock, Robert Rivera, Jason Sandford. **Adjunct Faculty:** Charles Basham

Broadcasting — B.A.

The broadcasting program gives students a solid introduction to the entire field of broadcasting, allowing them to select emphases and internships in either television or radio. It requires a minimum of 40 semester hours.

Core Requirements:

JOUR 100	News Reporting	(4)
RDIO 112	Radio and TV Audio Controls and Techniques	(4)
RDIO/TV 166	Introduction to Mass Media	(3)
RDIO 220A	Radio Production I	(4)
TV 220A	Fundamentals of Video Production I	(4)
RDIO/TV 305	Radio and TV Newswriting and Editing	(4)
TV 400	Designing the Media Message	(4)
RDIO/TV 460	Law and the Mass Media	(4)
RDIO/TV 467	Ethics of Mass Media—Printed and Electronic	(4)

Radio Emphasis: The following courses plus up to three additional semester hours in upper-division electives (depending upon the number of semester hours taken in the internship) to meet residency requirements in the major.

RDIO 220B	Radio Production II	(4)
RDIO 426A	Radio Station Operation I	(2)
RDIO 497	Internship	(1-4)
RDIO 499	Senior Seminar	(2)

Television Emphasis: The following courses plus up to three additional semester hours in upper-division electives (depending upon the number of semester hours taken in the internship) to meet residency requirements in the major.

TV 220B	Intermediate Video Production	(4)
TV 320A	Advanced Video Production I	(2)
TV 330	Television Editing	(4)
TV 497	Internship	(1-4)
TV 499	Senior Seminar	(2)

Communications — B.A.

The Communications Major allows the student to design a program in the mass media to fulfill individual needs. The major requires a minimum of 40 semester hours of communications courses.

Core Requirements:

JOUR 100	News Reporting	(4)
JOUR 166	Introduction to Mass Media	(3)
JOUR 261	Careers in Communications Media	(2)
JOUR 460	Law and the Mass Media, <i>or</i>	
JOUR 467	Ethics of Mass Media—Printed and Electronic	(4)
JOUR 499	Senior Seminar	(2)
PHOT 210	Elementary Photography	(3)
PHOT 211	Elementary Digital Imaging	(1)
RDIO 220A	Radio Production I	(4)
TV 220A	Fundamentals of Video Production I	(4)
SPCM 260	Oral Communication for the Media	(4)
Production courses in JOUR, PHOT, RDIO, SPCM, and/or TV		(6)

Electives: A minimum of 12-18 semester hours of upper division JOUR, PHOT, RDIO, SPCM, or TV courses.

Journalism — B.A.

The journalism program prepares students for careers in the news media. By following the journalism emphasis or the photojournalism concentration, students prepare for positions on newspapers and magazines as reporters, photographers, columnists, and editorial writers, or for positions in public relations. It requires a minimum of 40 semester hours.

Core Requirements:

JOUR 100	News Reporting	(4)
JOUR 115	News Editing	(2)

Programs — Communications and Education

- JOUR 315 Syntax and Grammar for the Professional Writer (4)
JOUR 317 Graphic Production Processes and Design for Publications (4)
JOUR 460 Law and the Mass Media (4)
JOUR 467 Ethics of Mass Media—Printed and Electronic (4)
JOUR 499 Senior Seminar (2)
PHOT 210 Elementary Photography (3)
PHOT 211 Elementary Digital Imaging (1)

Journalism Emphasis:

Program Chairperson: George Keeler

- JOUR 220A,B Newspaper Production I,II (2,2)
JOUR 300 Advanced News Reporting (4)
JOUR 307 Editorial Writing (2)
JOUR 325A Magazine Production I (2)
JOUR 497 Internship (1-4)

Photojournalism Concentration:

Program Chairperson: Gary Colby

- PHOT 327A-D Staff Photography I, II, III, IV (2,2,2,2)
PHOT 350 Color Photography (4)
PHOT 450A Special Project in Photography I (4)
PHOT 497 Internship (4)

EDUCATION DEPARTMENT

Chairperson: Thomas McGuire

Regular Faculty: Robert Burns, Yvonne Davis, James Dunne, Anita Flemington, Robert Hansen, June Marsh, Thomas McGuire, Barbara Nicoll, Jan Pilgreen, Margaret Redman, John Roseman, Emily Shoemaker, Pat Taylor, Robert Wakeling, Leslie Young. **Adjunct Faculty:** Francesca Bero,¹ Paul Carr,¹ Wayne Carter,¹ Christy Cleveland,¹ Nancy Dunn,¹ Thomas Gemma,¹ Barbara Glazer,¹ Jean Laub,¹ Clark Lewis,¹ Julia Linfesty, Robert Martin,¹ Matthew McCann, Hugh McGowan, Ben Miles,¹ Candy Miller,¹ George Montgomery,¹ Gail Moore, Gary Moore,¹ Mary Morris,¹ Lee Negri,¹ Sallie Phillips,¹ Ann Raymond, Miles Richmond,¹ Thomas Riley,¹ Marie Robinet,¹ Neil Stone,¹ Joel Tankenson,¹ Barry Turner¹, Irene Valos¹

¹Off-campus faculty

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Barbara Nicoll

The Child Development Major is designed for students planning careers in early childhood education in public or private schools and/or social service agencies. The program focuses on studies of the growth and development of children in relation to the family, school, and community. The Child Development Major is designed as a complete four-year program at La Verne, but it also complements community college programs in Early Childhood Education. Community college students are encouraged to apply, as their coursework is fully transferable to our program. The degree requires a minimum of 44 semester hours in the major of which at least 24 must be at the upper-division level.

Core Requirements:

- EDUC 251 Curriculum Development for Early Childhood Education (3)
EDUC 253 Child, Family, and Community (3)
EDUC 350 Child Psychology and Development (3)
EDUC 354F Child Observation/Practicum (4)

Programs — Education Department

EDUC 454F	Early Childhood Teaching	(4)
EDUC 499	Senior Project	(4)

Elective Requirements: A minimum of 24 semester hours from the following:

EDUC 252	Early Childhood Environments	(3)
EDUC 417	Literature for Children and Adolescents	(3)
EDUC 445	Personal Communication for Teachers of Young Children	(3)
EDUC 451	Infant Group Care and Curriculum	(3)
EDUC 452	Parenting for Early Childhood Educators	(3)
EDUC 453A	Supervision and Administration of Programs for Young Children	(3)
EDUC 453B	Advanced Supervision and Administration of Programs for Young Children	(3)
MATH 489	Developmental Mathematics	(4)
EDUC 412	Theories and Methods of Bilingual Education, English Language Development and Specially Designed Academic Instruction	(4)
EDUC 415M	Teaching of Reading, Multiple Subject	(4)
SPED 457	Identification and Remediation of Special Needs Children	(3)

Specialization: A minimum of 9 semester hours in one of the following: Administration, Infant Care, Bilingual/Bicultural, or Special Needs.

Child Development — M.S.

Program Chairperson: Barbara Nicoll

This program is intended for those professionals and supervisors in the field of child development who wish to increase their understanding of the physical, intellectual, and emotional development of children. It emphasizes the study of children and the theories and issues concerned with growth and development. This degree will enable a student to qualify to teach in a California community college.

Prerequisites: A bachelor's degree from an accredited college or university that includes the following courses: Child Psychology, Early Childhood Curriculum, Practicum or Field Work, Identification and Remediation of the Exceptional Child, and courses in child development, nutrition, and human development.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)
EDUC 550	Human Development	(3)

Area of Concentration: 18 semester hours

EDUC 445	Personal Communication for Teachers of Young Children	(3)
EDUC 452	Parenting for Early Childhood Educators	(3)
EDUC 453	Supervision and Administration of Programs for Young Children	(3)
EDUC 503	Educational Psychology	(3)
EDUC 554F	Advanced Child Development Field Work	(3)
EDUC 518	Language, Reading, and Concept Development	(3)

Electives: Three semester hours of courses selected on the advice of the program chairperson.

Culminating Activity: 3 semester hours

EDUC 596	Graduate Seminar	(3)
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Child Life — M.S.

Program Chairperson: Leslie Young

This program prepares individuals for careers working with children, from birth through adolescence, who are hospitalized or placed in medical facilities because of illness, injury, or disabling handicaps. The duties of the child life specialist include helping to minimize the stress and anxiety for children in medical facilities, helping children maintain their relationships with parents and families, providing opportunities for children to retain their independence and self-esteem, and working with other health care professionals charged with the care of children.

Total Program: 36 semester hours

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)
SPED 457	Identification and Remediation of the Exceptional Child	(3)

Area of Concentration: 24 semester hours

EDUC 450	Child Life Administration	(3)
EDUC 450H	Effects of Disease and Injuries on Hospitalized Children	(3)

Programs — Education Department

EDUC 450M	Helping Children Cope in the Health Care and Medical Setting	(3)
EDUC 450S	Developmental Process of Grieving	(3)
EDUC 450T	Play Techniques and Pediatrics	(3)
EDUC 452	Parenting for Early Childhood Educators	(3)
EDUC 553F	Child Life Field Work III	(3)
EDUC 553P	Child Life Field Work IV	(3)

If any of the above courses were taken as part of an undergraduate program, students should choose substitutes with approval of the program chairperson.

Culminating Activity: 3 semester hours

EDUC 596	Graduate Seminar	(3)
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Child Life Specialist — Certificate

This program prepares individuals for careers working with medically fragile and hospitalized children from birth through adolescence. The Child Life Specialist is a professional who strives to minimize the stress and anxiety that children and adolescents experience while undergoing medical treatment. This is accomplished through varied interventions, including therapeutic play, maintenance of relationships with parents and families, and the provision of opportunities for children to retain their independence and self-esteem. The Certificate can be acquired as part of the M.S., Child Development/Child Life. A student who completes 18 semester hours of Child Life courses is eligible for ULV's Child Life Specialist Certificate.

MASTER OF EDUCATION PROGRAM

Program Chairpersons: Robert Burns and
Tom McGuire

Education (Special Emphasis) — M.Ed.

This program is designed for students wishing to develop their own programs to meet special needs. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 503	Educational Psychology	(3)
EDUC 504	Methods of Research	(3)

Area of Concentration: 21 semester hours
Selected from established courses and independent studies.

Culminating Activity: 3 semester hours

EDUC 594	Thesis, <i>or</i>	
EDUC 596	Graduate Seminar	(3)

Teaching Credential/Master of Education Program. The Multiple Subject or Single Subject Teaching Credential may be earned as part of the M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Education: Advanced Teaching Skills — M.Ed.

This program is designed to provide classroom teachers the opportunity to develop greater understanding of student needs and characteristics, curriculum and instructional decision-making, and collaborative peer interaction.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 503	Educational Psychology	(3)
EDUC 504	Methods of Research	(3)

Area of Concentration: 21 semester hours
Seven of the following:

BHV 482	Family Violence and Abuse	(3)
EDUC 545	Dynamics of Human Interaction	(3)
EDUC 550	Human Development	(3)
EDUC 558	Behavior Intervention Strategies	(3)
EDUC 561	Cultural Diversity	(4)
EDUC 588	Curriculum Development and Instructional Technology	(3)
EDUC 590	Issues in Teaching	(3)
EDUC 599	Independent Study	(2-3)

Culminating Activity: 3 semester hours

EDUC 594	Thesis, <i>or</i>	
EDUC 596	Graduate Seminar	(3)

Programs — Education Department

Reading — M.Ed.

Program Chairperson: James Dunne

Director of Reading: Janice Pilgreen

This program is designed for professional educators who wish to increase their effectiveness in areas of reading, as classroom teachers, reading specialists, or administrators. The program may be taken concurrently with the California Commission-approved program leading to the Reading and Language Arts Specialist Credential.

Admission Requirement: Persons with less than a 3.0 GPA may be required to submit a Miller Analogies Test score to be considered for provisional admission.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501 Educational Assessment (3)

EDUC 503 Educational Psychology (3)

EDUC 504 Methods of Research (3)

Area of Concentration: 21 semester hours

EDUC 417 Literature for Children and Adolescents (3)

EDUC 514 Diagnosis, Prescription and Individualization (2)

EDUC 514F Field Experience: Diagnosis (2)

EDUC 515 The Reading Process—Theory and Application (3)

EDUC 515F Field Experience: Reading Process (2)

EDUC 510 Advanced Reading Methodology (3)

EDUC 518 Language, Reading, and Concept Development (3)

SPED 556 Counseling Exceptional Individuals and Their Families (3)

Culminating Activity: 3 semester hours

EDUC 594 Thesis, or (3)

EDUC 596 Graduate Seminar (3)

Reading and Language Arts Specialist Credential

Program Chairperson: James Dunne

Director of Reading: Janice Pilgreen

This program prepares the student for the Reading and Language Arts Specialist Credential. The program may be taken separately or concurrently with a master of education degree.

Prerequisites:

1. Credit in a Commission-approved course in the teaching of reading (the ULV-approved course is EDUC 415); or passage, with a minimum score of 680, of the Praxis Series Subject Assessment entitled "Introduction to Teaching of Reading" (Test No. 10200); or assessment of previous course work.

2. Proof of valid California Teaching Credential.

3. Letter verifying and evaluating teaching of reading experiences.

Total Program: 30 semester hours

Required courses are the same as those listed above for the M.Ed. in Reading with the exception of the culminating activity. A competency examination covering the terminal objectives of the reading specialist program is required of all candidates at the end of the program.

SCHOOL COUNSELING PROGRAM

Program Chairperson: Robert Hansen

School Counseling — M.S.; Pupil Personnel Services Credential

This program prepares qualified students to become professional school counselors and has been approved by the California Commission on Teacher Credentialing to recommend qualified candidates for the Pupil Personnel Services Credential with Advanced Specialization in School Counseling. Students desiring *only* a master's degree, in consultation with the program chairperson, may make some substitutions in the required courses. Students desiring *only* the Pupil Personnel Services Credential may delete EDUC 504, Methods of Research, and the culminating activity.

Admission Requirements: ULV's graduate admission requirements and the following

1. A GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above for any graduate work.

2. (a) A bachelor's degree in one of the behavioral sciences or (b) A valid teaching credential with a minimum of one year of full-time classroom teaching experience or (c) successful course work or experience demonstrating basic knowledge in

Programs — Education Department

the areas of general psychology, human learning and development, and human behavior.

3. A statement of purpose outlining reasons for seeking admission together with an autobiography.

4. Applicants without prior teaching experience are strongly encouraged to have at least one year of experience working with children or adolescents. This experience should be described in the statement of purpose and autobiography.

5. Three letters of reference addressing the applicant's potential as a school counselor, including one from the immediate supervisor.

6. An interview with the program chair or designee.

7. For applicants seeking the Pupil Personnel Services Credential, CBEST score card and pass card (prior to registration for EDUC 582).

Additional Requirements:

1. Demonstrated personal suitability for the school counseling profession before entering EDUC 581.

2. A Certificate of Clearance or a valid California teacher Credential before registration for EDUC 581.

Total Program: 33 semester hours (credential only); 37 semester hours (M.S. only); 39 semester hours (for credential and M.S.).

Area of Concentration: 33 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 543	School Guidance Seminar	(3)
EDUC 546	Introduction to School Counseling	(3)
EDUC 549	School Counseling Theories	(3)
EDUC 550	Human Development	(3)
EDUC 565	Career Development	(3)
EDUC 571	Individual Counseling Skills	(3)
EDUC 572	Group Counseling Skills	(3)
EDUC 573	Counseling Diverse Populations	(3)
EDUC 574	Facilitating/Consultation Skills	(3)
EDUC 581, 582	Supervised Field Experience— Level I, II	(1,2)

Culminating Activity: 6 semester hours

EDUC 504	Methods of Research	(3)
EDUC 594	Thesis, or	
EDUC 596	Graduate Seminar	(3)

SPECIAL EDUCATION PROGRAM

Program Chairperson: Pat Taylor.

Learning Handicapped — M.S.

This program is designed for those who wish to pursue specialized work in the area of special education. The program provides comprehensive training for those who wish to occupy positions with responsibility for the assessment, curriculum planning, and implementation of programs for children with special needs.

Total Program: 41 semester hours

The master of science degree professional area requirements can be fulfilled by the completion of the Special Education Specialist Credential: Learning Handicapped, with the addition of the following:

Core Courses: 6 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)

Culminating Activity: 3 semester hours

EDUC 596	Graduate Seminar	(3)
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Special Education Specialist Credential — Learning Handicapped

This program is designed for students who possess a valid single or multiple subject teaching credential and wish to pursue specialized work in the subject area of learning disability. The credential enables teachers to work with children who have learning disabilities or behavioral disorders, or who are educationally retarded.

Prerequisites:

EDUC 350 Child Psychology & Development (4)
An elementary or secondary teaching credential

Total Program: 32 semester hours

Core Courses: 13 semester hours

EDUC 514	Diagnosis, Prescription and Individualization	(2)
EDUC 514F	Field Experience: Diagnosis	(2)
EDUC 518	Language, Reading, and Concept Development	(3)
SPED 457	Identification and Remediation of the Exceptional Child	(3)
SPED 556	Counseling Exceptional Children and Parents	(3)

Programs — Education Department

Area of Concentration: 19 semester hours

- EDUC 515 The Reading Process:
Theory and Application (2)
- EDUC 515F Field Experience:
Reading Process (2)
- SPED 558 Behavioral Intervention Strategies (3)
- SPED 559 Problems and Practices in
Special Education (3)
- SPED 561 Curriculum Planning and Program
Evaluation—Learning Handicapped (3)
- SPED 568F Field Experience in Special
Education—Directed Teaching (6)

Special Education Resource Certificate

Total Program: 32 semester hours

Core Courses: 12 semester hours

- EDUC 545 Dynamics of Human Interaction (3)
- SPED 563 Resource Program in Special
Education (3)
- SPED 564 Assessment, Placements, & Admin-
istration in the Resource Program (3)
- SPED 569F Field Work in Resource Specialist (3)

Outside Electives: 5-6 semester hours

A minimum of two courses outside the field of specialization. These may include, but are not limited to, the following:

- EDMT 572 Educational Leadership (3)
- EDMT 577 Fiscal Resource Management
and Policy Development (3)
- EDUC 515 The Reading Process:
Theory and Application (2)
- SPED 455 Curriculum Development for
Young Handicapped Children (3)
- SPEC 458 Educating the Gifted Individual (3)

Electives from the Credential Program: (14-15 semester hours) With the exception of SPED 558F, any of the courses listed in the Special Education Specialist Credential—Learning Handicapped program as core courses or area of concentration courses may be applied toward the Special Education Resource Certificate.

TEACHER EDUCATION PROGRAM

Program Chairperson: Margaret Redman

The Teacher Educational Program at the University of La Verne emphasizes learning skills and humanistic approaches to teaching. It is designed specially to meet the requirements of multiple subject and single subject certification for the State of California. Students interested in obtaining a teaching credential should seek counseling through the Education Office (MA 152, ext. 4626), and must apply for the program prior to enrolling in classes. Out of state credentials are evaluated on an individual basis.

Admission Requirements:

- Application and personal interview
- CBEST score card and pass card
- Transcript(s) indicating 90 semester hours or more toward B.A./B.S. at time of application.
- 2.75 overall GPA¹
- 3.00 in a university/college-certified program for subject matter competence¹
- Constitution course or test
- Speech course or verification
- Writing competency sample
- Course in Child Psychology and Development (birth through adolescence) completed within the last five years.

For the Single Subject Credential a major in one of the subject areas listed or passage of Praxis and SSAT is required.

Majors in one of the subject areas or passage of the Praxis/SSAT: Agriculture,² Art,² Business,² English, Home Economics,² Industrial and Technology Education,² Mathematics, Foreign Language, Health Science,² Music, Physical Education, Science: Biological Sciences, Chemistry, Geo Sciences, Physics, Social Science.

¹Candidates with low GPA's must pass appropriate National Teachers Examination (NTE) and Single Subject Assessment for Teachers (SSAT) for Single Subject Credential or Multiple Subjects Assessment for Teachers (MSAT) for Multiple Subject Credential prior to application for student teaching.

²Not offered at the University of La Verne as a subject matter competence program. Non-waiver candidates must pass appropriate National Teachers Examination (NTE/Praxis) and Single Subject Assessment for Teachers (SSAT) for Single Subject Credential or Multiple Subjects Assessment for Teachers (MSAT) for Multiple Subject Credential prior to application for student teaching.

Programs — Education Department

Coursework Taken Prior to Student Teaching:

- EDUC 405 Foundations of Learning (3)
- EDUC 405P Directed Teaching—Practicum I (1)
- EDUC 406 Professional Skills and Competencies (3)
- EDUC 406P Directed Teaching—Practicum II (1)
- EDUC 408 Teaching-Learning Strategies (3)
- EDUC 408P Directed Teaching—Practicum III (1)

Admission to Student Teaching (EDUC 409): A candidate must apply to the Teacher Education Committee by November 15 for spring student teaching and by April 15 for fall student teaching. Acceptance is based on the following criteria:

- Certificate of clearance papers
- Earned 3.0 GPA in pre-student teaching Education classes and practicum experience
- Documentation of good health
- Personal characteristics necessary for teaching
- Accepted by ULV Teacher Education Committee

Cross-Cultural, Language, & Academic Development (CLAD) Emphasis. The requirements for the single or multiple subject CLAD Emphasis teaching credential are the same as for the basic teaching credential except that in the CLAD Emphasis the following additional requirements must be completed prior to acceptance for student teaching:

- College-level language other than English (3,3)
- EDUC 412 Theories and Methods of Bilingual Education, English Language Development, and Specially Designed Academic Instruction in English (4)

Student Teaching Coursework:

- EDUC 409 Directed Teaching in Elementary or Secondary (12)
- EDUC 415 Teaching of Reading (4)

Professional Clear Credential Requirements:

Candidates must apply for the Professional Clear Credential within five years after receiving the Preliminary Credential. A fifth year (28 semester hours) beyond the bachelor's degree is required. It must be approved by the department and include the following state-required courses:

- EDUC 420 Sex, Drugs, and Health Education (2)
- EDUC 584 Introduction to Computers in Education (4)

- SPED 457 Identification and Remediation of the Exceptional Child (3)
- CPR course, B level (infant, child, and adult)

Teaching Credential/Master of Education Program. The Multiple Subject or Single Subject Teaching Credential may be earned as part of the M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Bilingual Cross Cultural, Language, and Academic Development (BCLAD) Emphasis (Spanish). The requirements of the single or multiple subject BCLAD Emphasis teaching credential are the same as for the CLAD Emphasis teaching credential except that, in the BCLAD, Spanish language proficiency equivalent to or higher than level three on the Foreign Service Institute (FSI) scale as well as EDUC 413 must be completed prior to student teaching.

- EDUC 413 Methodology for Primary Language Instruction in a Bilingual Environment (Spanish) (4)

Cross-Cultural, Language, and Academic Development (CLAD) Certificate

This program is designed for credentialed teachers who wish to acquire the Cross-Cultural, Language, and Academic Development (CLAD) certificate. Applicants must possess a valid California Teaching Credential.

Required courses: 12 semester hours

- EDUC 412 Theories and Methods of Bilingual Education, English Language Development, and Specially Designed Academic Instruction in English (4)
- EDUC 419 Language and Literacy Development in English Language Learners (4)
- EDUC 561 Cultural Diversity (4)

Diversified — B.A.

This major is required of candidates for the Multiple Subject Teaching Credential and is subject to regulations prepared by the California Commission on Teacher Credentialing. Students are required to take core requirements (which subsume the general education requirements) and a subject area of emphasis. Each emphasis

Programs — Education Department

consists of 16-20 semester hours specified by the emphasis department, including a culminating activity. Other courses may substitute for required courses upon departmental approval.

Core Requirements:

English

- ENG 110, 111 College Writing A, B (3,3)
 ENG 250 Introduction to Literature, *or*
 ENG 336 Literature of Incarceration, *or*
 ENG 350 A *or* B *or* C *or* D Survey of English Literature I *or* II *or* III *or* IV, *or*
 ENG 353 *or* 354 *or* 355 American Literature I *or* II *or* III, *or*
 ENG 383 Myth in Literature, *or*
 ENG 385 Special Studies in American Literature, *or*
 LIT 362 Contemporary Latin American Literature in Translation, *or*
 LIT 363 German Literature in Translation, *or*
 LIT 365 French Literature in Translation, *or*
 LIT 386 Chicano Literature (3-4)
 ENG 413 Grammar Workshop (4)
 ENG 480 Literature for Children and Adolescents (3)
 SPCM 201 Fundamentals of Public Speaking, *or*
 THAR 311 Oral Communication (2)

Humanities

- ART 310 *or* 311 *or* 312 *or* 313 Art & Civilization, *or*
 ART 318 Art and Myth, *or*
 MUS 100 Music History and Appreciation, *or*
 MUS 354 Music and the Stage, *or*
 MUS 355 Jazz History, *or*
 MUS 359 World Music, *or*
 MUS 361 Survey of Rock Music (2-4)
 ART 472 Art for the Elementary Teacher (3)
 ECBU 343 Foundations of Business Ethics (3)
 MUS 481 Music in the Elementary School (2)
 PHIL 110 Issues in Philosophy, *or*
 PHIL 230 Introduction to Ethics (3)
 THAR 370 Children's Theatre, *or*
 THAR 470 Creative Drama for Teachers (2 *or* 4)

Social Science

- ANTH 250 Principles of Anthropology, *or*
 ANTH 330 Cultural Anthropology, *or*
 BHV 320 Ethnic Relations, *or*
 PSY 200 Psychology of Adjustment, *or*
 PSY 250 Principles of Psychology, *or*
 SOC 250 Principles of Sociology, *or*
 SOC 324 Social Problems (3-4)

- GEOG 201 Introduction to Geography (4)
 HIST 101 *or* 102 World Civilizations I *or* II (3)
 HIST 110 United States History and Cultures (3)
 MSS 001 Fitness for Life (1)
 MSS 002-099 Instructional Activity Course (1)
 MSS 330 Physical Education for Elementary School Teachers (4)
 PSY 307 Child Psychology and Development (4)

Mathematics and Science

- BIOL 101, 101L Life Science: The Human Environment, *or*
 BIOL 201, 201L General Biology I (4-5)
 CMPS 100 Introduction to Personal Computing, *or*
 CMPS 110 Introduction to Computer Science and Engineering, *or*
 ECBU 310 Computer Applications in Business (4)
 MATH 104 College Algebra, *or*
 MATH 170 Mathematics in Society, *or*
 MATH/ECBU 172 Math Methods for Business and Economics (3)
 MATH 210 Introduction to Computer Utilization (4)
 MATH 489 Developmental Mathematics (4)
 NASC 102, 102L Physical Science: The Human Environment (3,1)

Areas of Emphasis: One of the following:

Art Emphasis:

- ART 310 Art and Civilization: Ancient, *or*
 ART 311 Art and Civilization: Medieval and Renaissance (2)
 ART 312 Art and Civilization: Early Modern, *or*
 ART 313 Art and Civilization: Modern and Contemporary (2)
 ART 318 Art and Myth, *or*
 ART 319 Women and Art (4)
 ART 340 Life Drawing, *or*
 ART 350 Sculpture II (4)

Biology Emphasis:

- BIOL 201, 202 General Biology I, II (5,5)
 CHEM 201 General Chemistry I (5)
Three of the following:
 BIOL 311 Genetics (4)
 BIOL 312 Environmental Biology (4)
 BIOL 313 Developmental Biology (4)
 BIOL 343 Human Anatomy (4)
 BIOL 344 Human Physiology (4)

Programs — Education Department

Child Development Emphasis:

- EDUC 445 Personal Communication for Teachers of Young Children (3)
 EDUC 452 Parenting for Early Childhood Educators (3)
 EDUC 453A Supervision and Administration of Programs for Young Children (3)
 EDUC 454F Early Childhood Teaching (4)

Communications Emphasis:

- JOUR 166 Introduction to the Mass Media *or*
 JOUR 100 News Reporting (4)
Three of the following:
 JOUR 315 Syntax and Grammar for the Professional Writer (4)
 JOUR 317 Graphic Production Processes and Design for Publications (4)
 JOUR 328 Media Sales (4)
 JOUR 330 Theory and Principles of Public Relations (4)
 JOUR 397 Communications Field Work (4)
 JOUR 430 Public Relations Methods (4)
 JOUR 460 Law and the Mass Media (4)
 JOUR 465 History of the Mass Media (4)
 JOUR 467 Ethics of the Mass Media (4)
 RDIO/TV 305 Radio and TV Newswriting and Editing (4)
 RDIO/TV 400 Designing the Media Message (4)
 TV 351 Playwriting and Screenwriting I (4)

Creative Writing Emphasis:

- ENG 210 Writing Workshop (3)
 ENG 300 Writing for the Visual Arts (3)
 ENG 312 Creative Writing (3)
 ENG 313 Advanced Creative Writing (4)
A minimum of 3 semester hours:
 ENG 316 Playwriting and Screenwriting (4)
 ENG 399 Independent Study: *Prism* (1)
 ENG 399 Independent Study: *La Vernacula* (1)

English Emphasis:

- Upper division multicultural literature course
 Upper division English literature survey course
 Upper division American literature survey course
 An additional multicultural literature class, *or*
 A genre class, *or*
 A thematic class

Ethnic Studies Emphasis:

- BHV 320 Ethnic Relations (4)
Two of the following:
 BHV 325 African-American Experience (4)
 BHV 326 Latino Experience (4)
 BHV 327 Asian-American Experience (4)

Foreign Language Emphasis:

- 3 300-400-level SPAN or FREN courses (4,4,4)

History Emphasis:

- HIST 316 History of California, *or*
 HIST 412 Study of the Westward Movement (4)
 HIST 333 Early Modern Europe, *or*
 HIST 334 Late Modern Europe, *or*
 HIST 439 Western Europe in the 20th Century (4)
 HIST 363 History of Asia, *or*
 HIST 462 History of Modern Japan, *or*
 HIST 464 Chinese Communism (4)

Human Development Emphasis:

- PSY 303 Learning and Behavior Change, *or*
 PSY 407 Life Span Development (4)
 PSY 308 Social Psychology, *or*
 SOC 324 Social Problems (4)
 ANTH 330 Cultural Anthropology, *or*
 PSY 306 Cognitive Psychology, *or*
 SOC 307 Sociology of the Family (4)

Mathematics Emphasis:

- MATH 201 Calculus I (4)
Two of the following:
 MATH 327 Discrete Mathematics (4)
 MATH 351 Probability (4)
 MATH 361 FORTRAN, *or*
 MATH 363 PASCAL (4)
 MATH 482 History of Mathematics (4)

Music Emphasis:

- MUS 230 Theory I (4)
A minimum of 12 semester hours:
 MUS 330 Theory III (4)
 MUS 332 Theory IV (4)
 MUS 351 and/or 352 and/or 353 History and Literature of Music (4,4,4)
 MUS 354 Music and the Stage (3)
 MUS 355 Jazz History (3)
 MUS 356 Music of Women Composers and Performers (3)
 MUS 358 American Music (3)
 MUS 359 World Music (3)
 MUS 362 Music of Latin America (3)

Peace Studies Emphasis:

- HUM 110 Introduction to Peace Studies (3)
 HUM 302 Conflict Resolution and Non-Violence (3)
A minimum of 9 semester hours:
 ANTH 330 Cultural Anthropology (4)
 BHV 311 Sexuality and Gender Issues (4)
 BHV 320 Ethnic Relations (4)
 BHV 481 Management of Anger and Conflict (3)

Programs — Education and English

BIOL 374	Science and Society	(4)
ENG 336	Literature of Incarceration	(4)
ENG 490	Journey in Literature	(4)
PLSC 301	American Government and Politics	(3)
PLSC 351	International Relations	(4)
PLSC 451	International Law and Politics	(4)
REL 345	Female Psyche and Spirit in the Christian Tradition	(4)
REL 360	Religion and Violence	(4)
REL 361	Religion and Ecology	(4)

Movement and Sports Science Emphasis:

MSS 011 and MSS 038 and 1 other from MSS 002-049	(1,1,1)
BIOL 343	Human Anatomy (4)
MSS 323	Scientific Principles of Movement (3)
MSS 455	Kinesiology, or
MSS 456	Physiology of Exercise (4)

Theatre Arts Emphasis:

THAR 315	Performance Interterm	(4)
THAR 355	Directing Studio	(4)
THAR 370	Children's Theatre	(4)
THAR 470	Creative Drama for Teachers	(2)

World Literature Emphasis:

A minimum of 12 semester hours:

ENG 382	Major Authors	(4)
ENG 383	Myth in Literature	(4)
ENG 385	Special Studies in American Literature	(4)
ENG 447	Masters of the Drama	(4)
LIT 361	Mexican Literature in Translation	(4)
LIT 362	Contemporary Latin American Literature in Translation	(4)
LIT 363	German Literature in Translation	(4)
LIT 365	French Literature in Translation	(4)
LIT 386	Chicano Literature	(4)

Culminating Activity:

EDUC 499D	Culminating Experience for Diversified Majors	(4)
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Entrance Requirement for Credential Program:

- Completion of the US Constitution requirement by passing PLSC 301 or the Constitution examination.
- 3.0 GPA in major.
- Overall 2.75 GPA.

ENGLISH DEPARTMENT

Chairperson: David Werner

Regular Faculty: Bill Cook, Athanassis Douvris,¹ Catherine Henley Erickson, Carol Fetty, Rhoda Kachuck, Adriane Kalfopoulou,¹ Kenneth Scambray, Don Schofield,¹ David Werner, Dorena Wright.

¹Off-campus faculty

English — B.A.

Program Chairperson: Rhoda Kachuck

English studies are designed to help students sharpen their understanding, enhance their enjoyment, and heighten their awareness of themselves and their world. The approach is through language and literature, the emphasis equally on aesthetic qualities and on imaginative writing as expression of and discourse on human concerns and values.

To complete an English major a student must demonstrate ability to read and critically analyze the major genres, to write clearly and coherently, to know and use basic linguistic concepts, to employ intelligently the vocabulary of literary study, and to understand major events in literary history and their relation to the world at large.

In selecting the courses in the major below, the student must take at least one course in drama, one course in the novel, and one course in poetry. Students wishing to take the single subject major in English must also take ENG 497, English and Writing in the Secondary School (4). The English major requires 48 semester hours; the waiver requires 52.

Core Requirements:

ENG 270	Introduction to Language	(4)
ENG 350 A,B,C,D	Survey of English Literature I,II,III,IV*	(4,4,4,4)
ENG 353, 354, 355	American Literature I,II,III*	(4,4,4)
ENG 340	Shakespeare	(4)
ENG 499	Senior Thesis/Exam	(4)

*Possible substitutions for some of these survey courses are available with the consent of the department.

Electives: A minimum of 12 semester hours in upper-division ENG literature courses.

Programs — English and History

English Minor

Requirements:

- One survey of American literature (4)
- One survey of English literature (4)
- One course in Shakespeare (4)
- One additional 400-level ENG course (4)
- Two ENG electives (4,4)

Comparative Literature — B.A.

Program Chairpersons: Gerard Lavatori and
Dorena Wright

Core Requirements:

- One upper-division literature course
in French, German, or Spanish (4)
- CMPL 390 Critical Theory: Approaches
to Literature (4)
- CMPL 498 Senior Seminar—Comparative
Literature (4)
- ENG 385 Special Studies in American
Literature (4)
- One survey of English Literature (4)
- One survey of American Literature (4)
- One course in Shakespeare (4)
- One genre course (4)

Electives: A minimum of 16 semester hours of upper-division ENG, FREN, GERM, and SPAN courses involving comparative literature.

FINE ARTS DEPARTMENTS

Faculty Representative: Ruth Trotter

The University of La Verne's Fine Arts Program consists of the Departments of Art, Music, Photography, and Theatre Arts. For a complete listing of faculty and offerings, see the separate departmental and program listings in this catalog.

HISTORY AND POLITICAL SCIENCE DEPARTMENT

Chairperson: Richard Gelm

Regular Faculty: Paul Angelides,¹ Richard Gelm, John Jang, James Le Sueur, Jack Meek, Stephen Sayles, Kamol Somvichian. **Adjunct Faculty:** Christos Doumas,¹ Herbert Hogan, Angelo Montante,¹ John Murphy,¹ George Peppas¹

¹Off-campus faculty

History — B.A.

A variety of courses are offered to allow students to develop their own interests and attain their professional objectives. Individualized majors in such areas as non-Western History and History of the West are available.

Core Requirements:

- HIST 311, 312 Development of American
Democracy I,II (4,4)
- HIST 333 Early Modern Europe, *or*
- HIST 334 Late Modern Europe (4)
- HIST 363 History of Asia (4)
- HIST 389 Study of History (4)
- HIST 425 Intellectual History of United
States Since 1865 (4)
- HIST 499 Senior Seminar (2)

Electives: A minimum of 14 semester hours in the upper-division courses in the student's area(s) of emphasis.

History Minor

Core Requirements:

- HIST 311, 312 Development of American
Democracy I,II (4,4)
- HIST 425 Intellectual History of United
States Since 1865 (4)

Electives: A minimum of 12 semester hours in upper-division non-US History courses.

Political Science — B.A.

A variety of courses are offered to allow students to develop their own interests and attain their professional objectives. Individualized majors in such areas as Minority Studies, Political Studies, and Urban Affairs are available.

Programs — Political Science and Honors

Core Requirements:

- PLSC 301 American Government and Politics (3)
- PLSC 351 International Relations (4)
- PLSC 371 Classical Political Philosophies, *or*
- PLSC 373 Modern Political Theory (4)
- PLSC 499 Senior Seminar (2)

Electives: A minimum of 28 semester hours in upper-division Political Science courses.

Political Science Minor

Core Requirements:

- PLSC 301 American Government and Politics (3)
- PLSC 351 International Relations (4)
- PLSC 373 Modern Political Theory (4)

Electives: A minimum of 13 semester hours in upper-division Political Science courses.

HONORS PROGRAM

Program Chairperson: Andrea Labinger

For students who have demonstrated exceptional academic achievement and motivation, the ULV Honors Program offers increased opportunities for intellectual and personal growth. Participants in the Honors Program can enrich their undergraduate experience through a special Honors curriculum that emphasizes critical thinking skills and the integration of knowledge from various disciplines, through individualized attention from faculty mentors, and through community outreach activities and cultural programs.

All eligible undergraduate students, regardless of major, are invited to apply, but participation in the program is completely voluntary. Students who complete the entire program receive the designation "Honors Program Graduate" on their diplomas and transcripts. Students who complete a minimum of two Interdisciplinary Seminars and a total of at least 10 units in Honors receive the designation "Honors Program Participant" on their transcripts. Besides these benefits, students in the program also receive specialized academic advising, greater opportunities for original research and study, and additional enrichment activities, including guest lectures. They are also eligible for Honors Scholarships.

Eligibility Requirements: Entering freshmen must have a minimum high school GPA of 3.5, minimum combined SAT scores of 1050, and the recommendations of two high school instructors. Currently enrolled students and transfer students must have a minimum GPA of 3.3 and the recommendation of two instructors. Interested students who do not meet these criteria are welcome to apply. All applications are considered on an individual basis; final acceptance is determined by the Honors Program Committee.

Core Requirements:

- HONR 300 Interdisciplinary Seminar I (4)
- HONR 310 Interdisciplinary Seminar II (4)
- HONR 320 Interdisciplinary Seminar III (4)
- HONR 330 Interdisciplinary Seminar IV (4)
- HONR 370 Honors Colloquium (3 semesters minimum) (3-8)
- HONR 499 Interdisciplinary Senior Seminar (1-4)

INTERDISCIPLINARY PROGRAMS

General Studies — A.A.

(Available only at selected locations.)

Core Requirements: A minimum of six semester hours in each of the following areas (courses used for general education requirements may also be used in the major):

Written and Spoken English (Public Speaking Optional) (Acceptable courses are marked GEWE1, GEWE2, and GESE below.)

Fine Arts

Humanities (Literature, Philosophy, Religion)

Natural Science

Social Science

Latin American Studies Minor

Program Chairperson: Andrea Labinger

Core Requirements:

- ENG 362 Contemporary Latin American Literature in Translation (4)
- HIST 351 History of Latin America (4)

Electives: A minimum of 12 semester hours if all upper division, 16 if not, selected from the following or others with permission of the chairperson:

Programs — Liberal Arts, Peace Studies, and International Studies

BHV 326	Latino Experience	(4)
PLSC 363	Politics of Developing Nations	(4)
REL 242	Contemporary Issues in the Catholic Faith	(3)
SPAN 321	Hispanic Civilization and Culture II	(4)

Liberal Arts — B.A.

Program Coordinator: Teresa Bader-Hull

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or problem area of the student's choosing. It is ideal for students planning to pursue graduate work in disciplines which require a broad-based bachelor's degree. To view a list of courses which can be selected for core requirements, see the program coordinator.

Core Requirements:

300-400-level Languages/Literatures course	(3-4)
300-400-level REL or PHIL course	(3-4)
300-400-level JOUR, RDIO, or TV course	(4)
300-400-level ART, MUS, or THAR course	(3-4)
300-400-level ANTH, PSY, or SOC course	(4)
300-400-level HIST or PLSC course	(3-4)
300-400-level Economics course	(4)
300-400-level BIOL or CHEM course	(3-4)
LA 390 Research Methods	(3)
LA 499 Senior Seminar/Project	(2-4)

Concentration: The concentration consists of 20 semester hours, focusing on the student's theme or problem area, chosen by the student in consultation with an academic advisor.

Peace Studies Minor

Program Coordinator: Deborah Roberts

The Peace Studies interdisciplinary minor examines the process of engagement between the individual and the human and natural environments in a context that affirms mutual welfare and cooperative security.

Core Requirements:

HUM 110	Introduction to Peace Studies	(3)
HUM 302	Conflict Resolution and Non-Violence	(3)
HUM 310	Peace Studies Colloquium	(1,1,1,1)
HUM 410	Peace Studies Seminar	(3)

Electives: A minimum of 12 semester hours approved by a Peace Studies advisor and taken concurrently with Peace Studies Colloquium.

Social Science — B.A.

Program Chairperson: Stephen Sayles

Lower-Division Requirements: A minimum of 12 semester hours of courses selected from at least three of the following fields:

Anthropology	History
Political Science	Psychology
Economics	Public Administration
Geography	Sociology

Upper-Division Requirements: 42-44 semester hours from the above fields distributed as follows:

16 semester hours, departmentally approved, in one of the fields	(16)
12 semester hours in a second field	(12)
8 semester hours in a third field	(8)
4 additional semester hours in one of the three fields	(4)
Senior Seminar/Project in the field with 16 semester hours (#1 above)	(2-4)

INTERNATIONAL STUDIES

International Studies — B.A.

Program Chairperson: John Jang

The International Studies major combines an area of study (Asia, Europe, Latin America, or the Middle East) with a strong academic core program to provide an understanding of the diverse nature of world affairs

Prerequisites: Two years of a foreign language.

Core Requirements:

ECBU 325	International Economics	(4)
PLSC 351	International Relations	(4)
REL 300	World Religions: West, or	
REL 305	World Religions: East	(3-4)
PLSC 499	Senior Seminar	(2)
<i>International Students only:</i>		
PLSC 301	American Government and Politics	(3)
<i>United States students only:</i>		
PLSC 452	Comparative Government and Politics	(4)

Electives: A minimum of 20 semester hours in upper-division courses in the student's area(s) of emphasis.

European Studies Concentration (Athens campus only): This concentration examines the

Programs — International Studies and Mathematics

events, ideas, traditions, and changes that have shaped Europe from 1945 to the present. A minimum of two terms of study in a European country other than Greece in an approved program is required. An internship relevant to the student's area of emphasis is highly recommended. Internships require approval of the program chair in Athens and may be taken for up to 8 semester hours of credit.

Students in this concentration must complete the prerequisites and core requirements of the major with the exception of REL 300/305, which is not required. Instead of the electives, students must take the following:

HIST 439	Western Europe in the 20th Century	(4)
PLSC 453	European Government and Politics	(4)
PLSC 454	European Union Institutions	(4)
ECBU 444	The Economics of the European Union	(4)
Approved electives (including internship and study abroad)		(8)

LANGUAGES AND LITERATURES DIVISION

Chairperson: Gerard Lavatori

The University of La Verne's Languages and Literatures Division consists of the English Department, the Modern Languages Department, the Writing Program, and the ESL Program,. For a complete listing of faculty and offerings, see the separate department and program listings in this catalog.

COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Mathematics — B.A./B.S.

Regular Faculty: Michael Frantz, Xiaoyan Liu, Themistocles Rassias,¹ Rick Simon. **Adjunct Faculty:** Ann Raymond, James Ingersoll,¹ Gary Westfahl,¹ Rex Winters¹

¹Off-campus faculty

The mathematics program offers students preparation for graduate study, careers in teaching, scientific computing, and technology-related industry. While offering a basic grounding in the classical areas of mathematics, the curriculum emphasizes applied mathematics and its constantly evolving role in analyzing and solving problems in fields ranging from economics to aerodynamics to the environment.

Core Requirements:

MATH 201, 202, 311	Calculus I, II, III	(4,4,4)
MATH 320	Linear Algebra	(4)
MATH 361	FORTTRAN, or	
MATH 363	PASCAL	(4)

Additional Core Requirements for B.A.:

MATH 319	Vector Calculus, or	
MATH 328	Abstract Algebra	(4)
MATH 325	Number Theory, or	
MATH 351	Probability	(4)

Electives for B.A.: A minimum of 8 semester hours in upper-division mathematics courses.

Additional Core Requirements for B.S.:

MATH 315	Differential Equations	(4)
MATH 328	Abstract Algebra	(4)

Electives for B.S.: A minimum of 12 semester hours in upper-division mathematics courses.

Culminating Requirement:

MATH 499	Senior Project	(1-4)
Comprehensive examination (consisting of a departmental exam and the GRE Mathematics Subject Exam)		(0)

MATHEMATICS/PHYSICS/

Physics — B.A./B.S.

Programs — Physics and Computer Science/Engineering

Regular Faculty: George Arnold, Sarah Johnson, Chris Koutsogeorgis.¹

Adjunct Faculty: C. Robert Ferguson.

¹Off-campus faculty

The physics program prepares students for teaching, industry-related occupations, and graduate study. For stronger preparation, students should consider combining a physics major with a major or minor in mathematics and/or chemistry.

Core Requirements:

PHYS 203, 204 Engineering Physics I, II (5,5)
PHYS 322 Electricity and Magnetism (4)
PHYS 342 Analytical Mechanics (4)
PHYS 360 Atomic and Nuclear Physics (4)
NASC 370 Science Seminar (4 sem.) (1,1,1,1)

Electives: A minimum of 12 semester hours selected in consultation with the program counselor for the B.A.; a minimum of 16 for the B.S.

Supportive Requirements:

CHEM 201 General Chemistry I (5)
MATH 201, 202, 311 Calculus I, II, III (4,4,4)

Culminating Requirement:

PHYS 499 Senior Seminar/ Project (1-4)
Comprehensive examination (0)

Computer Science and Computer Engineering — B.S.

Program Chairperson: Seta Whitby

Regular Faculty: Mohamadreza Ahmadiania, Gregory Antonopoulos,¹ Seta Whitby. **Adjunct Faculty:** Anaikuppam Marudaranjan

¹Off-campus faculty

This major requires a minimum of 48 semester hours of computer engineering, computer science, and information science courses. Students are required to complete the core and supportive requirements during their freshman and sophomore years, and encouraged to streamline studies toward one concentration.

Core Requirements:

CMPN 220 Digital Logic Systems (4)
CMPN 280 Computer Organization (4)
CMPS 366 Programming in C (4)
CMPS 367 Object Oriented Language C++ (4)
CMPS 368 Principles of Computer Networks (4)

CMPS 370 Seminar (1)
CMPS 385 Data Structures (4)

Software Concentration:

Required Courses:

CMPS 454 Automata Theory (4)
CMPS 455 Compiler Design (4)
CMPS 460 Operating Systems (4)
CMPS 490 Database Management Systems (4)
CMPN 499 Senior Project (1-4)

Engineering Concentration:

Required Courses:

CMPN 150 Principles of Electronics and Computer Engineering (4)
CMPN 202 Electronic Devices and Circuits (4)
CMPN 330 Microprocessor Systems (4)
CMPN 480 Advanced Computer Architecture (4)
CMPN 499 Senior Project (1-4)

Information Science Concentration:

Required Courses:

CMPS 369 Local Area Networks (4)
CMPS 375 Systems Analysis (4)
CMPS 390 Information Systems in Organizations (4)
CMPS 490 Database Management Systems (4)
CMPS 499 Senior Project (1-4)

Electives: A minimum of one course from the following:

CMPN 303 Integrated Electronics (4)
CMPS 362 Numerical Algorithms (4)
CMPS 376 Small Talk (4)
CMPS 377 Visual Basic (4)
CMPS 378 Numerical Model and Simulation Engineering Systems (4)
CMPS 379 Java (4)
CMPS 380 ADA Programming Language (4)
CMPS 400 Analysis of Algorithms (4)
CMPS 410 Engineering Experimental Designs (4)
CMPS 450 Peripherals and Communication Protocols (4)
CMPS 451 Artificial Intelligence (4)
CMPS 463 Computer Graphics (4)
CMPS 465 Programming Languages (4)
CMPS 475 Systems Design Process (4)
CMPS 492 Introduction to Neural Networks (4)
CMPS 495 Information Systems Project (4)

Supportive Requirements:

Programs — French and German

CMPS 363 PASCAL	(4)
MATH 201 Calculus I	(4)
MATH 327 Discrete Mathematics	(4)
PHYS 201 General Physics I	(5)
<i>Additional for Software Concentration:</i>	
MATH 202 Calculus II	(4)
PHYS 202 General Physics II	(5)
<i>Additional for Engineering Concentration:</i>	
CHEM 201 General Chemistry I	(5)
MATH 202 Calculus II	(4)
PHYS 202 General Physics II	(5)
<i>Additional for Information Science Concentration:</i>	
ECBU 201 Fundamentals of Accounting I	(4)
ECBU 221 Economic Analysis II	(4)
ECBU 350 Principles of Management	(4)

MODERN LANGUAGES DEPARTMENT

Chairperson: Gerard Lavatori

Faculty: Regular Faculty: Roswitha Brooks, Athanassis Douvris,¹ Elaine Drandaki,¹ Catherine Henley Erickson, Carol Fetty, Janice Johnson, Anna Krinis,¹ Andrea Labinger, Gerard Lavatori, Kalliope Polychronopoulou,¹ Don Schofield,¹ Karen Simopoulos,¹ Mary Skondras.¹ **Adjunct Faculty:** Diane Ayers,¹ Kristan Cavina, Lucy Corsi,¹ Sung-Won Ko, Alberta Craggett,¹ William Csellak,¹ Becky Sakellariou¹, Patricia Wangler.

¹Off-campus faculty

The foreign language and literature majors in French, German, and Spanish and the courses in Japanese aim to familiarize students with the cultural richness and diversity of the world through the intensive study of the linguistic, literary, and cultural expression of other nations. Since cultural values are best understood experientially, the study abroad program (in Ecuador, France, Germany, Japan, Mexico, and Spain) is a central component of the ULV foreign language major.

Students who complete the ULV foreign language major should demonstrate the linguistic competence and cultural sensitivity necessary to function effectively as informed world citizens in a growing number of professional fields, including

international affairs, business, teaching, and communications. The ULV undergraduate foreign language major also prepares students for graduate studies.

Honors students in Spanish are eligible for election to Sigma Delta Pi, the National Spanish Honor Society.

French — B.A.

Program Chairperson: Gerard Lavatori

Core Requirements:

ANTH 340 Language and Culture, <i>or</i>	
ENG 270 Introduction to Language	(4)
FREN 210, 211 Intermediate French I, II	(3,3)
FREN 320, 321 French Civilization and Culture I, II	(4,4)
FREN 430, 431 French Literature I, II	(4,4)
FREN 499 Senior Project	(1-4)

Electives: Additional upper-division French courses to complete 40 semester hours in French. Many of these may be taken abroad.

Study Abroad Requirement: French Majors must complete a year of study in France.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

German — B.A.

Program Chairperson: Roswitha Brooks

Prerequisites: A minimum of three years of high school German or the following:
GERM 100, 101 Elementary German I, II (3,3)

Core Requirements:

ANTH 340 Language and Culture, <i>or</i>	
ENG 270 Introduction to Language	(4)
GERM 210, 211 Intermediate German I, II	(3,3)
GERM 320, 321 Advanced German, I, II	(4,4)
GERM 430, 431 German Literature I, II	(4,4)
GERM 499 Senior Project	(1-4)

Electives: Additional upper-division German courses to complete 40 semester hours in German. Many of these may be taken abroad.

Study Abroad Requirement: German majors must complete a year of study in Germany at the university level.

Comprehensive Examination: The senior com-

Programs — Spanish, Writing, and ESL

prehensive examination tests language proficiency and reading skills.

Spanish — B.A.

Program Chairperson: Andrea Labinger

Core Requirements:

ANTH 340 Language and Culture, *or*
ENG 270 Introduction to Language (4)
SPAN 210, 211 Intermediate Spanish I, II (3,3)
SPAN 320, 321 Hispanic Civilization
and Culture I, II (3,3)

Two of the following four:

SPAN 430, 431, 432, 433 Hispanic Readings(4,4)
SPAN 499 Senior Project (1-4)

Electives: Additional upper-division Spanish courses to complete 40 semester hours in Spanish. Many of these may be taken abroad.

Study Abroad Requirement: Spanish Majors must supplement their ULV language course with study in a Spanish-speaking country.

Comprehensive Examination: The senior examination tests language proficiency and reading skills.

International Business and Language — B.S. See page 119.

Writing Program

Director: Catherine Henley-Erickson

The Writing Program is designed to ensure that clear, informed, correct writing is a viable and important cornerstone of the lifelong learning that is part of ULV's mission. The Writing Program intends to instill confidence in and appreciation of the tools of written communication, whether that communication takes the form of television scripts, novels, newspaper editorials, or e-mail.

Based on entering placement scores, students are assigned to one of three levels of writing courses: ENG 106, Communications Skills; ENG 110, College Writing A; or ENG 111, College Writing B. Students are expected to complete all assigned writing courses in sequence, enrolling in the appropriate course each semester until the writing requirement is completed. Course chal-

lenges are available for ENG 110 and ENG 111. Assistance in writing is available at the central campus through the Learning Enhancement Center; computers are available there and in the computer labs.

Other course offerings in writing include ENG 210, Writing Workshop, and ENG 312, Creative Writing. Central campus students interested in writing also have the opportunity to participate in *PRISM*, ULV's creative arts magazine, *La Vernacula*, the creative arts magazine in Spanish, the *Campus Times* newspaper and *La Verne Magazine*, journalism student publications, and *Entr'Acte* magazine, a theatre arts publication.

English as a Second Language Program

Director: Janice Johnson

The English as a Second Language Program is designed to assist international students in gaining the English skills necessary to successfully complete a degree at ULV. It is a part-time program for students who have been admitted into regular academic work, but who still need to improve their skills. ESL courses carry college credit and can be used to fulfill the foreign language general education requirement. While the TOEFL score grants admission, students must enroll in ESL/English courses each semester, until all courses are successfully completed. At the central campus placement criteria are as follows:

TOEFL of 475-500 *or* EPT of 2-2.9: ESL101/101P
TOEFL of 501-525 *or* EPT of 3-3.9: ESL103/103P
TOEFL of 526-550 *or* EPT of 4-4.9: ESL 105/105P
TOEFL of 551+ *or* EPT of 5.0+: ENG 110/111

Students enrolled in ESL courses may also take up to six semester hours per term of other course work with their advisor's approval.

Programs — Movement and Sports Science

MOVEMENT AND SPORTS SCIENCE DEPARTMENT

Chairperson: Rex Huigens

Regular Faculty: Paul Alvarez, Julie Kline, Rex Huigens, Bobby Lee, Marilyn Oliver, Jim Paschal, Pat Widolff, Wendy Zwissler. **Adjunct Faculty:** Dwight Hanawalt

Movement and Sports Science — B.A./B.S.

The Movement and Sports Science major offers two tracks—a Teaching Track which prepares students to teach Physical Education and an Athletic Training Track which prepares students to become Athletic Trainers. Either track will prepare a student for graduate study in movement and sports science. Students also can utilize the Athletic Training Track and special electives in partial fulfillment of prerequisites for many graduate programs in Physical Therapy. A non-teaching major can be arranged with the chairperson of the department.

I. Teaching Track

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Core Requirements:

MSS 151 Health & Physical Fitness Strategies (2)
MSS 230 Field Work and Foundations of Movement and Sports Science (3)
MSS 250 Introduction to Adapted Physical Education (4)
MSS 323 Scientific Principles of Movement (3)
MSS 345 Methods of Research, Assessment, and Evaluation (4)
MSS 370 Methods and Practice of Teaching Dual Sports and Aquatics (3)
MSS 371 Methods and Practice of Teaching Individual Sports and Outdoor Education (3)
MSS 372 Methods and Practice of Teaching Team Sports and Games (3)
MSS 373 Methods and Practice of Teaching Gymnastics and Dance (3)
MSS 380 Motor Development (4)
MSS 430 Curriculum and Organization in Physical Education (4)

MSS 455 Kinesiology (4)
MSS 456 Physiology of Exercise (4)
MSS 460 Philosophy of Physical Education and Athletics (4)
MSS 499 Senior Seminar (4)
First Aid and CPR Certification

Electives: A minimum of 4 semester hours in MSS courses.

II. Athletic Training Track

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Core Requirements:

BIOL 344 Human Physiology (4)
MSS 151 Health and Physical Fitness Strategies (2)
MSS 221 Athletic Training I (4)
MSS 222 Athletic Training Field Work I (2)
MSS 230 Field Work and Foundations of Movement and Sports Science (3)
MSS 321 Athletic Training II (4)
MSS 322 Athletic Training Field Work II (2)
MSS 323 Scientific Principles of Movement (3)
MSS 345 Methods of Research, Assessment and Evaluation (4)
MSS 455 Kinesiology (4)
MSS 456 Physiology of Exercise (4)
MSS 497 Athletic Training Internship (1)
MSS 499 Senior Seminar (4)

MSS 222 and 322 each includes 100 hours experience as a student trainer for athletic teams. National Athletic Trainers Association Certification requires additional work.

Movement and Sports Science Minor

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Core Requirements:

MSS 151 Health & Physical Fitness Strategies (2)
MSS 230 Field Work and Foundations of Movement and Sports Science (3)
MSS 323 Scientific Principles of Movement (3)
MSS 455 Kinesiology, or
MSS 456 Physiology of Exercise (4)

Electives: A minimum of 6 semester hours from MSS 370-373 Methods and Practice of Teaching courses.

MUSIC DEPARTMENT

Chairperson: Reed Gratz

Faculty: Regular Faculty: Reed Gratz, Kathleen Lamkin, Alan Raines. **Adjunct Faculty:** Karen Clark, Robert Dominguez, Anita Hanawalt, Jonathan Rothe, Michael Ryan

The mission of the Music Department is to provide students opportunities to experience a broad spectrum of music from the Western fine art tradition, the many genres of American music, and the music of other cultures. Through the courses and performances offered by the department, students will develop an understanding of artistic expression as an essential part of life, as well as learn skills essential to musicians today. Students may choose a major or minor with a concentration in performance, history, or theory/composition.

The department has a unique relationship with the total educational experience in that students majoring in other areas are invited and encouraged to participate in all classes, ensembles, and applied lessons. Students are given the opportunity to initiate and/or continue development of their musical interests and talents.

Music — B.A.

Core Requirements:

MUS 230, 232	Theory I, II	(4,4)
MUS 330, 332	Theory III, IV	(4,4)
MUS 351, 352, 353	History and Literature of Music	(4,4,4)
	Theory, History, or Conducting (300-400 level)	(8)
	Applied music	(8)
	Ensemble	(6)
	Piano proficiency	(0)
	Concert attendance	(0)
MUS 499	Senior Project/Recital	(1-4)

Music Minor

Core Requirements:

MUS 230, 232	Theory I, II	(4,4)
MUS 352, 353	History & Literature of Music	(4,4)
	Theory, History, or Conducting (330-400 level)	(4)
	Applied music	(4)
	Ensemble	(6)
	Concert attendance	(0)

NATURAL SCIENCE DIVISION

Chairperson: Robert Neher

The University of La Verne's Natural Science Division consists of the Departments of Biology, Chemistry, Mathematics, Physics, and Computer Sciences, the Prehealth Science Programs, and Academic Computing. For a complete listing of faculty and offerings, see the separate departmental and program listings in this catalog.

PARALEGAL STUDIES

Director: Vitonio San Juan

Program Chairperson: Patricia Adongo

The Paralegal Studies program at La Verne prepares individuals for careers in the legal field. All paralegal courses are offered under the auspices of the College of Law which also awards the Certificate in Paralegal Studies. The associate in science and bachelor of science degrees are offered by the College of Arts and Sciences. Persons interested in paralegal courses or in the Certificate in Paralegal Studies should contact the Paralegal Director at the College of Law; those interested in the associate or bachelor's degrees may contact the Office of Admissions, CAPA, or the Program Chairperson.

Paralegal Studies — Certificate

Core Requirements:

PL 101	Introduction to Paralegalism	(3)
PL 300	Analysis and Research	(3)

Electives: A minimum of 24 semester hours in Paralegal courses.

Paralegal Studies — A.S.

In addition to the courses required for the Certificate in Paralegal Studies, students wishing an associate in science degree must complete 18 semester hours of general education as well as the other requirements listed in the Associate Degree requirements section of this catalog.

Programs — Paralegal Studies

Paralegal Studies — B.S.

Transfer courses are welcome into this program, but majors must take a minimum of 15 semester hours of upper-division PL courses from ULV.

Core Requirements:

PL 101	Introduction to Paralegalism	(3)
PL 110	Legal Writing	(3)
PL 165	Civil Procedure, <i>or</i>	
PL 170	Criminal Law and Procedure (in Criminology Concentration only)	(3)
PL 300	Analysis and Research	(3)
PL 303	Professional Responsibility	(3)
PL 380	Torts	(3)
PL 390	Contracts	(3)
PL 392	Legal Philosophy & Jurisprudence	(3)
PL 499	Senior Project	(3)
PLSC 301	American Government & Politics	(4)

Electives: Two of the following:

PL 302	Westlaw	(3)
PL 310	Advanced Legal Writing	(3)
PL 322	Advanced Family Law	(3)
PL 329	Debtor-Creditor Relationships	(3)
PL 330	Business Relationships	(3)
PL 331	Bankruptcy	(3)
PL 351	Advanced Probate	(3)
PL 360	Evidence (Required in Criminology concentration)	(3)
PL 369	Law and Motion	(3)

Concentrations: Each concentration requires a minimum of 20 semester hours chosen from the following:

Business Administration Concentration

ECBU 203	Financial and Managerial Accounting	(4)
ECBU 328	Economic Theories and Issues	(4)
<i>One from each of the following four groups:</i>		
a. ECBU 330	Business Finance, <i>or</i>	
ECBU 345	Personal Finance	(4)
b. ECBU 350	Principles of Management, <i>or</i>	
ECBU 455	Human Resource Management	(4)
c. ECBU 360	Principles of Marketing, <i>or</i>	
ECBU 365	Consumer Behavior, <i>or</i>	
ECBU 368	Promotional Management	(4)
d. ECBU 410	Management Information Systems	(4)

Criminology Concentration

SOC 322	Introduction to Criminology	(4)
SOC 326	Criminal Justice System	(4)
<i>Three of the following:</i>		
SOC 313	Urban Environments	(4)
SOC 321	Juvenile Delinquency	(4)
SOC 324	Social Problems	(4)
SOC 329	Correctional Systems	(4)
BHV 482	Family Violence and Abuse	(4)

Health Services Management Concentration

HSM 340	Legal Issues of Health Service Organization Management	(4)
HSM 401	Principles of Health Services Management	(4)
HSM 480	Communications in Management	(4)
<i>Two of the following:</i>		
HSM 302	Sociology of Medicine and Medical Institutions	(4)
HSM 355	Ethics in Health Services Management	(4)
HSM 365	Human Resources Management	(4)
HSM 376	Marketing for Health Services	(4)
HSM 435	Economics of Health Services	(4)

History and Government Concentration

PLSC 373	Modern Political Theory	(4)
PLSC 407	Constitutional Law	(4)
<i>Three of the following:</i>		
HIST 311	Development of American Democracy I	(4)
HIST 312	Development of American Democracy II	(4)
HIST 316	History of California	(4)
HIST 425	Intellectual History of United States Since 1865	(4)
PLSC 304	Contemporary Legal Issues	(4)
PLSC 332	Public Administration	(4)
PLSC 410	Congress and the Presidency	(4)

Public Administration Concentration

PADM 332	Public Administration	(4)
PADM 333	Ethics and Social Responsibility	(4)
Three additional PADM courses selected in consultation with the academic advisor		
		(4,4,4)

Programs — Photography and Prehealth Science Programs

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

The mission of the Photography Department is to offer study in and of the photographic craft as it applies to the traditional academic disciplines and documentary of the global community. Students may choose major concentrations in the Art Department or Journalism Department. Additionally, students seeking elective credit and serving avocational interests are welcome in any photography class. See the departmental listings and course descriptions for curriculum outlines and information on individual courses.

PREHEALTH SCIENCE PROGRAMS

Program Chairperson: Robert Neher

Premedical and Predental Programs. The prehealth science program meets the requirements for admission to all accredited dental and medical schools. The high school program should include biology, chemistry, physics, trigonometry, and a foreign language, such as French, German, or Russian. New prehealth science students should register with the premedical and predental committee to receive counseling during the total program and for periodic program evaluations.

The health science student is entering a difficult and demanding program, and there are many steps to take to prepare for graduate study. To begin with, a broad, well-balanced, general education background is essential. Although a premedical or predental student may select any college major, he/she must complete the prescribed courses in biology, chemistry, math, physics, and English. These courses are required by most medical and dental schools, and they are essential preparation for the MCAT or DAT qualifying exams.

Competition for dental and medical school is increasingly keen, with the average GPA of those accepted at about 3.5. Other important factors in determining admission include interviews, admis-

sion test results, letters of recommendation, grade trends, extracurricular activities, intensity of the academic programs, and work experience.

Suggested Prehealth Science Program:

Freshman year:

BIOL 201, 202 General Biology I, II (5,5)
CHEM 201, 202 General Chemistry I, II (5,5)
English and Speech (4,4,2)
Three electives (general education requirements)

Sophomore year:

BIOL 311 Genetics (4)
BIOL 312 Environmental Biology (4)
CHEM 311, 312 Organic Chemistry I, II (5,5)
MATH 201, 202 Calculus I, II (4,4)
Two electives (including general education requirements)

Junior year:

BIOL 313 Developmental Biology (4)
BIOL 314 Biochemistry (5)
PHYS 201, 202 General Physics I, II (5,5)
Four electives (including general education requirements)

Senior year:

Fall: MCAT or DAT examination
Completion of major requirements including senior project/thesis
Completion of general education requirements.
GRE major subject examination

Prenursing Program. Requirements for admission into specific nursing programs are diverse, and specific schools should be contacted for their requirements. A recommended prenursing course includes a broad general education background, plus emphasis in the following areas: general chemistry, general biology, anatomy and physiology, environmental biology, microbiology, biochemistry, and psychology.

Other Preprofessional Programs. Many other preprofessional programs are available, such as prepharmacy, preoptometry, prepodiatry, preveterinary, premedtech, and prephysical therapy. Since these graduate areas have specific requirements for entrance, students are urged to contact and work directly with their advisor and the graduate school of their choice.

Programs — Prelaw Programs and Psychology

Seven-Year Baccalaureate/Doctor of Osteopathy Program. ULV has developed a premedical ladder program with the College of Osteopathic Medicine of the Pacific (COMP) in Pomona, California. After three years of study at ULV, selected students may transfer to COMP and complete their bachelor's and medical degrees simultaneously, thus earning the two degrees in seven years rather than eight.

PRELAW PROGRAM

Prelaw Advisor: Kamol Somvichian

A broad academic, cultural, and intellectual background in the various disciplines of the liberal arts is highly beneficial to students who are considering the legal profession. While leading law schools prescribe no one set of courses for students preparing to enter legal studies, all encourage prelaw students to develop skills in analytic research, communication (both written and oral), and reading. Prelaw students may select any undergraduate major offered at ULV.

The prelaw advisor has been designated to give prelaw students assistance in designing their courses of study at La Verne to best prepare them for law school. Through careful counseling the advisor will identify the student's strengths and weaknesses for future legal study. This individualized counseling program and the help given to students in locating suitable law schools has been successful in placing prelaw students in the La Verne College of Law as well as other law schools in California and other parts of the United States. Students are urged to contact the prelaw advisor as soon as they decide to pursue a legal career.

Six-year Baccalaureate/Juris Doctor Program. Students interested in earning a bachelor's degree at ULV and a juris doctor at La Verne College of Law may be able to count their first year of law school as their senior year in college. In this way full-time students can earn a bachelor's degree in four years and a J.D. two years later. Students majoring in history, political science, public administration, or economics/business may be able to apply some courses taken in law school toward their major. Other students must complete all of their undergraduate major

and general education requirements by the end of their junior year and have no more than 32 semester hours of elective credit outstanding. By the same date they must also apply to the College of Law and meet all requirements other than the completion of the bachelor's degree. Interested students should contact the prelaw advisor as soon as they arrive at ULV.

PSYCHOLOGY DEPARTMENT

Regular Faculty: Eugenia Dallas,¹ Aghop Der-Karabetian, Michael Fakinis,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Valerie Jordan, Gloria Morrow, Errol Moultrie, Mary Prieto-Bayard, Christina Rodriguez, Roger Russell, Darryl Stevens.

¹Off-campus faculty

The Psychology Department offers bachelor's, master's, and doctoral programs in psychology and counseling, and oversees the ULV Counseling Center. Psychology students have the opportunity to join Psi Chi, the national honor society in Psychology.

Psychology — B.S.

Program Chairperson: Roger Russell

This major prepares students for careers in psychology and related fields. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for courses in the area of emphasis.

Core Requirements:

ANTH 250 Principles of Anthropology, or	
ANTH 330 Cultural Anthropology	(3-4)
PSY 250 Principles of Psychology	(3)
SOC 250 Principles of Sociology	(3)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project	(4)

Area of Emphasis:

PSY 312 Abnormal Psychology	(4)
PSY 400 History of Psychology	(4)
PSY 407 Life-Span Development	(4)

Programs — Master's Counseling Programs

Electives: Two of the following:

PSY 303 Learning and Behavior Change	(4)
PSY 304 Experimental Psychology	(4)
PSY 305 Psychological Testing	(4)
PSY 306 Cognitive Psychology	(4)
SOC 308 Social Psychology	(4)
PSY 309 Personality Theory and Research	(4)
PSY 327 Health Psychology	(4)
PSY 375 Community Psychology	(4)
PSY 405 Brain and Behavior	(4)

Psychology Minor

Core Requirements:

PSY 250 Principles of Psychology*	(3)
PSY 303 Learning and Behavior Change	(4)
PSY 307 Child Psychology and Development, <i>or</i>	
PSY 407 Life-Span Development	(4)
PSY 309 Personality Theory and Research, <i>or</i>	
PSY 400 History of Psychology	(4)
PSY 327 Health Psychology, <i>or</i>	
PSY 458 Stress Management	(4)
PSY 308 Social Psychology, <i>or</i>	
ANTH, BHV, PSY, <i>or</i> SOC 300-400-level Elective	(4)

**If student has a Behavioral Sciences Division major, another course from the Behavioral Sciences should be substituted.*

MASTER'S COUNSELING PROGRAMS

The Psychology Department offers two graduate counseling programs: Marriage, Family, and Child Counseling (MFCC) at the central campus, and Counseling (with concentrations) at the central campus and at La Verne College of Athens. The admission requirements and program policies are the same for both counseling programs. The department also offers a concentration in Counseling in the M.S. Gerontology program.

Admission requirements: The minimum admission requirements for both Counseling programs are listed below (some tracks may have additional requirements):

1. A bachelor's degree with a psychology, sociology, or behavioral science major, or at least the following five courses: general psychology, life-span human development, abnormal psychology, research methods or statistics, and one other theory course in the behavioral sciences. The under-

graduate course work will be evaluated on an individual basis for its recency and appropriateness to the graduate program.

2. An overall undergraduate GPA of 3.0. Applicants with GPA under 3.0 may be considered on a provisional admission basis.

3. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, or couples.

4. Completion of a 5-7 page Statement of Purpose and Autobiography.

5. An interview with at least two Behavioral Science faculty members.

6. Completion of a psychological inventory.

7. Three letters of recommendation from professors and colleagues who are familiar with the applicant's academic and professional abilities, potential, and appropriateness for the counseling profession.

8. A copy of a current résumé.

A student is eligible to enroll in no more than six semester hours prior to being admitted into a Counseling program.

Program Candidacy: All counseling students are admitted into the program under a precandidacy status. After the completion of 12 semester hours, all students become eligible for candidacy status and are evaluated by the department by the following criteria: GPA of 3.0 or above, a passing score on the Competency Examination (PSY 595), and demonstrated personal suitability for the counseling profession. Occasionally, students may receive a provisional candidacy status in which certain conditions must be completed before they can receive candidacy status. In some instances, students may be denied candidacy and be discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students continue to be evaluated for demonstrated suitability to the program and the counseling profession. Occasionally, discontinuation of a student from the program may occur, even after the conferring of candidacy status, if the student's personal or professional behavior does not continue to meet minimum professional and/or academic standards.

Programs — Master's Counseling Programs

Personal Psychotherapy: The department believes that students entering the counseling profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, after admission, all students enrolled in the MFCC program are required to complete a minimum of 30 hours of personal psychotherapy over a six-month period or longer in order to complete the program. Likewise, after admission, all students enrolled in the M.S., Counseling program are required to complete at least 20 hours of personal psychotherapy spread over at least six months in order to complete the program. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences. In consultation with the program chair, each student designs a psychotherapy treatment plan for department approval no later than the time of evaluation for candidacy. Students enrolled in the MFCC program may apply their psychotherapy hours towards the optional hours of experience category for California MFT licensure. Any exceptions to this policy must be approved by the department.

Competency Exam: This written exam, a part of the evaluation for candidacy, is based on PSY 512, 517A, 517B, and 527, and requires students to integrate and apply counseling theories, techniques, diagnosis, and ethical and legal issues.

Marriage, Family, and Child Counseling — M.S.

(Central Campus only)

Program Chairperson: Errol Moultrie

The MFCC program trains students to become therapists to meet the psychological needs of families, couples, and children in a changing society. It combines theoretical training with practical experiences to prepare students for both professional counseling careers as well as possible doctoral study. General systems theory provides the theoretical foundation for the MFCC program, and students are exposed to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of

Behavioral Science for licensure in California as a Marriage and Family Therapist, as well as the academic requirements for California community college counseling and instructor positions.

Total Program: 50 semester hours

Core Courses: 21 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 512	Clinical Psychopathology*	(3)
PSY 517A,B	Principles of Counseling & Marital & Family Therapy I, II*	(3,3)
PSY 523	Cross-Cultural Relationships	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling*	(3)
*PSY 595	Competency Exam	(0)

Specialization: 23 semester hours

PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(3)
PSY 518	Advanced Family Therapy	(3)
PSY 519	Advanced Couple Therapy	(3)
PSY 521	Counseling Interventions with Children	(3)
PSY 522	Counseling for Groups	(3)
PSY 528	Substance Abuse Counseling	(1)
PSY 580, 581	Supervised Field Work in Counseling and Marital and Family Therapy I, II	(3,3)

Electives: 4 semester hours

BHV 482	Family Violence and Abuse	(3)
EDUC 567	Consultation Skills	(3)
PSY 590	Selected Topics in Counseling	(1-2)
Other elective with program chair approval		

Culminating Activity: 2 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(2)

Counseling (Concentration) — M.S.

Program Chairperson: Errol Moultrie

Athens Coordinator: Daphne Halkias

This program is designed for students who are pursuing training in a variety of professional areas of counseling, and provides three specific concentrations within the counseling domain: General Counseling, Gerontology, and Counseling in Higher Education. These concentrations will prepare students for career opportunities in human services, community colleges and universities,

Programs — Master's Counseling Programs and Doctor of Psychology

community mental health agencies, and other settings involving counseling expertise. In California, completion of this program fulfills the academic requirements for California community college instructor, administrator, and counseling positions. It does not fulfill the academic requirements of the Board of Behavioral Science for licensure in California as a Marriage and Family Therapist and is not intended for students who wish to pursue that license. Only the General Counseling concentration is available at the Athens campus.

Total Program: 38 semester hours

Core Courses: 24 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 512	Clinical Psychopathology*	(3)
PSY 517A,B	Principles of Counseling & Marital & Family Therapy I, II*	(3,3)
PSY 523	Cross-Cultural Relationships	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling*	(3)
PSY 580	Supervised Field Work in Counseling and Marital and Family Therapy I	(3)
*PSY 595	Competency Exam (for central campus and Athens programs)	(0)

General Counseling Concentration:

12 semester hours

PSY 509	Psychological Testing	(3)
PSY 522	Counseling for Groups	(3)
PSY 528	Substance Abuse Counseling	(1)
BHV 482	Family Violence and Abuse	(3)
PSY 590	Selected Topics in Counseling	(1-2)

Gerontology Concentration:

12 semester hours

GERO 500	Psychology of Aging	(3)
GERO 501	Professional Issues in Gerontology	(3)
GERO 502	Social/Cultural Aspects of Aging	(3)
GERO 503	Physiology of Aging	(3)

Counseling in Higher Education Concentration:

12 semester hours

PSY 505	Educational Assessment	(3)
PSY 509	Psychological Testing	(3)
PSY 514	Career Development	(3)
PSY 528	Substance Abuse Counseling	(1)
PSY 590	Selected Topics in Counseling	(2)

Culminating Activity:

2 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(2)

Doctor of Psychology — Psy.D. Clinical–Community Psychology

Program Chairperson: Valerie B. Jordan

Director of Clinical Training: Gloria Morrow

This doctoral program builds upon ULV's well-established tradition of community service and prepares its graduates to function competently and responsibly in a multicultural and pluralistic society. It is anchored in a clinical-community-ecological perspective emphasizing that human behavior is understood best within the context of interactional systems that are multi-level, multi-dimensional, and multi-directional. Its core mission is to train clinician-scholars who will think critically, apply their knowledge diligently, and practice ethically and compassionately, not only reactively as providers of traditional clinical services but also proactively as agents of social change.

The program is secular in orientation and is designed to be completed in five years of full-time study, at least four of which must be in residence. It develops competence in the scientific foundations of psychology, clinical-community professional areas of practice, research methods, and data analysis. It includes an empirical dissertation as well as clinical training, the latter of which consists of clinical practica and an internship. The practica occur during Years 2 and 3 of the program, and consist of a total of 900 hours of training at two different sites. The dissertation proposal is designed during Year 3 and completed during Year 4, prior to the clinical internship. The clinical internship in Year 5 consists of 1500 clinical hours and can be completed either during one year of full-time training or in two years of half-time training. The internship meets the predoctoral licensure requirements in California. The program is designed to meet the criteria for pursuing eventual accreditation by the American Psychological Association.

Admissions Requirements. Applicants are admitted with a bachelor's or master's degree. All applicants must submit the following:

1. **Academic preparation.** Official transcripts documenting receipt of a bachelor's degree from a regionally-accredited institution of higher learning with a minimum GPA of 3.25. Although an undergraduate major in psychology is not

Programs – Doctor of Psychology, Psy.D.

required, all applicants must have completed at least 18 hours of psychology distributed across the following core areas: introductory psychology, statistics, experimental psychology or research methods, physiological psychology, and abnormal psychology. In addition, one course from among the following is required: history and systems, social psychology, human development, theories of personality, and clinical or community psychology. Applicants with graduate degrees must submit transcripts showing these degrees and documenting a minimum graduate GPA of 3.65.

2. **Three letters of recommendation** from individuals who are sufficiently familiar with the applicant's academic and/or clinical or field work to provide a valid and objective assessment of the applicant's potential to function competently as a professional psychologist.

3. **A statement of purpose**, not to exceed 500 words, addressing the applicant's reasons for pursuing doctoral work in clinical-community psychology.

4. **An autobiographical statement**, not to exceed 1000 words, addressing ways in which life experiences have influenced the decision to pursue doctoral studies.

5. **A current curriculum vitae.**

Transfer Credit. Individuals with graduate-level coursework may petition for a maximum of 30 transfer credits. *Transfer credit will not be awarded for prior clinical experience or practicum work.*

Program Progress, Candidacy, and the Clinical Competency Examination. Individuals are admitted into the program as precandidates. To be eligible to apply for candidacy, precandidates must *at a minimum* (a) complete 60 semester hours of course work in the program, (b) complete 300 clinical practicum hours, and (c) pass a comprehensive examination. Evaluation for candidacy normally occurs in the fall of the third year of the program.

To apply for an internship, a candidate must pass the Clinical Competency Examination given in the fall of the fourth year of study. All students must earn candidacy status and pass the Clinical Competency Examination in order to complete the program. Dismissal of a student may occur even after the conferring of candidacy and passing the

Clinical Competency Examination if the student's personal or professional behavior do not continue to meet required standards for the profession.

M.S. in Psychology. An M.S. in Psychology will be awarded at the completion of the second year of the Psy.D. program (60 semester hours for students entering the program with a bachelor's degree; at least 45 semester hours for students entering with transfer credit) to students in academic good standing who have successfully completed PSY 635, PSY 636, and the Comprehensive Examination (taken in the summer of the second year of the program). This degree is intended only as an enroute degree toward the completion of the Psy.D., not as a terminal master's degree.

Personal Psychotherapy Requirement. The capacity for objective self-awareness and an appreciation of the psychotherapeutic process are important aspects of an individual's development as a clinician. The Psy.D. program encourages this process by requiring that all students complete a minimum of 40 hours of personal psychotherapy during the course of their enrollment. Although the Behavioral Sciences Department maintains a referral network of practitioners who are willing to see students at reduced fees, it is the responsibility of the individual student to meet the cost of his or her personal psychotherapy.

Licensure. Required and elective courses in the Psy.D. curriculum are designed to be consistent with educational requirements for licensure in the State of California. However, because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice.

Total Program: 116 semester hours

I. Scientific Foundations of Psychology:
35 semester hours

A. *Biological Bases of Behavior*

PSY 604 Biological Bases of Behavior (2)

PSY 634 Psychopharmacology (2)

B. *Cognitive/Affective Bases of Behavior*

PSY 638 Advanced Learning and Memory (2)

C. *Social Basis of Behavior*

PSY 601 Current Social Issues (2)

PSY 639 Advanced Social Psychology (2)

D. *Individual Differences*

Programs — Doctor of Psychology and Religion

- PSY 607 Advanced Human Development (2)
 PSY 609 Personality Theory and Research (2)
 E. *History and Systems*
 PSY 637 Advanced History and Systems (2)
 F. *Research Methods*
 PSY 603 Introduction to Dissertation
 Research (1)
 PSY 605, 606 Advanced Statistics I, II (3,3)
 PSY 640 Research Methods in Clinical-
 Community Psychology (3)
 PSY 641 Advanced Qualitative Research (1)
 PSY 642 Dissertation Seminar: Proposal (2)
 PSY 663, 664 Dissertation I, II (3,3)

II. Clinical-Community Specialization:

57 semester hours

A. *Theoretical Foundations*

- PSY 600 Community Psychology I: Theory (3)
 PSY 602 Community Psychology II:
 Interventions (3)
 PSY 612 Advanced Psychopathology (3)
 PSY 617 Professional Issues and Ethics (1)
 PSY 623 Multicultural Competency I: Theory
 and Research (2)

B. *Psychological Assessment*

- PSY 608 Cognitive and Intellectual
 Assessment (3)
 PSY 628, 629 Personality Assessment I,II (3,3)
 PSY 649 Full Battery Assessment (1)

C. *Clinical Interventions*

- PSY 614 Clinical Skills and Interviewing
 Techniques (2)
 PSY 615 Fundamentals of Psychotherapy (3)
 PSY 624 Advanced Multicultural
 Competency (3)
 PSY 645, 646 Advanced Psychotherapy I,II (3,3)
 PSY 647 Advanced Group Psychotherapy (3)
 PSY 648 Psychological Disorders of
 Children and Adolescents (3)
 PSY 650 Advanced Family Psychology (3)
 PSY 651 Substance Abuse: Detection
 and Treatment(1)
 PSY 652 Child Abuse: Detection and
 Treatment (1)
 PSY 653 Advanced Human Sexuality (1)

D. *Supervised Clinical Experience*

- PSY 635, 636, 655, 656 Clinical-Community
 Practicum I,II,III,IV (2,2,2,2)
 PSY 670, 671 Advanced Professional
 Development I, II (1,1)

III. Clinical Internship: 10 semester hours

- PSY 680 Clinical-Community Internship (10)

IV. Electives: 14 semester hours

- PSY 690 Selected Topics in
 Clinical-Community Psychology (1-3)

RELIGION & PHILOSOPHY DEPARTMENT

Chairperson: Dan Campana

Regular Faculty: Dan Campana, John Gingrich,
 Jonathan Reed, Richard Rose. **Adjunct Faculty:**
 Foster Craggett,¹ Marshall Osman, Deborah
 Roberts

¹Off-campus faculty

Consistent with ULV's church-related origins and values orientation, the Religion/Philosophy Department offers bachelor of arts degrees in Religion, Philosophy, and Religion/Philosophy. A minor is also available in Religion or Philosophy.

Religion courses offer the opportunity to explore religion and religious values in a critical, Christian context. Philosophy courses challenge students to look seriously at the philosophical traditions which have helped to shape our world views. In all courses emphasis is upon clear thinking and evaluation of a broad range of views with the goal of refining one's own perspectives.

Off-campus religion programs are also offered to enable students in African-American and Latino communities of Los Angeles to pursue degrees in Religion and Philosophy. These courses are offered in Pasadena and central Los Angeles in the evenings and on Saturdays. For further information see the "Special Programs" section of this catalog.

Religion — B.A.

Prerequisite:

- REL 100 Introduction to Religion (3)

Core Requirements:

- REL 220 Survey of Old Testament/Hebrew
 Scriptures, or

- REL 323 Old Testament/Hebrew Scriptures in

Programs — Religion and Philosophy

	Historical Context	(3-4)
REL 230	Survey of the New Testament, <i>or</i>	
REL 332	New Testament in Historical Context	(3-4)
REL 305	World Religions: East	(4)
REL 348	The Great Thinkers: 20th Century Theologies, <i>or</i>	
REL 349	Contemporary Themes in Christian Thought	(4)
REL 370	History of Christianity	(4)
PHIL 351	Philosophy of Religion	(4)
REL 499	Senior Project, <i>or</i>	
REL 445	Seminar in Western Theology and African-American World View	(4)

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy — B.A.

Prerequisites:

PHIL 110	Introduction to Philosophy	(3)
CORE 300	Values and Critical Thinking	(3)

Core Requirements:

PHIL 230	Introduction to Ethics	(3)
PHIL 321	History of Ancient and Medieval Philosophy	(4)
PHIL 322	History of Modern and Contemporary Philosophy	(4)
PHIL 351	Philosophy of Religion	(4)
PHIL 399	Independent Study on a Selected Major Philosopher	(4)
PHIL 499	Senior Project	(4)
REL 305	World Religions: East	(4)

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion/Philosophy — B.A.

Prerequisites:

PHIL 110	Introduction to Philosophy, <i>or</i>	
REL 100	Introduction to Religion	(3)
REL 305	World Religions: East	(4)

Core Requirements:

CORE 300	Values and Critical Thinking	(3)
PHIL 321	History of Ancient and	

	Medieval Philosophy	(4)
PHIL 322	History of Modern and Contemporary Philosophy	(4)
PHIL 351	Philosophy of Religion	(4)
REL 220	Survey of the Old Testament/ Hebrew Scriptures	(3)
REL 230	Survey of the New Testament	(3)
REL 370	History of Christianity	(4)
REL 348	The Great Thinkers: 20th Century Theologies, <i>or</i>	
REL 349	Contemporary Themes in Christian Thought	(4)
PHIL 499	Senior Project, <i>or</i>	
REL 499	Senior Project	(4)

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion Minor

Core Requirements:

REL 100	Introduction to Religion	(3)
REL 220	Survey of the Old Testament/ Hebrew Scriptures, <i>or</i>	
REL 230	Survey of the New Testament	(3)

Electives: A minimum of 18 semester hours of upper-division REL courses. PHIL 351 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy Minor

Core Requirements:

PHIL 110	Introduction to Philosophy	(3)
CORE 300	Values and Critical Thinking	(3)

Electives: A minimum of 18 semester hours of upper-division PHIL courses. REL 305 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

SOCIOLOGY/ANTHROPOLOGY

Programs — Anthropology, Criminology, and Sociology

DEPARTMENT

Chairperson: Sharon K. Davis

Regular Faculty: Deborah Burris-Kitchen, Demetrios Carmocolias,¹ Sharon Davis, Kimberly Martin, Ann Wichman.

¹Off-campus faculty

Sociology and Criminology majors have the opportunity to join Alpha Kappa Delta, the national honor society for these disciplines.

Anthropology — B.S.

Program Chairperson: Kimberly Martin

Core Requirements:

ANTH 250 Principles of Anthropology	(3)
PSY 250 Principles of Psychology	(3)
SOC 250 Principles of Sociology	(3)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project	(4)

Area of Emphasis:

ANTH 330 Cultural Anthropology	(4)
ANTH 400 Anthropological Theory	(4)
<i>Two of the following three:</i>	
ANTH 340 Language and Culture	(4)
ANTH 350 Human Adaptation	(4)
ANTH 360 Anthropological Archeology	(4)

Electives: Additional electives to complete 48 semester hours in the major from those listed above and below:

ANTH 331 Culture and Personality	(4)
BHV 320 Ethnic Relations	(4)

Anthropology Minor

ANTH 250 Principles of Anthropology*	(3)
ANTH 330 Cultural Anthropology *	(4)
ANTH 340 Language and Culture	(4)
ANTH 350 Human Adaptation	(4)
ANTH 360 Anthropological Archeology	(4)
ANTH, BHV, PSY, or SOC 300-400-level Elective	(4)

Criminology — B.S.

Program Chairperson: Deborah Burris-Kitchen

This major is designed for students planning careers in corrections or law enforcement. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for those in the Area of Emphasis.

Core Requirements:

ANTH 250 Principles of Anthropology, or	
ANTH 330 Cultural Anthropology	(3-4)
PSY 250 Principles of Psychology	(3)
SOC 250 Principles of Sociology	(3)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project	(4)

Area of Emphasis:

SOC 321 Juvenile Delinquency	(4)
SOC 322 Introduction to Criminology	(4)
SOC 326 Criminal Justice System	(4)
SOC 329 Correctional Systems	(4)

Electives: One of the following:

BHV 320 Ethnic Relations	(4)
BHV 482 Family Violence and Abuse	(4)
SOC 307 Sociology of the Family	(4)
SOC 313 Urban Environments	(4)
SOC 320 Sociology of Deviance	(4)
SOC 324 Social Problems	(4)
PSY 312 Abnormal Psychology	(4)

Criminology Minor

Core Requirements:

SOC 250 Principles of Sociology	(3)
SOC 320 Sociology of Deviance	(4)
SOC 321 Juvenile Delinquency	(4)
SOC 322 Introduction to Criminology	(4)
SOC 326 Criminal Justice System	(4)
ANTH, BHV, PSY, or SOC 300-400-level Elective	(4)

Sociology — B.S.

Program Chairperson: Ann Wichman

This major is designed for students planning careers in sociology and related fields. It is also offered at selected residence centers where other courses may be substituted, with advisor approval, for those in the area of emphasis.

Core Requirements:

Programs — Sociology and Theatre

ANTH 250 Principles of Anthropology, or	
ANTH 330 Cultural Anthropology	(3-4)
PSY 250 Principles of Psychology	(3)
SOC 250 Principles of Sociology	(3)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project	(4)

Area of Emphasis:

SOC 320 Sociology of Deviance	(4)
SOC 324 Social Problems	(4)
SOC 400 Sociological Theory	(4)

Electives: Two of the following :

BHV 320 Ethnic Relations	(4)
SOC 304 Mass Communication, Public Opinion, and Propaganda	(4)
SOC 307 Sociology of the Family	(4)
SOC 311 World Religions: East	(4)
SOC 313 Urban Environments	(4)
SOC 321 Juvenile Delinquency	(4)
SOC 322 Introduction to Criminology	(4)
SOC 340 Social Psychology	(4)

Sociology Minor

Core Requirements:

SOC 250 Principles of Sociology*	(3)
SOC 307 Sociology of the Family, or	
SOC 340 Social Psychology	(4)
SOC 320 Sociology of Deviance	(4)
SOC 324 Social Problems, or	
SOC 400 Sociological Theory	(4)
BHV 320 Ethnic Relations, or	
SOC 313 Urban Environments , or	
SOC 350 Introduction to Human Services	(4)
ANTH, BHV, PSY, or SOC 300-400-level Elective	(4)

**If student has a Behavioral Sciences Division major, another course from the Behavioral Sciences should be substituted.*

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: Jane Dibbell, David Flaten, Rhoda Kachuck. **Adjunct Faculty:** Steven Kent, Georgij Paro.

The mission of the Theatre Arts Department is,

through contact with theatre as participant or audience, to celebrate and reflect upon the values that enrich life, to increase awareness of dynamic human interrelationships and of different cultures and world views, and to encourage students and the community to view and use ULV theatre as a resource where ideas may be explored creatively and find physical form.

To this end, the department offers a variety of performance and academic courses to support its production-oriented program. The program is designed for non-major participants as well as for majors with various career goals. Along with the development of a broad background in dramatic literature and theatre history, the program encourages the student to develop a special emphasis in one or more performance areas through directed study courses. Such a major may, for example, link theatre studies with courses selected from business, television, art, or English.

Theatre — B.A.

Prerequisites:

THAR 200 Introduction to Theatre	(4)
THAR 233 Introduction to Stage Design and Craft	(4)

Core Requirements: A minimum of 45 semester hours:

THAR 315 Performance Interterm	(4)
THAR 355 Directing Studio I	(4)
THAR 380 Theatre Seminar	(1,1)
THAR 445 Masters of the Drama (2 sems.)	(4,4)
THAR 480, 481 Theatre History I, II	(4,4)
Electives approved by advisor	(11)
Dramatic Lit. (THAR 340 recommended)	(4)
THAR 499 Senior Project/Exam	(1-4)

Theatre Arts Minor

Core Requirements: A minimum of 28 semester hours:

THAR 315 Performance Interterm	(4)
THAR 355 Directing Studio I	(4)
THAR 380 Theatre Seminar	(1,1)
THAR 445 Masters of the Drama	(4)
THAR 480 Theatre History I or	
THAR 481 Theatre History II	(4)
Electives approved by advisor	(8)
THAR 499 Senior Project/Exam	(1-4)

SCHOOL of BUSINESS and GLOBAL STUDIES

Dean: Vacant

Assistant Dean: Barbara L. Jefferson

Regular Faculty: Spyridon Athanassiadis,¹ Robert Brody,¹ Janis Dietz, Demetrius Gasparis,¹ Linda Gordon, Abe Helou, Eileen Hoesly,¹ Anthony Ioannidis, Ahmed Ispahani, David Kung, Panos Lorentziades,¹ Alkis Magdalinos,¹ Jack McElwee, Renee Miller, Claudio Muñoz, Jesse Overall,¹ Gonyung Park, Emile Pilafidis, Rizk Rizkala,¹ Rita Thakur, Angelos Tsaklanganos,¹ Iacovos Tsalicoglou,¹ Stylianos Vournas¹

Adjunct Faculty: Hassan Bakhtari,¹ Keith Ball,¹ Edward Barker, Frederick Beck, George Bednar,¹ Tim Bettner,¹ Edwin Boyd,¹ Julie Brown,¹ James Callahan,¹ James Chambers,¹ Theodore Coussis,¹ Henry Custer,¹ Linda Dell'Osso, Linda DeLong, Leonard Doherty,¹ Diane Ervin,¹ Lawrence Evans,¹ Charles Fishburn,¹ Roger Fritch,¹ Roy Goines,¹ Neil Goodwin, Michael Gurantz,¹ Luther Guynes,¹ Andrew Hedekin,¹ Wayne Hill,¹ Robert Joyce,¹ Jesse Keith,¹ Edward Kelly, James Kirgan,¹ John Landon,¹ William Lieberman,¹ Jack Martin,¹ Andrea Mays-Griffith,¹ Neville Marzwell, William McKee,¹ William McTomney,¹ Michael Milchiker,¹ James Mimikos,¹ Richard Okada,¹ Clark Popp,¹ James Quigle,¹ James Reiner,¹ Victor Ritter, Elizabeth Rowan,¹ Mark Sabet, Robert Schenck,¹ Lewis Sears,¹ Richard Sherman,¹ Kendall Simmonds,¹ Reginald Sobczak,¹ Theodore Spatrisano,¹ David Stowers,¹ Patrick Stluka, John Stupar,¹ John Timko,¹ Tore Tjersland,¹ Raymon Torres,¹ Leonard Trosino,¹ Robert Trodella,¹ Kent Troxel,¹ Weston Van Loon,¹ Della Welch, John Zawoysky¹

¹Off-campus faculty

The mission of the School of Business and Global Studies (SBGS) is to provide students an educational experience that exposes them to a body of theory, research, and application that will develop conceptual abilities and application skills to meet the needs of the current and future business environment.

In support of this, the SBGS is committed to providing a curriculum to our students that:

- is relevant to today's multicultural, transna-

tional business environment;

- focuses on the development of ethics and values that leads to actions that enrich the human condition;
- integrates information technology and concepts as decision tools of a modern organization and enhances the student's capability to succeed in a changing future environment through lifelong learning.

The SBGS offers undergraduate majors in Accounting, Business Administration, and Economics, with concentrations in Business Economics, Business Economics and Global Studies, Business Finance, Business Management, Information Technology, International Business, and Marketing. Minors in Business Administration, Economics, Human Resources Management, and Marketing are available for non-SBGS majors. At the graduate level, SBGS offers the Master of Business Administration (M.B.A.) and a Master of Science in Business Organizational Management. Concentrations in Accounting, Executive Management, Finance, Health Services Management, Information Technology, International Business, Leadership, Managed Care, and Marketing are available.

Business students are advised to participate in co-curricular activities related to business or other student governance and leadership groups. Students may choose to augment on-campus education through job experience in work-study and internship programs. Business students also are strongly encouraged to study abroad to broaden their horizons while earning degree credit.

CENTRAL CAMPUS & ATHENS UNDERGRADUATE PROGRAMS

Undergraduate students at the central campus and in Athens may choose to major in Accounting, Business Administration, Marketing, or Economics. Those majoring in Business Administration may choose from concentrations in Business Economics, Business Economics and Global Studies, Business Finance, Business Management, Information Technology, International Business, or Marketing. Not all concentrations are available in Athens. Central campus students may also select the interdepartmental major, International Business and Language.

Programs — School of Business and Global Studies

Students not majoring in the School of Business and Global Studies may choose to minor in Business Administration, Economics, Human Resources Management, or Marketing. All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Accounting — B.S.

Program Chairpersons: Renee Miller and
Claudio Muñoz

The Accounting Program develops an understanding of the enterprise's primary information system. It builds on the conceptual, analytical and communication skills necessary to succeed in the business world. It prepares students for careers in all areas of accounting, including the necessary preparations and qualifications for professional examination.

Prerequisites: The following must be completed before enrolling in 300- or 400-level ECU courses in all majors except International Business and Language:

ENG 111	College Writing B	(3)
ECBU 172	Mathematical Methods for Business and Economics	(4)
ECBU 201	Fundamentals of Accounting I	(4)
ECBU 202	Fundamentals of Accounting II	(4)
ECBU 220, 221	Economic Analysis I, II	(3,3)

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 372	Quantitative Business Methods	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Core Accounting Requirements:

ECBU 301, 302	Intermediate Accounting I, II	(4,4)
ECBU 307	Cost Accounting	(4)
ECBU 308	Federal Taxation I	(4)
ECBU 401	Auditing	(4)
ECBU 402	Advanced Accounting	(4)

sue a concentration listed under the B.S., Business Administration by satisfying all the requirements of the B.S., Accounting and of the concentration..

Business Administration — B.S.

Program Chairperson: Ibrahim (Abe) Helou

This major's objective is to prepare students for successful careers in business enterprise. It looks closely at creating and maintaining desirable internal environments and the relationship between them and the external environment in successful business enterprises. The philosophy and ethics of business as well as human values are stressed.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 372	Quantitative Business Methods	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Athens only:

ECBU 455	Human Resources Management	(4)
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Electives or Concentration:

Four 300-400-level ECU courses (4,4,4,4)
or one of the following concentrations:

Business Economics Concentration: This concentration focuses on economic theories and their applications in the business world. It requires ECU 220, ECU 221, and a minimum of 18 semester hours from the following:

ECBU 320	Intermediate Macroeconomics	(4)
ECBU 321	Intermediate Microeconomics	(4)
ECBU 322	Current Economic Problems and Opportunities	(4)
ECBU 323	Money and Banking	(4)
ECBU 324	Comparative Economic Systems	(4)
ECBU 325	International Economics	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 345	Personal Finance	(3)

Concentrations: Accounting students may pur-

Business Economics and Global Studies

Programs — School of Business and Global Studies

Concentration: This concentration examines the global economy, including the roles of business and non-business organizations, the impact of culture and religion upon business practices and economic policies, and the interplay of politics, economics, and business. It requires ECBU 220, ECBU 221, and a minimum of 18 semester hours from the following:

ANTH 330	Cultural Anthropology	(4)
ECBU 324	Comparative Economic Systems	(4)
ECBU 325	International Economics	(4)
ECBU 340	Cultural Environment of International Business	(4)
ECBU 429	Theories in Economic Development	(4)
ECBU 498	Internship in Economics and Business	(4)
PLSC 351	International Relations	(4)
PLSC 452	Comparative Government and Politics	(4)
REL 300	World Religions: West, <i>or</i>	
REL 305	World Religions: East	(3)

Business Finance Concentration: This concentration focuses on the role of finance in the corporate environment. It also looks at corporate and personal investments, the basic principles and techniques of valuing financial instruments, and methods of managing risk. It requires the following courses:

ECBU 323	Money and Banking	(4)
ECBU 330	Business Finance	(4)
ECBU 331	Managerial Finance	(4)
ECBU 431	Investments: Security Analysis and Portfolio Management	(4)

One of the following:

ECBU 430	Speculative Securities—Options and Futures	(4)
ECBU 432	Financial Institutions	(4)
ECBU 436	International Finance	(4)

Business Management Concentration: This concentration studies theoretical foundations for understanding how an organization is affected by its environment, how employees are motivated to accomplish organizational goals, practical skills necessary for attracting, encouraging, and retaining human resources, and successful interpersonal skills. It requires the following courses:

ECBU 350	Principles of Management	(4)
ECBU 355	Organizational Behavior	

	in Business	(4)
ECBU 356	Introduction to Organizational Theory	(4)
ECBU 455	Human Resources Management	(4)
<i>One of the following:</i>		
ECBU 451	International Management	(4)
ECBU 353	Culture and Gender Issues in Management	(4)
ECBU 358	Small Business Administration	(4)

Information Technology Concentration: This concentration prepares students for successful careers in Information Systems/Information Technology. It also provides an overview and trend analysis for decision making. It requires the following courses:

ECBU 410	Management Information Systems	(4)
ECBU 411	Management Support Systems, <i>or</i>	
CMPS 475	Systems Design Process	(4)
ECBU 412	Database Management Systems, <i>or</i>	
CMPS 490	Database Management Systems	(4)
ECBU 413	Business Telecommunications, <i>or</i>	
CMPS 368	Principles of Computer Networks, <i>or</i>	
CMPS 369	Local Area Networks	(4)
ECBU <i>or</i> CMPS	elective course (programming recommended)	(4)

International Business Concentration: This concentration studies how international business practices and customs differ from those in the US. It requires the following courses:

ECBU 350	Principles of Management	(4)
ECBU 325	International Economics	(4)
ECBU 366	International Marketing	(4)
ECBU 436	International Finance	(4)
ECBU 451	International Management	(4)

Marketing Concentration: This concentration examines the tools and techniques used to determine the needs of individuals or segments of society, to provide the most effective means of informing customers of the availability of the services and goods, and to deliver such services and goods. It requires the following courses:

ECBU 360	Principles of Marketing	(4)
ECBU 461	Marketing Management	(4)
ECBU 365	Consumer Behavior <i>or</i>	
ECBU 368	Promotional Management	(4)
ECBU 466	International Marketing	(4)
300-400-level ECBU	course in Marketing	(4)

Programs — School of Business and Global Studies

Economics — B.S.

Program Chairperson: Ahmed Ispahani

Economics examines the difficult choices that society, business enterprises, public sector, and individuals must make to distribute resources. It also deals with explaining and forecasting how an economy will perform, and it provides analytical tools for determining the attractiveness of industries and markets and behaviors that will maximize profits.

Prerequisites: Same as for Accounting — B.S.

Core Business Requirements:

ECBU 320	Intermediate Macroeconomics	(4)
ECBU 321	Intermediate Microeconomics	(4)
ECBU 323	Money and Banking	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 370	Business Statistics	(4)
ECBU 372	Quantitative Business Methods	(4)
ECBU 410	Management Information Systems	(4)
ECBU 499	Senior Project	(4)

Electives: A minimum of 12 semester hours in ECBU courses.

International Business and Language — B.S.

Program Chairpersons: Jack McElwee and
Andrea Labinger

The goals of this program are to increase students' ability to communicate with people of other cultures in a business context, to provide language students with career opportunities in international business, to enable business students to function more efficiently in a cross-cultural environment, and to make students more competent as professionals and more productive as citizens of the world. French, German, or Spanish may be chosen as the language.

Prerequisites:

Two years of college-level French, German, or Spanish, or a passing ULV test score (3,3,3,3)
ECBU 201 Fundamentals of Accounting I (4)
ECBU 220 Economic Analysis I (3)

Core Requirements:

Commercial French, German, or Spanish	(4)
300-level FREN, GERM, or SPAN course	(4)
ECBU 324 Comparative Economic Systems	(4)
ECBU 325 International Economics	(4)

ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 466	International Marketing	(4)
ECBU 451	International Management	(4)
REL 305	World Religions: East, or	
REL 370	History of Christianity	(3-4)
PLSC 351	International Relations	(4)
PLSC 301	American Government and	
	Politics (<i>international students only</i>), or	
PLSC 452	Comparative Government and	
	Politics (<i>US students only</i>)	(3-4)
ECBU 496	Senior Seminar, or	
FREN or GERM or SPAN 499	Senior Project	(3-4)

Electives: A minimum of 12 semester hours chosen with the approval of a program chairperson.

Marketing — B.S.

Program Chairperson: Janis Dietz

Marketing is the process of developing products and services desired by consumers and industrial users and delivering them in an efficient manner beneficial to both the producer and the user. This process must be conducted from a global perspective, including consideration of both customer and competitor. This program covers all aspects of marketing, from product and service development to delivery to the customer and post-purchase relations.

Prerequisites: Same as for Accounting — B.S.

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 372	Quantitative Business Methods	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Marketing Requirements: Four out of the five following courses:

ECBU 365	Consumer Behavior	(4)
ECBU 368	Promotional Management	(4)
ECBU 461	Marketing Management	(4)
ECBU 464	Marketing Research	(4)
ECBU 466	International Marketing	(4)

Electives: A minimum of 8 upper-division semester hours in marketing.

Programs — School of Business and Global Studies

SCHOOL OF CONTINUING EDUCATION (including CAPA) UNDERGRADUATE PROGRAMS

Undergraduate students enrolled through the School of Continuing Education (SCE) should inquire about program offerings at their location. Some programs offered at specific locations are described below. All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Accounting — B.A.

Program Chairpersons: Renee Miller and
Claudio Muñoz

Prerequisites:

ECBU 201	Fundamentals of Accounting I	(4)
ECBU 202	Fundamentals of Accounting II	(4)
ECBU 328	Economic Theories and Issues	(4)

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 374	Applied Quantitative Analysis	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Core Accounting Requirements:

ECBU 301, 302	Intermediate Accounting I, II	(4,4)
ECBU 307	Cost Accounting	(4)
ECBU 308	Federal Taxation I	(4)
ECBU 401	Auditing	(4)
ECBU 402	Advanced Accounting	(4)

Business Administration — B.A.

(Available only at selected SCE centers.)

Program Chairperson: Ibrahim Helou

Prerequisites:

ECBU 203	Financial & Managerial Accounting	(4)
ECBU 328	Economic Theories and Issues	(4)

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)

ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 374	Applied Quantitative Analysis	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Electives: A minimum of 12 semester hours of upper-division ECBU courses.

Concentrations: All concentrations listed under the B.S., Business Administration at the central campus are available through CAPA.

MINORS

Minors are suitable for students planning careers in any field where a knowledge of business would enhance their career opportunities, such as journalism, behavioral science, law, and government. A minimum of 24 units is required. Minors are not available to students majoring in the School of Business and Global Studies.

Business Administration Minor

This minor is designed to give the student a broad based introduction to all the major functions of a business enterprise (i.e., accounting, economics, finance, management, and marketing).

Prerequisites: Proficiency in computer spreadsheets before ECBU 201 and proficiency in descriptive statistics before ECBU 330.

Required Business Courses:

ECBU 203	Financial & Managerial Accounting	(4)
ECBU 220	Economics I, <i>or</i>	
ECBU 328	Economic Theories and Issues	(3-4)
ECBU 330	Business Finance	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
300-400-level elective in Business Admin..		(4)

Economics Minor

The Economics minor is designed to provide students with a broad-based introduction to the methods and techniques of economic analysis.

Required Business Courses:

ECBU 220, 221	Economics Analysis I, II	(3,3)
<i>Four of the following:</i>		
ECBU 320	Intermediate Macroeconomics	(4)
ECBU 321	Intermediate Microeconomics	(4)

Programs — School of Business and Global Studies

ECBU 322	Current Economic Problems and Opportunities	(4)
ECBU 323	Money and Banking	(4)
ECBU 324	Comparative Economic Systems	(4)
ECBU 325	International Economics	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 341	International Business	(4)

Human Resources Management Minor

This minor provides an overall view of the role and function of human resources management and its importance to the success of business enterprise.

Required Business Courses:

ECBU 350	Principles of Management	(4)
ECBU 355	Organizational Behavior in Business	(4)
ECBU 455	Human Resources Management	(4)
<i>Two of the following:</i>		
ECBU 341	International Business	(4)
ECBU 353	Culture and Gender Issues in Management	(4)
ECBU 354	Communications in Organizations	(4)
ECBU 356	Introduction to Organizational Theory	(4)
ECBU 358	Small Business Administration	(4)
ECBU 453	Industrial Relations	(4)
ECBU 451	International Management	(4)

Marketing Minor

This minor provides a broad-based introduction to the role and function of marketing in business.

Required Business Courses:

ECBU 360	Principles of Marketing	(4)
16 semester hours of marketing courses (4,4,4,4.)		

GRADUATE PROGRAMS IN BUSINESS

Graduate business programs at ULV are designed for individuals with proven academic background and work experience along with high probability of success in graduate study and in subsequent teaching, research, or professional careers. All applications are reviewed carefully, based on the following criteria:

1. A bachelor's degree from a regionally accredited college or university.

2. A minimum GPA of 3.0 in the last 60 semester hours of undergraduate work including no lower than a C grade in all prerequisite courses. Applicants with lower GPA's will be considered on a provisional basis and may be required to submit GMAT scores. The Miller Analogies Test or the GRE may be substituted for the GMAT.

3. Two positive letters of recommendation, especially from business instructors or employers.

4. A current résumé and personal statement of purpose.

Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by accomplishing *one* of the following: TOEFL score of 550 or more, 400 verbal GRE, satisfactory completion of ULV's English proficiency test, or satisfactory completion of prerequisite ESL courses at ULV as indicated by a placement examination.

All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

M.B.A. Preparatory Program

Program Chairperson: David S. Kung

This program provides coursework tailored to the needs of students who do not meet the entrance requirements for full admission to the MBA program. For further information contact the program chairperson.

Master of Business Administration

Program Chairperson: David S. Kung

The M.B.A. provides a strong foundation in the traditional areas of business administration, the interrelationships among the various functional business disciplines, and a broad exposure to the contemporary skills of management. Emphasis is on the development of skills necessary to manage in a critical, rational, and effective manner within the complex global environment. The program does not require work experience or an undergraduate degree in business administration.

Programs — School of Business and Global Studies

Students with professional experience and/or an undergraduate degree in business are also eligible.

Prerequisites: 0-20 semester hours

Prerequisite knowledge in the areas of the courses listed below (ECBU 500 A-H) is required to enter this program. The determination of needed prerequisite knowledge is based on a review of each student's undergraduate coursework and professional work experience. The foundation courses (ECBU 500 A-H) provide any prerequisite knowledge and tools needed to study business at the graduate level. If needed, they should be among the first courses completed.

ECBU 500A Accounting Fundamentals	(4)
ECBU 500B Economics for Decision Making	(4)
ECBU 500C Quantitative and Statistical Analysis	(4)
ECBU 500DBusiness Finance	(2)
ECBU 500E Business Management	(2)
ECBU 500FBusiness Marketing	(2)
ECBU 500HBusiness Communications	(2)

Total Program: 36 semester hours

Core Courses: 24 semester hours

ECBU 503 Accounting Information for Decision-Making	(3)
ECBU 510 Management of Information Technology	(3)
ECBU 525 Economics of the Firm	(3)
ECBU 530 Financial Management	(3)
ECBU 551 Seminar in Organization Theory and Behavior	(3)
ECBU 560 Seminar in Marketing Management	(3)
ECBU 575 Business Analysis	(3)
ECBU 581 Managing in a Global Economy	(3)

Concentrations/Electives: 9 semester hours

Students may complete one of the concentrations listed below, or they may select 9 semester hours (three courses) of electives from any of the scheduled 500-level ECBU courses or from courses in other disciplines with the approval of the graduate academic advisor.

Accounting Concentration:

ECBU 504 Corporate Accounting and Reporting	(3)
ECBU 505 Accounting for Specialized Accounting Entities	(3)

Two of the following:

ECBU 503 Accounting Information for Decision-Making	(3)
ECBU 506 Federal Taxation Concepts and Practices	(3)
ECBU 507 Government and Nonprofit Accounting	(3)
ECBU 508 Auditing Standards and Practices	(3)

Finance Concentration:

ECBU 531 Investment and Portfolio Analysis	(3)
ECBU 532 Management of Financial Institutions	(3)
ECBU 533 Investment Banking	(3)
ECBU 534 Entrepreneurial Finance	(3)
ECBU 536 International Financial Management	(3)
ECBU 537 International Financial Markets and Institutions	(3)
ECBU 538 Financial Strategy and Policy	(3)

Information Technology Concentration:

ECBU 511 Management Support Systems	(3)
ECBU 512 Integrated Data Management	(3)
ECBU 513 Information Networks	(3)
ECBU 515 Systems Planning and Implementation	(3)
ECBU 516 Electronic Commerce	(3)
ECBU 517 Law and Technology	(3)

International Business Concentration:

ECBU 516 Electronic Commerce	(3)
ECBU 536 International Financial Management	(3)
ECBU 556 Comparative International Management	(3)
ECBU 566 International Marketing Management	(3)
ECBU 584 Managerial Negotiations	(3)

Management Concentration:

ECBU 540 Innovation and Entrepreneurship	(3)
ECBU 555 Current Issues in Management Practice	(3)
ECBU 556 Comparative International Management	(3)
ECBU 584 Managerial Negotiations	(3)
ECBU 585 Strategies in Change Management	(3)

Marketing Concentration:

ECBU 561 Seminar in Consumer Behavior	(3)
ECBU 563 Marketing Channels/Distribution	(3)
ECBU 564 Marketing Intelligence	(3)

Programs — School of Business and Global Studies

ECBU 566	International Marketing Management	(3)
ECBU 567	Service Sector Marketing	(3)
ECBU 568	Marketing Communication	(3)

Executive Management Concentration:

Available with the chairperson's approval.

Culminating Activity: 3 semester hours

ECBU 596	Graduate Business Seminar	(3)
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Master of Business Administration for Experienced Professionals

Program Chairperson: David S. Kung

This is a broad, integrated program designed primarily for adult professionals with a minimum of three years' experience and with or without undergraduate business degrees. Capitalizing on the educational diversity of students, the core courses provide for broad professional development in business administration. These courses develop an increased understanding of the role of the professional manager and of organizations and of their responsibilities within the firm and society in our global economy.

Prerequisite: A minimum of three years' full-time professional experience.

Program Expectations: Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to a personal computer; to be able to apply algebra and other mathematical skills for solving economic and business problems; and to possess good oral and written communication skills. The University offers courses to assist students in obtaining the necessary competencies.

Total Program: 33 semester hours

Foundation Courses: 0-12 semester hours

ECBU 500A	Accounting Fundamentals	(4)
ECBU 500B	Economics for Decision Making	(4)
ECBU 500C	Quantitative and Statistical Analysis	(4)

Foundation courses can be waived, if the following equivalent undergraduate courses were completed at a regionally accredited college or university with a grade of C or higher within the past

seven years: Financial Accounting *and* Managerial Accounting for ECBU 500A; Microeconomics *and* Macroeconomics for ECBU 500B; Business Statistics for ECBU 500C.

Core Courses: 12 semester hours

ECBU 520	Seminar in Economics	(3)
ECBU 535	Financial Analysis	(3)
ECBU 565	Marketing in a Global Economy	(3)
ECBU 555	Current Issues in Management Practice, <i>or</i>	
ECBU 581	Managing in a Global Economy	(3)

Professional Focus Area and Concentrations: (18 semester hours)

Each student can select a set of courses that addresses his or her career needs. Courses can be selected from any of the scheduled 500-level ECBU courses (other than foundation courses) or from courses in other disciplines with the approval of the student's graduate academic advisor. Concentrations require a minimum of four courses (12 semester hours) that may include required core courses in the same discipline.

Executive Management Concentration:

(Prerequisite: 6 years of professional experience with progressive management responsibility.)

Three of the following:

ECBU 551	Seminar in Organization Theory and Behavior	(3)
ECBU 585	Strategies in Change Management	(3)
ECBU 586	Leadership for the Future	(3)
ECBU 588	Power and Politics	(3)

One of the following:

ECBU 516	Electronic Commerce	(3)
ECBU 538	Financial Strategy and Policy	(3)
ECBU 540	Innovation and Entrepreneurship	(3)
ECBU 569	Strategic Marketing	(3)

Finance Concentration:

ECBU 531	Investment and Portfolio Analysis	(3)
ECBU 532	Management of Financial Institutions	(3)
ECBU 533	Investment Banking	(3)
ECBU 534	Entrepreneurial Finance	(3)
ECBU 535	Financial Analysis	(3)
ECBU 536	International Financial Management	(3)
ECBU 537	International Financial Markets and Institutions	(3)

Programs — School of Business and Global Studies

ECBU 538	Financial Strategy and Policy	(3)
Information Technology Concentration:		
ECBU 510	Management of Information Technology	(3)
ECBU 511	Management Support Systems	(3)
ECBU 512	Integrated Data Management	(3)
ECBU 513	Information Networks	(3)
ECBU 515	Systems Planning and Implementation	(3)
ECBU 516	Electronic Commerce	(3)
ECBU 517	Law and Technology	(3)
International Business Concentration:		
ECBU 516	Electronic Commerce	(3)
ECBU 536	International Financial Management	(3)
ECBU 556	Comparative International Management	(3)
ECBU 566	International Marketing Management	(3)
ECBU 581	Managing in a Global Economy	(3)
ECBU 584	Managerial Negotiations	(3)
Leadership Concentration: (available in specific locations only)		
ECBU 543	Ethics in Organizations and Society	(3)
ECBU 551	Seminar in Organization Theory and Behavior	(3)
ECBU 581	Managing in a Global Economy	(3)
ECBU 585	Strategies in Change Management	(3)
ECBU 586	Leadership for the Future	(3)
ECBU 588	Power & Politics in Organizations	(3)
Management Concentration:		
ECBU 540	Innovation and Entrepreneurship	(3)
ECBU 551	Seminar in Organization Theory and Behavior	(3)
ECBU 555	Current Issues in Management Practice,* or	
ECBU 581	Managing in a Global Economy*	(3)
ECBU 556	Comparative International Management	(3)
ECBU 584	Managerial Negotiations	(3)
ECBU 585	Strategies in Change Management	(3)
<small>*Whichever is not taken as a Core Requirement.</small>		
Marketing Concentration:		
ECBU 561	Seminar in Consumer Behavior	(3)
ECBU 563	Marketing Channels/Distribution	(3)
ECBU 564	Marketing Intelligence	(3)
ECBU 565	Marketing in a Global Economy	(3)
ECBU 566	International Marketing Management	(3)

ECBU 567	Service Sector Marketing	(3)
ECBU 568	Marketing Communications	(3)

Culminating Activity: 3 semester hours

ECBU 596	Graduate Business Seminar	(3)
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Master of Business Administration With a Concentration in Managed Care

Program Chairperson: David S. Kung

This program is designed to provide the health services professional with the knowledge and skills to manage in the dynamic managed care environment, including analytical and quantitative methods to negotiate and monitor contract compliance and quality indicators; financial and accounting principles to determine contract risk, rates, and revenue optimization strategies; oral and written communication tools to maintain positive working relationships among payers, providers, and management; and techniques to lead in a critical, rational, and effective manner.

Prerequisite: Required of students with limited professional experience in health services.

HSM 401	Principles of Health Services Management	(4)
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Total Program: 33 semester hours

Foundation Courses: 0-12 semester hours
Same as for M.B.A., Experienced Professionals

Core Courses: 15 semester hours

ECBU 520	Seminar in Economics	(3)
ECBU 535	Financial Analysis	(3)
ECBU 565	Marketing Strategies	(3)
ECBU 555	Current Issues in Management Practice, or	
ECBU 581	Managing in a Global Economy	(3)
One 500-level ECBU course with approval		(3)

Managed Care Concentration: 15 semester hours

HSM 501	Recent Trends and Advances in Healthcare Administration	(3)
HSM 576	Negotiation and Contract Maximization	(3)
HSM 590	Economics of Managed Care	(3)
HSM 591	Managing Managed Care	(3)

Programs — School of Business and Global Studies

One of the following:

- HSM 510 Management Information Systems (3)
- HSM 535 Seminar in Healthcare Economics (3)
- HSM 555 Ethical Issues in Healthcare (3)

Culminating Activity: 3 semester hours

- ECBU 596 Graduate Business Seminar (3)

Master of Business Administration With a Concentration in Health Services Management

Program Chairperson: David S. Kung

This concentration provides skills needed for a managerial career in hospitals, medical education centers, health service organizations, government agencies, consulting firms, and private industry. In addition to core courses in business administration, elective courses focus on the key role health-care administrators must play in cost containment, continuous improvement in the quality of care, and increasing access to services.

Admission by the Health Services Management Department is required before enrollment. Applicants should possess a minimum of one year professional healthcare experience, either clinical or through employment in a health-related industry.

Prerequisite: Same as for M.B.A. with concentration in Managed Care.

Total Program: 33 semester hours

Foundation Courses: 0-12 semester hours

Same as for M.B.A., Experienced Professionals

Core Courses: 15 semester hours

Same as for M.B.A. with a concentration in Managed Care.

Concentration: 15 semester hours

- HSM 501 Recent Trends and Advances
in Health Services Delivery (3)
- HSM 590 Economics of Managed Care (3)

Three of the following:

- (HSM 598 is required for students with limited professional experience in health services.)
- HSM 514 Seminar in Health Policy Formation (3)
- HSM 520 Strategic and Tactical Planning
in HMO's (3)
- HSM 521 Evolution of US Health Delivery (3)

- HSM 540 Legal Aspects of Health Services
Management (3)
- HSM 555 Ethical Issues in Healthcare (3)
- HSM 562 Human Resources/Labor
Management in Healthcare (3)
- HSM 569 Management of Change and Conflict (3)
- HSM 598 Field Work/Internship (3)

Culminating Activity: 3 semester hours

- ECBU 596 Graduate Business Seminar (3)

Business Organizational Management — M.S.

(Available only at selected Residence Centers)

Program Chairperson: David S. Kung

This program is designed for working professionals seeking a management career in for-profit or not-for-profit organizations. It focuses on organizational dynamics and the human element in business management. Students will develop an understanding of the role of professional managers in their organizations, including the interdependence of the firm, society, and the global economy.

MBOM courses are available only to students admitted to or applying for the M.S. in Business Organizational Management. MBOM courses are not interchangeable with ECU courses.

Prerequisites: Applicants must have a minimum of three years of work experience in a responsible position within an organization. Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to a personal computer; to be able to apply algebra and other mathematical skills for solving economic and business problems; and to possess good oral and written communication skills.

Total Program: 36 semester hours

Core Courses: 12 semester hours

- MBOM 501 Accounting for Managers (3)
- MBOM 502 Budgeting & Financial
Management (3)
- MBOM 503 Theories & Issues in Economics (3)
- MBOM 504 Organization Theory & Analysis (3)

Electives or Concentration: 21 semester hours
A minimum of seven MBOM courses or the

Programs — School of Business and Global Studies

Human Resource Management and Development Concentration.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar (3)

Human Resource Management and Development Concentration: This concentration focuses on employee management and development. It provides the student with a broad background in the theory and application of methods for maximizing employee productivity and fostering employee personal and professional growth. This concentration is appropriate for students pursuing a managerial role in Human Resource Management or Development and for managers whose responsibilities are primarily related to the management of people.

MBOM 530 Managing the Human Resource (3)

MBOM 534 Training and Human Resource Development (3)

Two of the following:

MBOM 532 Managing Diversity in the Workplace (3)

MBOM 550 Seminar in Organizational Behavior (3)

MBOM 552 Human Behavior and Motivation (3)

MBOM 569 Managing Change in a Dynamic Environment (3)

MBOM 545 Industrial Relations for Managers (3)

MBOM 546 Managerial Negotiations (3)

Business Organizational Management with Concentration in Health Services Management — M.S.

(Available only at selected Residence Centers)

Program Chairperson: David S. Kung

The elective courses in this concentration focus on the key roles which health services managers play in cost containment, continuous quality improvement, and the expanded access to services in integrated health systems. Candidates for this program should possess a minimum of three years of current experience in the health services field.

Total Program: 39 semester hours

Core Courses: 12 semester hours

Same as in the M.S., Business Organizational Management.

Required Health Services Management Courses: 6 semester hours

HSM 501 Recent Trends and Advances in Health Services Delivery (3)

HSM 590 Selected Topics: Economics of Managed Care (3)

Recommended Electives: 9 semester hours

HSM 514 Seminar in Health Policy Formation (3)

HSM 520 Strategic and Tactical Planning in HSO's (3)

HSM 521 Evolution of U.S. Health Delivery (3)

HSM 555 Ethical Issues in Healthcare (3)

HSM 562 Human Resources/Labor Management in Healthcare (3)

General Electives: 9 semester hours

A minimum of 9 semester hours selected from MBOM courses.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar (3)

SCHOOL of ORGANIZATIONAL MANAGEMENT

Dean: Thomas R. Harvey

EDUCATIONAL MANAGEMENT DEPARTMENT

Chairperson: Thomas R. Harvey

Regular Faculty: William Bearley, Margaret Butt, John Glaser, Thomas Harvey, Don Hayes, Ron Hockwalt, Larry Kemper, Phil Linscomb, Larry Machi, Steve Morgan, Barbara Peterson, Barbara Poling, Carol Roberts, Emanuel Scrofani.

Adjunct Faculty: Janeane Dimpel, Martha Evans, Robert Hanson,¹ Richard Loveall,¹ Billie Kinsinger,¹ John McKillip,¹ Richard Tauer.¹

Educational Management — M.Ed.; Preliminary Administrative Services Credential

Program Chairperson: Barbara Poling

The California Commission on Teacher Credentialing has approved this program for granting administrative credentials. Students who successfully complete the program requirements will obtain a Master of Education (M.Ed.) in Educational Management and the Preliminary Administrative Services Credential. This credential is the first level of a two-tiered credential enacted into law in 1982. The second level, the Professional Services Credential, is obtained with additional specialized course work and administrative experience.

Students have two options in the program:

1. To obtain both the M.Ed. and the Preliminary Administrative Services Credential (33 semester hours total).

2. To obtain the Preliminary Administrative Services Credential only (24 semester hours total).

An Administrative Internship credential is available with permission of the program chair. Candidate must be fully matriculated in the Preliminary Administrative Services Credential and meet University and CTC Administrative Internship Credential requirements prior to being recommended for the Internship Credential.

Admission Requirements: In addition to University admission requirements, the following are required:

1. A minimum of two years of full-time experience in one or more of the following areas: teaching, pupil personnel services, health or librarian services. (Three years' full-time experience is needed for credential application.)

2. Possession of a valid California credential in the areas listed above.

3. Verification of having taken the CBEST if working toward the credential.

Total Program: 33 semester hours

Core Courses: 6 semester hours

EDUC 501 Educational Assessment (3)

EDUC 504 Methods of Research (3)

Area of Concentration: 24 semester hours

EDMT 570 Curriculum, Instruction, and Assessment (3)

EDMT 571 Human Resource Administration (3)

EDMT 572 Educational Leadership (3)

EDMT 573 Contemporary Issues in California Schools (3)

EDMT 574 Field Experience (3)

EDMT 576 Organizational Management and School/Community Collaboration (3)

EDMT 577 Fiscal Resource Management and Policy Development (3)

EDMT 578 School Law (3)

Culminating Activity: 3 semester hours

EDUC 596 Graduate Seminar (3)

Professional Administrative Services Credential

Program Chairperson: Barbara Poling

The Professional Administrative Services Credential is the second level of the two-tiered credential requirements enacted into law in 1982. This credential may be taken in conjunction with

Programs — Educational Leadership, Ed.D.

the Ed.D. program in Educational Leadership, or it may be pursued as a separate program. The courses in the credential program relate directly to the five thematic principles established by the Credentialing Commission: organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; evaluation, analysis, and development of public policy; and management of information systems and human and fiscal resources. The California Commission on Teacher Credentialing has approved this program for granting the administrative credential.

Admission Requirements: In addition to the University requirements, the following are required:

1. A valid Preliminary Administrative Services Credential (Tier 1).
2. Employment in a full-time public or private school administrative position.

Total Program: 24 semester hours

Induction: 2 semester hours

EDMT 659 Organizational Induction (2)

Direct Instruction Courses: 12 semester hours

EDMT 660 Social and Political Dynamics (3)

EDMT 661 Development and Assessment of Curriculum Programs and Instructional Practices (3)

EDMT 662 Management of Human and Material Resources (3)

EDMT 663 Organizational Theory, Planning, and Management (3)

Field Experience: 8 semester hours minimum

EDMT 660F Field Experience in Social and Political Dynamics (1-2)

EDMT 661F Field Experience in Development & Assessment of Curriculum, Programs, & Instructional Practices (1-2)

EDMT 662F Field Experience in Management of Human & Material Resources (1-2)

EDMT 663F Field Experience in Organization Planning and Management (1-2)

Assessment: 2 semester hours

EDMT 664 Professional Assessment (2)

Electives: A maximum of 8 semester hours of approved credit from another educational agency may be substituted for field experiences.

Educational Leadership — Ed.D.

Program Chairperson: Thomas Harvey

Adjunct Faculty: Doug Adams, Delores Ballesteros, John Bernard, Louis Bucher, Patricia Clark-White, John Cruz, Karen Harshman, Ronald Hockwalt, Lee Jenkins, Keith Larick, Billye Raye Lipscomb, Phil Linscomb, Liz Nash, Phil Pendley, Loren Sanchez, Andrew Smidt, Leo St. John

This program is designed for the practicing administrator who wishes to pursue advanced study while continuing a professional career. Its primary focus is the application of management theory to the processes and practices of educational administration. The day-to-day and long-range problems facing administrators serve as case studies for individual and group activities. Theory is tested in the field by students, thereby validating both theoretical and practical competencies.

Prerequisites: Applicants must possess an earned master's degree or equivalent and have maintained a GPA of 3.0 or better in all work leading to the degree. They must also possess the following characteristics:

1. Academic capability to complete the requirements of doctoral studies.
2. Demonstrated ability as an educational manager.
3. Opportunity to apply theory on the job.
4. Potential of making significant contributions to the field of education as a practicing administrator.

Admission: Applicants will be evaluated by the departmental admissions committee using the following measures: undergraduate performance, graduate performance, performance on the GRE (Aptitude Section) or the Miller Analogies Test, and letters of recommendation. A personal interview with the departmental admissions committee may be required. The department seeks a profile of the total student and will balance all of these measures.

Total Program: 54 semester hours

The program requires a minimum time commitment of three years with at least nine semester hours each semester. In addition to participation in geographic clusters each semester, candidates meet in eight-day seminars each January and

Programs — Ed.D. and Health Services Management

July at the central campus.

Management Theme Courses: 36 semester hours

Fall Semester 1999

EDMT 675 Executive Leadership (3)

EDMT 677 Decision Making (3)

Spring Semester 2000

EDMT 678 Human Resource Development (3)

EDMT 694 Educational Resource Management (3)

Fall Semester 2000

EDMT 674 Educational Change (3)

EDMT 679 Planning and Educational Futures (3)

Spring Semester 2001

EDMT 695 Innovation and Technology (3)

EDMT 696 Evaluation (3)

Fall Semester 2001

EDMT 681 Communication Theory (3)

EDMT 682 Conflict Management (3)

Spring Semester 2002

EDMT 680 Organizational Theory (3)

EDMT 683 Organizational Development (3)

Research Courses: (18 semester hours)

Fall Semester (every year)

EDMT 684 Applied Research Methods (3)

EDMT 687 Introduction to Dissertation Research I (3)

EDMT 698A Dissertation in Educational Management I (3)

Spring Semester (every year)

EDMT 686 Statistics for Educational Managers (3)

EDMT 688 Introduction to Dissertation Research II (3)

EDMT 698B Dissertation in Educational Management II (3)

MANAGEMENT DEPARTMENT

Chairperson: C. Marti Day

Regular Faculty: Kent Badger, Joan Branin, C. Marti Day, Suzanne Holmes.

Adjunct Faculty: Anthony Armada,¹ Lois Blackmore,¹ David Donner,¹ Deborah Flores,¹ Terrell Ford,¹ William Giwertz,¹ Deborah Hagar,¹ Richard Harder,¹ Thomas Hazerian,¹ Robert Hemker,¹ Marvin Herschberg,¹ Thomas Knego,¹ Jack Lazarre,¹ Russell McClellan,¹ Larry Pilcher,¹ Marilyn Roupe,¹ Artin Sagherian,¹ Judith Siudara,¹ Joan P. Taylor¹, Elaine Van Deventer,¹ Adalyn Watts, Gary Wilde¹

¹Off-campus faculty

The curriculum in health services management is designed to prepare healthcare professionals for positions of increased responsibility in health and health-related organizations. In the programs offered, students will learn to (1) analyze problems with a greater critical awareness, (2) apply sound methods of statistical and financial control, and (3) utilize management techniques and manage contracts.

Health Services Management — B.S.

Program Chairperson: Kent Badger

Core Requirements: HSM 403 must be taken prior to taking HSM 430:

HSM 401 Principles of Health Services Management (4)

HSM 403 Accounting in Health Service Organizations (4)

HSM 410 Quantitative Decision-Making in Health Service Organizations (4)

HSM 430 Financial Management of Service Institutions (4)

HSM 435 Economics of Health Services (4)

HSM 471 Statistics (4)

HSM 480 Communications in Management (4)

HSM 496 Senior Seminar:
Culminating Program Summary (4)

HEALTH SERVICES

Electives: A minimum of 16 semester hours from

Programs — Health Services Management

the following:

HSM 302	Sociology of Medicine and Medical Institutions	(4)
HSM 340	Legal Issues of Health Service Organization Management	(4)
HSM 351	Operational Planning in Health Service Organizations	(4)
HSM 355	Ethics in Health Services Management	(4)
HSM 365	Human Resource Management	(4)
HSM 368	Culture and Gender Issues in Management	(4)
HSM 369	Managing Change in Health Service Organizations	(4)
HSM 376	Marketing for Health Services	(4)

Certificate in Health Services Management

Requirements: Four of the following:

HSM 302	Sociology of Medicine and Medical Institutions	(4)
HSM 340	Legal Issues of Health Service Organization Management	(4)
HSM 401	Principles of Health Services Management	(4)
HSM 403	Accounting in Health Service Organizations	(4)
HSM 430	Financial Management of Service Institutions	(4)
HSM 480	Communications in Management	(4)

Master of Health Administration — M.H.A.

Program Chairperson: C. Marti Day

Prerequisites: Experience in health services and a bachelor's degree in business, science, or the liberal arts. One course in statistics is required prior to taking HSM 574 or 589; one course in accounting, prior to HSM 530 or 533; and one course in computer literacy, prior to HSM 510.

Total Program: 36 semester hours.

Environment and Dynamics of Organizations: 12 semester hours

HSM 500	Managing Organizations	(3)
HSM 501	Recent Trends and Advances in Healthcare Administration	(3)

Two of the following:

HSM 514	Seminar in Health Policy Formation, or	
HSM 592	Policy Issues in Managed Care	(3)
HSM 521	Evolution of US Health Delivery	(3)
HSM 531	Seminar in Organization Theory and Behavior	(3)
HSM 569	Management of Change & Conflict	(3)
HSM 580	Communications in Organizations	(3)
HSM 590	Economics of Managed Care	(3)
HSM 598	Field Work/Internship	(3)

Quantitative Decision-Making:

6 semester hours

HSM 530	Financial and Cost Analysis	(3)
<i>One of the following:</i>		
HSM 533	Mergers & Acquisitions in HSOs	(3)
HSM 535	Seminar in Healthcare Economics	(3)
HSM 591	Managing Managed Care	(3)

Qualitative Decision-Making: 6 semester hours.

Two of the following:

HSM 520	Strategic and Tactical Planning in Health Services Organizations	(3)
HSM 540	Legal Aspects of Health Services Management	(3)
HSM 550	Complementary Medicine in Managed Care	(3)
HSM 555	Ethical Issues in Healthcare	(3)
HSM 562	Human Resources/Labor Management in Healthcare	(3)

Research Tools: 6 semester hours

HSM 589	Seminar in Organizational Research	(3)
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One of the following:

HSM 510	Management Information Systems	(3)
HSM 574	Program Evaluation in Health Services	(3)
HSM 576	Managed Care Marketing and Contract Maximization	(3)

Culminating Activity: 6 semester hours

HSM 596	Graduate Seminar	(3)
HSM 597	M.H.A. Professional Seminar	(3)

Certificate in Health Services Management

Requirements: Four of the following:

HSM 501	Recent Trends and Advances in Healthcare Administration	(3)
HSM 521	Evolution of US Health Delivery	(3)
HSM 540	Legal Aspects of Health Services	

Programs — Managed Care and Gerontology

	Management	(3)
HSM 562	Human Resources/Labor Management in Healthcare	(3)
HSM 580	Communications in Organizations	(3)

GRADUATE PROGRAM IN MANAGED CARE

Program Chairperson: Suzanne C. Holmes

Master of Health Administration—Concentration in Managed Care

This concentration is designed to provide the health services professional with the knowledge and skills to manage in the dynamic managed care environment.

Total Program: 36 semester hours

Environment and Dynamics of Organizations: 12 semester hours

HSM 500	Managing Organizations	(3)
HSM 501	Recent Trends and Advances in Healthcare Administration	(3)
HSM 590	Economics of Managed Care	(3)
HSM 592	Policy Issues in Managed Care	(3)

Quantitative Decision-Making:

6 semester hours

HSM 530	Financial and Cost Analysis, or	
HSM 533	Mergers & Acquisitions in HSOs (Prereq.: HSM 530 or equivalent)	(3)
HSM 591	Managing Managed Care	(3)

Qualitative Decision-Making: 6 semester hours

HSM 540	Legal Aspects of Health Services Management	(3)
HSM 555	Ethical Issues in Healthcare	(3)
HSM 550	Complementary Medicine in Managed Care	(3)

Research Tools: 6 semester hours

HSM 576	Managed Care Marketing and Contract Maximization	(3)
HSM 589	Seminar in Organizational Research	(3)

Culminating Activity: 6 semester hours

HSM 596	Graduate Seminar	(3)
HSM 597	M.H.A. Professional Seminar	(3)

Certificate in Managed Care

Requirements:

HSM 590	Economics of Managed Care	(3)
HSM 591	Managing Managed Care	(3)
HSM 592	Policy Issues in Managed Care	(3)
HSM 576	Managed Care Marketing and Contract Maximization	(3)

Two of the following:

HSM 501	Recent Trends & Advances in Health Services Administration	(3)
HSM 540	Legal Aspects of Health Services Management	(3)
HSM 550	Complementary Medicine in Managed Care	(3)
HSM 555	Ethical Issues in Healthcare	(3)

GRADUATE PROGRAM IN GERONTOLOGY

Program Chairperson: Joan Branim

The graduate program in Gerontology is multidisciplinary and views the training of gerontology specialists from an integrative and developmental perspective. The master's degree program requires 36 semester hours: 12 semester hours are core courses in gerontology, and the remaining 24 semester hours are in one of the following concentrations: Business Administration, Counseling, Health Services Management, or Public Administration. The certificate program requires 18 semester hours: 12 are core courses in gerontology, and the remaining 6 are selected from any of the four concentrations.

Prerequisites: A bachelor's degree from a regionally accredited institution with a minimum GPA of 3.0.

Core Courses: 12 semester hours

GERO 500	Psychology of Aging	(3)
GERO 501	Professional, Legal, and Ethical Issues in Gerontology	(3)
GERO 502	Social/Cultural Aspects of Aging	(3)
GERO 503	Physiology of Aging	(3)

Gerontology with Concentration in Business Administration — M.S.

Programs — Gerontology

Program Specialist: David Kung

The Business Administration concentration is designed for professionals and managers who want to combine a knowledge of gerontology with the skills of business and management to prepare for administrative, managerial, or entrepreneurial roles in public or private sector organizations which employ gerontology specialists.

Total Program: 36 semester hours

Core Courses: 12 semester hours listed above

Concentration: 24 semester hours

ECBU 520 Seminar in Economics (3)

ECBU 535 Financial Analysis (3)

ECBU 555 Current Issues in Management Practice (3)

ECBU 565 Marketing Strategies (3)

ECBU 581 Managing in a Global Economy (3)

GERO 598 Internship/Fieldwork (3)

HSM 589 Seminar in Organizational Research (3)

One of the following:

ECBU 510 Management of Information Technology (3)

ECBU 540 Innovation and Entrepreneurship (3)

ECBU 566 International Marketing Management (3)

ECBU 585 Strategies in Change Management (3)

GERO 570 Grant Writing (1)

GERO 571 Cognitively Impaired Adults (1)

GERO 572 Death, Dying, and Bereavement (1)

GERO 573 Legal and Financial Issues in Aging (1)

GERO 574 Organizational Management of Senior Services (1)

GERO 590 Selected Topics in Gerontology (1-6)

GERO 599 Independent Study (1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Counseling — M.S.

Program Specialist: Valerie Jordan

The Counseling concentration is designed for professionals who are direct providers of clinical services, case managers, and counselors and administrators in mental health and human ser-

vices agencies who work with older adults, the elderly, their families, and caregivers.

Total Program: 36 semester hours

Core Courses: 12 semester hours listed above

Concentration: 24 semester hours

GERO 598 Internship/Fieldwork (3)

PSY 502 Research Methods in Counseling (3)

PSY 507 Human Development (3)

PSY 512 Clinical Psychopathology (3)

PSY 523 Cross-Cultural Relationships (3)

PSY 527 Professionalism, Ethics, & Law in Counseling (3)

PSY 528 Substance Abuse Counseling (3)

One of the following:

PSY 522 Group Counseling (3)

BHV 482 Family Violence and Abuse (3)

PSY 590 Selected Topics in Counseling (3)

GERO 570 Grant Writing (1)

GERO 571 Cognitively Impaired Adults (1)

GERO 572 Death, Dying, and Bereavement (1)

GERO 573 Legal/Financial Issues—Aging (1)

GERO 574 Organizational Management of Senior Services (1)

GERO 590 Selected Topics in Gerontology (1-6)

GERO 599 Independent Study (1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Health Services Management — M.S.

Program Specialist: Joan J. Branin

The Health Services Management concentration is designed for professionals and managers in hospitals, long term-care facilities, senior living facilities, home health agencies, hospices, and other health care providers who wish to develop the knowledge and skills necessary for effective management of health services organizations providing services for the elderly.

Total Program: 36 semester hours

Core Courses: 12 semester hours listed above

Concentration: 24 semester hours

GERO 598 Internship/Fieldwork (3)

Programs — Gerontology

HSM 500	Managing Organizations, or	
HSM 501	Recent Trends and Advances	
	in Health Services Delivery	(3)
HSM 530	Financial and Cost Analysis	(3)
HSM 535	Seminar in Healthcare Economics	(3)
HSM 576	Managed Care Marketing	
	and Contract Maximization	(3)
HSM 589	Seminar in Organizational Research	(3)
	<i>One of the following:</i>	
HSM 520	Strategic and Tactical Planning	
	in HSOs	(3)
HSM 540	Legal Aspects of Health Services	
	Management	(3)
HSM 580	Communications in Organizations	(3)
HSM 590	Economics of Managed Care	(3)
GERO 570	Grant Writing	(1)
GERO 571	Cognitively Impaired Adults	(1)
GERO 572	Death, Dying, and Bereavement	(1)
GERO 573	Legal/Financial Issues—Aging	(1)
GERO 574	Organizational Management of	
	Senior Services	(1)
GERO 590	Selected Topics in Gerontology	(1-6)
GERO 599	Independent Study	(1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Public Administration — M.S.

Program Specialist: Marilyn Ditty

The Public Administration concentration is designed for professionals and managers employed by government and community-based agencies and public and nonprofit corporations who desire to develop management and leadership skills and knowledge in gerontology.

Total Program: 36 semester hours

Core Courses: 12 semester hours listed above

Concentration: 24 semester hours

GERO 598 Internship/Field Work (3)

PADM 500 Human Resource Management
in Public Organizations (3)

PADM 531 Seminar in Organizational Theory (3)

PADM 533 Seminar in Policy Formation (3)

PADM 555 Ethics and Decision Making
in Public Management (3)

PADM 589 Organizational Research (3)

One of the following:

PADM 532 Introduction to Public
Administration (3)

PADM 583 Managing Groups and Coalitions (3)

GERO 570 Grant Writing (1)

GERO 571 Cognitively Impaired Adults (1)

GERO 572 Death, Dying, and Bereavement (1)

GERO 573 Legal/Financial Issues—Aging (1)

GERO 574 Organizational Management of
Senior Services (1)

GERO 590 Selected Topics in Gerontology (1-6)

GERO 599 Independent Study (1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Certificate in Gerontology

Program Chairperson: Joan Branin

This multidisciplinary, graduate-level certificate is designed for professionals who want to specialize or broaden their knowledge in gerontology. The admission requirements are the same as for M.S., Gerontology. The certificate program requires 18 semester hours: 12 are core courses in Gerontology, and the remaining 6 are selected from any of the four M.S., Gerontology Concentrations. Courses completed in the certificate with a grade of B or higher may be transferred to the M.S., Gerontology program with the approval of the program chair.

PUBLIC ADMINISTRATION DEPARTMENT

Programs — Public Administration

Chairperson: Jack W. Meek

The Department of Public Administration offers five programs designed primarily for the working professional in the public, healthcare, and service sectors. The department's goal is to provide a strong academic foundation in theory, tools, and techniques that enhance student confidence and competence in leadership, management, and communication. Coursework combines theory with applications emphasizing relevancy and currency. Students in these programs have multidisciplinary and multicultural backgrounds enhancing inquiry and application.

Organizational Management — B.S.

Program Chairperson: Janat Yousof

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Keith Schildt, Janat Yousof

Adjunct Faculty: Susan Lomeli, Robb Quincey¹

The Organizational Management Major is designed primarily for the working adult who wants to improve management and organizational skills while earning a bachelor's degree. The program is constructed in two parts. The core requirements stress general management skills, with a focus on immediate application in the work setting, and also include the opportunity for student research. The second part of the program is a wide range of electives from a variety of disciplines which allow the student great flexibility to choose those courses which best suit his or her career path.

Core Requirements:

MGMT 300	Management Practicum	(4)
MGMT 388	Statistics	(4)
MGMT 390	Research Methods	(4)
MGMT 439	Organizational Behavior: Theory and Application	(4)
MGMT 499	Senior Seminar	(4)

Electives: At least one course in each of the following areas and additional electives (chosen from the courses below or from other courses approved by the student's academic advisor) for a total of 40 semester hours in the major.

Area 1: Interpersonal & Organizational Behavior

BHV 320	Ethnic Relations	(4)
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ECBU 346	Business Communication	(4)
ECBU 354	Communications in Organizations	(4)
MGMT 368	Culture and Gender Issues in Management	(4)
MGMT 458	Stress Management	(4)
MGMT 480	Communications in Management	(4)
PSY 309	Personality Theory and Research	(4)
PSY 407	Life-Span Development	(4)
SOC 340	Social Psychology	(4)

Area 2: Resource Management

ECBU 410	Management Information Systems	(4)
MGMT 310	Computer Applications in Business	(4)
MGMT 350	Managing Human Resources	(4)
MGMT 360	Financial Management and Budgeting	(4)
MGMT 469	Management of Change & Conflict	(4)
PADM 330	Labor-Management Negotiations in the Public Sector	(4)
PADM 334	Public Finance and Fiscal Policy	(4)
PSY 303	Learning and Behavior Change	(4)

Area 3: Organizational Contexts

ECBU 328	Economic Theories and Issues	(4)
ECBU 341	International Business	(4)
ECBU 343	Foundations of Business Ethics	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 360	Principles of Marketing	(4)
MGMT 313	Urban Environments	(4)
MGMT 490	Special Topics	(4)
PADM 314	Local Public Administration and Government	(4)
PLSC 301	American Government and Politics	(4)

Leadership and Management — M.S.

Program Chairperson: Carol Sawyer

Regular Faculty: Ellsworth Johnson, Carol Sawyer, Janat Yousof. **Adjunct Faculty:** Bennett Monyé

This program emphasizes the human dimensions of management. It is applicable where skills in change management, leadership, and group dynamics are demanded for professional effectiveness. The core classes develop an essential managerial knowledge base; students customize the balance of the coursework with either a focused emphasis area of four electives, or a more generalized program of study, selecting from 12 different electives. The capstone course, built

Programs — Public Administration

upon three required research courses, results in the research, writing, and presentation of either a thesis or an applied research project. The MSLM program is a networked and mutually supportive community of learners. New students are required to participate in an orientation and are expected to develop mastery of Internet research. Applicants must interview with the program chairperson.

Total Program: 36 semester hours

Core Courses: 15 semester hours

MGMT 500	Management: Theory and Practice	(3)
MGMT 520	Leadership: Theory and Practice	(3)
MGMT 521	Ethics and Decision-Making	(3)
MGMT 522	Human Resource Management	(3)
MGMT 570	Career and Self Assessment	(1)
MGMT 571	Innovation in Organizations	(1)
MGMT 572	Information Technology	(1)

Research Sequence: 7 semester hours

MGMT 585	Organizational Research I (Methods)	(3)
MGMT 588	Organizational Research II (Statistics)	(3)
MGMT 593	Professional Seminar	(1)

Electives or Emphasis: 12 semester hours

Four courses selected from the following and those included in the emphases, *or* completion of one of the emphases.

MGMT 590	Selected Topics in Leadership and Management	(3)
MGMT 598	Organizational Internship	(3)
MGMT 599	Graduate Independent Study	(3)

Human Resource Management Emphasis:

MGMT 525	Management of Diversity	(3)
MGMT 526	Training and Development	(3)
MGMT 554	Negotiations and Bargaining	(3)
MGMT 580	Principles of Effective Communication	(3)

Organizational Development Emphasis:

MGMT 523	Organizational Theory and Development	(3)
MGMT 525	Management of Diversity	(3)
MGMT 569	Conflict Management and Organizational Change	(3)
MGMT 582	Managing Groups and Teams	(3)

Strategic Management Emphasis:

MGMT 524	Strategic Planning and	
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	Resource Management	(3)
MGMT 563	Strategic Marketing	(3)
MGMT 569	Conflict Management and Organizational Change	(3)
MGMT 580	Principles of Effective Communication	(3)

Culminating Activity: 2 semester hours

MGMT 594	Thesis, <i>or</i>	
MGMT 596	Graduate Seminar	(2)

PUBLIC ADMINISTRATION PROGRAM

Public Administration — B.S.

Program Chairperson: Suzanne Beaumaster

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Richard Gelm. **Adjunct Faculty:** Susan Lomeli

This is an academic and professional program offering basic coursework in the theories, operations, and procedures of public management. Students will be exposed to the theories and practices involved in program, resources, and political management. Experience in applying these skills will be gained through class participation, special projects, and applied research.

Core Requirements:

PADM 300	Management Practicum	(4)
PADM 332	Public Administration	(4)
PADM 333	Ethics and Social Responsibility	(4)
PADM 388	Statistics	(4)
PADM 489	Research Methodology in Government	(4)
PADM 499	Senior Seminar/Project	(4)
PLSC 301	American Government & Politics	(4)

Electives: A minimum of 16 semester hours from the following or others approved by the student's academic advisor to meet individual professional needs:

ECBU 410	Management Information Systems	(4)
MGMT 310	Computer Applications in Business	(4)
MGMT 368	Culture and Gender Issues in Management	(4)
PADM 314	Local Public Administration and Government	(4)
PADM 330	Labor-Management Negotiations in the Public Sector	(4)

Programs — M.P.A. and D.P.A.

PADM 334	Public Finance and Fiscal Policy	(4)
PADM 436	Policy-Making Process	(4)
PADM 439	Organizational Behavior: Theory and Application	(4)
PADM 469	Management of Change & Conflict	(4)
PADM 480	Communications in Management	(4)

Master of Public Administration

Program Chairperson: Raymond Garubo

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Ellsworth Johnson, Jack Meek, Keeok Park, Keith Schildt, Janat Yousof

Leadership in public service is the foundation for courses in this degree program. Students will acquire an understanding of professional leadership and build their leadership skills in ethical and efficient management of public and public-served organizations. The theoretically based curriculum prepares preservice and inservice students to understanding human behavior and motivation, quantitative analysis of data, knowledge of complex organizational functioning, policy making and change, and the influence of culture and diversity on organizations and management. Students unfamiliar with the US political system must also enroll in PADM 532.

Admission: In addition to ULV's graduate admission requirements, students must complete a personal interview.

Total Program: 36 semester hours minimum

Core Courses:

PADM 500	Human Resource Management in Public Organizations	(3)
PADM 531	Organizational Theory	(3)
PADM 533	Policy Formation and Analysis	(3)
PADM 534	Management of Public Funds	(3)
PADM 537	Regionalization and Intergovernmental Relations	(3)
PADM 555	Ethics and Decision Making in Public Management	(3)
PADM 561	Administrative Law	(3)
PADM 581	Comparative Public Administration	(3)
PADM 583	Managing Groups and Coalitions	(3)
PADM 588	Statistics	(3)
PADM 589	Research Methods	(3)
PADM 596	Graduate Seminar	(3)

City Management Emphasis: In addition to the required courses included in the M.P.A., a mini-

mum of four of the following (8 semester hours) must be taken:

PADM 591	Administrative Operations	(2)
PADM 592	Community Services	(2)
PADM 593	Environmental Planning	(2)
PADM 594	Managing Intergovernmental Relations	(2)
PADM 595	Municipal Development	(2)
PADM 597	Special Projects	(2)

International Administration — M.S.

Program Chairperson: Ray Garubo

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Ellsworth Johnson, Jack Meek, Keeok Park, Keith Schildt, Janat Yousof.

Administration and management are distinguishable skills that are presented and emphasized in this graduate degree program. Courses are offered simultaneously in Taiwan and at the home campus.

Admission: In addition to ULV's graduate admission requirements, students must complete a personal interview.

Total Program: 36 semester hours

Core Courses:

PADM 500	Human Resource Management in Public Organizations	(3)
PADM 506	Communication for Public Administration (<i>not included in degree; may be waived</i>)	(3)
PADM 521	Cross Cultural Communication	(3)
PADM 523	International Management	(3)
PADM 525	Economic Theories	(3)
PADM 527	Government and Business Partnering	(3)
PADM 531	Organizational Theory	(3)
PADM 533	Policy Formation and Analysis	(3)
PADM 534	Management of Public Funds	(3)
PADM 537	Regionalization and Intergovernmental Relations	(3)
PADM 555	Ethics and Decision Making in Public Management	(3)
PADM 588	Statistics	(3)
PADM 589	Research Methods	(3)
PADM 596	Graduate Seminar	(3)

Doctor of Public Administration

Programs — Doctor of Public Administration

Program Chairperson: Ellsworth Johnson

Regular Faculty: Kent Badger, Suzanne Beaumaster, Raymond Garubo, Ellsworth Johnson, Stuart Mandell, Jack Meek, Kee Ok Park, Carol Sawyer, Keith Schildt, Janat Yousof

Adjunct Faculty: David Banks, Marie Comstock, Marilyn Ditty, Judy Doktor, Sandra Emerson, Susan Lomeli, Bennett Monyé.

The Doctor of Public Administration is designed to develop scholarly practitioners as leaders committed to improving the quality of life and environmental sustainability of the Southern California region. Students learn to consciously integrate and apply current theoretical, moral, and institutional perspectives that contribute to the disciplined analysis and professional resolution of administrative problems. Students take coursework in clusters offered near their places of work and in intensive seminars held on the central campus. They take a prescribed sequence of courses which are instructed and coordinated by a full-time department faculty member teamed with a practitioner adjunct faculty member.

Prerequisites: Applicants should possess a Master of Public Administration (M.P.A.) or a master's degree in a related field. Applicants with master's degrees in an unrelated field may be required to take additional prerequisites discussed and agreed upon at the time of admission. The determination of needed prerequisites will be based upon the applicant's knowledge of research methods, statistics, organization theory and behavior, management theory, and politics.

Admission: Applicants are evaluated on undergraduate G.P.A.; graduate GPA; G.R.E. (Aptitude Section), Miller Analogies Test, or GMAT scores; letters of recommendation; and a personal interview. The department balances all of these measures in making decision on admission.

Total Program: 54 semester hours minimum

The program requires a minimum time commit-

ment of three years with at least nine semester hours each semester. In addition to participation in cluster sessions each semester, all students meet together in nine days of weekend seminars at the central campus. Students are required to produce a dissertation of publishable quality.

Theme courses: 36 semester hours

Fall Semester 1999

PADM 671 Program Evaluation (3)

PADM 672 Policy Analysis (3)

Spring Semester 2000

PADM 673 Strategic Management (3)

PADM 678 Information Resource Management (3)

Fall Semester 2000

PADM 682 Conflict Management (3)

PADM 674 Organizational Change and Development (3)

Spring Semester 2001

PADM 620 Organizational Theory & Design (3)

PADM 622 Political Systems and Environments (3)

Fall Semester 2001

PADM 675 Executive Leadership (3)

PADM 677 Administrative Decision Making and Ethics (3)

Research Courses: 18 semester hours

Summer

PADM 694 Foundations of Public Administration Theory and Research (3)

Fall

PADM 692 Statistics (3)

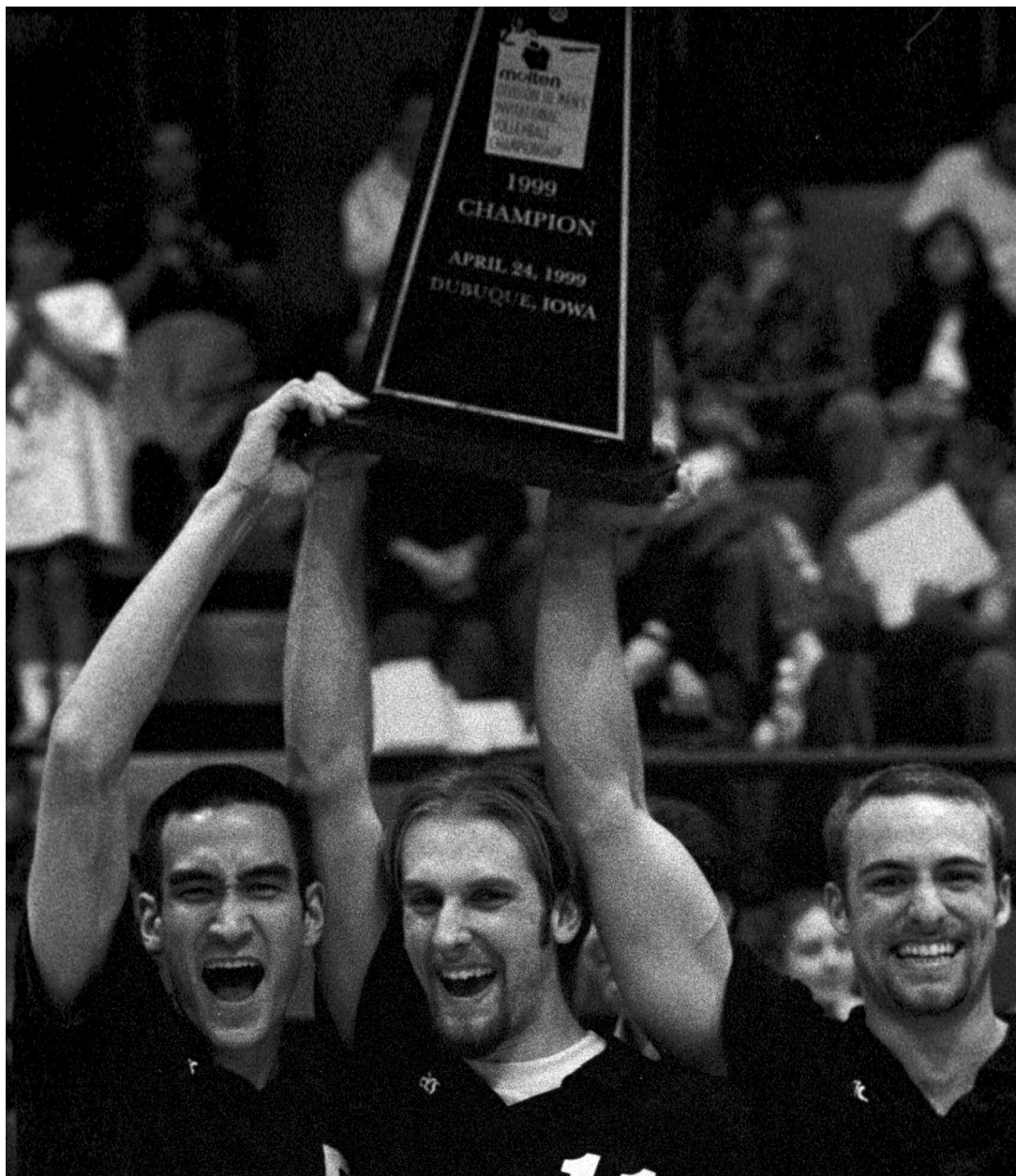
PADM 697A Dissertation (3)

Spring

PADM 691 Research Methods (3)

PADM 695 Applied Research Methods (3)

PADM 697B Dissertation (3)



University of La Verne, the 1999 Division III Men's National Volleyball Champion. Team members Jeff Pang, Chris Peterson, and Sean Douglas display the trophy. Photo: *Ian Gratz*

COURSES

GENERAL INFORMATION ON COURSES

Course Numbering System:

001	Precollege
002-099	Activity and survey courses — lower division
100-199	Elementary and survey courses — lower division
200-299	Intermediate courses and courses introductory to a discipline
300-399	Advanced level, upper-division courses applicable to bachelor's degree programs
400-499	Advanced level, upper-division courses applicable to bachelor's degree programs and introductory graduate-level courses
500-699	Graduate level courses applicable to advanced degree programs and credential programs
700-799	In-service courses, graduate level, not to be used for degree credit

ULV courses can be designated by three digits or by three digits and a letter. The common letters used in course designations are A,B,C,D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars, and W with workshops. Other letters have been used as needed to provide course numbers and do not have significance in defining the courses. Most 700-level courses are described in program brochures and are not found in this catalog.

Course Value. The semester hour value of each course is listed in parenthesis after the course title. The standard value for undergraduate courses is 4 semester hours; for general education and for graduate courses, 3 semester hours.

Certain undergraduate courses are offered for 3 semester hours at selected sites and for 4 semester hours at others. These courses cover the same material, demand the same prerequisites, and fulfill the same requirements as the courses with the same titles offered for 4 or 5 semester hours of credit. The value for such courses is listed as (3*-4) or (3*-5), but they can be taken for 3 hours only at locations where they are scheduled for 3 hours. Everywhere else they must be taken for the higher value.

Course Department Notation. Some courses are cross-listed in two or more academic departments. Students should confer with their advisors regarding the department in which they should register.

Course Location. Most courses are available on and off campus. Where a course is offered only at one location, the location is listed followed by "only." Hence, "Athens only" in a course listing means the course is only offered at the Athens Residence Center. "ECBCS only" means that the course is only offered at the Ecumenical Center for Black Church Studies. Courses that are offered only at off-campus sites are marked with an asterisk (*).

Course Frequency. Some courses are offered every semester at most locations; most are offered less frequently. Consult program and site directors for specific schedules. Courses that are only offered by directed study are listed as "Directed study only."

General Education. Courses that may be used to fulfill general education requirements are marked as follows:

Courses — General Education Symbols and California Articulation Numbers

<i>Requirement</i>	<i>Symbol</i>
College Writing A	GEWE1
College Writing B	GEWE2
Fine Arts — History and Appreciation	GEFAa
Fine Arts — Studio and Performance	GEFAb
Foreign Language	CORE2a
Humanities — Literature	GEHa
Humanities — Philosophy/Religion	GEHb
Humanities — Mass Media	GEHc
Humanities — Interdisciplinary	GEHd
Life Science (non-laboratory)	GELS
Life Science with laboratory	GELS-L
Science laboratory component	GEL
Mathematics	GEM
Physical Education—Activity	GEPE
Physical Education—Fitness	GEPE1
Physical Science (non-laboratory)	GEPS
Physical Science with laboratory	GEPS-L
Social Sciences — Behavioral Sciences	GESSa
Social Sciences — History/Political Sci.	GESSb
Social Sciences — Economics	GESSc
Social Sciences — Interdisciplinary	GESSd
Speech/Oral Communication	GESE
World Civilizations and Cultures	CORE2b

Symbols formerly used and not included above:

<i>Requirement</i>	<i>Symbol</i>
Aesthetic Experience	GEA
Humanities — Literature	GEH1
Humanities — Philosophy/Religion	GEH2a
Humanities — Art History/Appreciation	GEH2b
Humanities — Foreign Language	GEH2c
Humanities — general humanities course	GEH2d
Social Science — World Civilizations	GESS1
Social Science — Economics/Business/ Geography/History/Political Science	GESS2a
Social Science — Anthropology/ Psychology/Sociology	GESS2b
Spoken English	GESE
Symbolic	GES
US History	GEUSH

Course Challenges. The majority of courses are challengeable. Those that are not are marked NCh.

California Articulation Numbers. The California Articulation Number (CAN) System provides a cross-reference “CAN number” for certain lower-division introductory courses commonly taught at California colleges and universities. Most CAN courses will be accepted in transfer by ULV. The CAN courses listed below will fulfill the ULV general education requirements noted with them provided that the CAN courses carry at least three quarter hours or two semester hours of credit. Certain CAN courses may be used to fulfill specific requirements in ULV majors with the approval of the major department. Potential transfer students to ULV should consult the catalog of the college they are currently attending to determine the CAN numbers of their courses.

Anthropology

CAN ANTH 2 and CAN ANTH 4: **GESSa.**
GESS2b.

Art

CAN ART 1-CAN ART 5: **GEFAa. GEH2b.**
CAN ART 6, CAN ART 8, CAN ART 10,
CAN ART 12, CAN ART 14, CAN
ART 16, CAN ART 18, and CAN ART 20:
GEFAb. GEA.

Biology

CAN BIOL 2, CAN BIOL 4, CAN BIOL 6:
GELS-L.

Chemistry

CAN CHEM 1-CAN CHEM 9: **GEPS-L.**

Computer Science

CAN CSCI 2, CAN CSCI 4, CAN CSCI 6, CAN
CSCI 8, CAN CSCI 10, and CAN CSCI 12:
GES.

Economics

CAN ECON 2 and CAN ECON 4. **GESSc.**
GESS2a.

English

CAN ENGL 1 and CAN ENGL 2: **GEWE1.**
CAN ENGL 3, CAN ENGL 4, and
CAN ENGL 5: **GEWE2.**
CAN ENGL 6: **GEFAb. GEA.**
CAN ENGL 7-CAN ENGL 11, CAN ENGL 13-
CAN ENGL 18, CAN ENGL 20, and
CAN ENGL 22: **GEHa. GEH1.**

Geography

CAN GEOG 2 and CAN GEOG 4: **GESS2a.**

Geology

CAN GEOL 2: **GEPS-L.**

History

CAN HIST 1-CAN HIST 5: **GESS2a. GESS1**
as part of A.A. or A.S. degree only.

CAN HIST 7-CAN HIST 11: **GESSb. GESS2a**
or **GEUSH.**

History requirement. *Note* : two quarters
of US History required to fulfill US History
requirement.

Humanities

CAN HUM 1-CAN HUM 5: **GEHd. GEH2d.**

Mathematics

CAN MATH 10, CAN MATH 16-CAN MATH 23,
and CAN MATH 29-CAN MATH 33: **GEM.**

Music

CAN MUS 1-CAN MUS 5: **GES.**

Philosophy

CAN PHIL 2, CAN PHIL 4, and CAN PHIL 6-
CAN PHIL 11: **GEHb. GEH2a.**

CAN PHIL 6: **GES.**

Physics

CAN PHYS 1-CAN PHYS 5 and CAN PHYS 7-
CAN PHYS 15: **GEPS-L.**

Psychology

CAN PSY 1-CAN PSY 5: **GESSa. GESS2b.**

Political Science

CAN GOVT 2: **GESSb. GESS2a.**

Sociology

CAN SOC 2: **GESSa. GESS2b.**

CAN SOC 4: **GESSa**

Speech Communications

CAN SPCH 2, CAN SPCH 4, and
CAN SPCH 6: **GESE.**

Statistics

CAN STAT 2: **GES.**

Theatre Arts

CAN DRAM 2 and CAN DRAM 4: **GEFAa.**
GEH2b.

CAN DRAM 6, CAN DRAM 8, and
CAN DRAM 16: **GEFab. GEA.**

COURSE DESCRIPTIONS

The course descriptions listed are supplemented by a file of course syllabi in the Office of the Academic Vice President. Cross-listed courses are listed in every department in which they are cross-listed but only described in one department. All cross-listings are noted by the word "Also" followed by the cross-listed course number.

COURSES COMMON TO MANY DEPARTMENTS

The following course numbers are available in most departments. The common descriptions are listed here:

199, 299, 399, 599, 699 Independent Study (1-4). Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. Offered in every department at appropriate levels.

499 Senior Seminar/Project/Thesis/Exam-/Recital (1-4). Culminating activity required by majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments. Academically, students must be in Good Standing to enroll in 499. **NCh.**

Anthropology (ANTH)

250 Principles of Anthropology (3-4*). Explores human nature via physical anthropology, archeology, linguistics, and cultural anthropology. Examines development of human traits and applies anthropology to contemporary problems. **GESSa. GESS2b. GESS1** for SCE students only.

330 Cultural Anthropology (3*-4). Examines traditional and industrialized cultures, focusing on ethnographic methodology and cross-cultural analysis. Emphasizes conceptualization and adaptation through social, economic, political, and

Courses — Anthropology (ANTH) and Art (ART)

religious systems. **CORE2b. GESSa. GESS2b. GESS1** for SCE students only.

331 Culture and Personality (3*-4). See PSY 310. **GESSd. GESS1** for SCE students only.

340 Language and Culture (3*-4). Explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethnolinguistics, and sociolinguistics. **GESSd.**

350 Human Adaptation (3*-4). Studies human evolution and human population biology. Covers human acclimatization and environmental adaptation through genetic, anatomical, and physiological change and through the interaction of culture and biology. **GESSd.**

360 Anthropological Archeology (4). Studies archeological methods and theoretical approaches to understanding human societies through analysis of material remains. Includes ethnoarcheology, experimental archeology, and an overview of archeological evidence for cultural evolution. **CORE2b.**

364 Cultural Resource Management (4). Addresses philosophical, ethical, and practical aspects of cultural resource management, including history, laws, and procedures. Also **PADM 364. NCh.**

365 Archeology Practicum (3). Provides hands-on training in archeological methods. Covers techniques and applications of survey, excavation, and laboratory work. May be taken twice for credit. **NCh.**

400 Anthropological Theory (4). Covers major theoretical models, including neo-evolutionism, functionalism, psychological anthropology, cultural materialism, cultural ecology, ethno-science, cognitive models, and evolutionary psychology. Prereq.: **ANTH 250** or **ANTH 330.**

Art (ART)

100 Art Experience (3-4*). Provides students with an aesthetic orientation toward the arts. **GEFAb. GEA. NCh.**

120 Fundamentals of Design (3-4*). Basic design structure, concepts, and process.

Explores origins and applications of two-dimensional design. **GEFAb. GEA. NCh.**

130 Ceramics (3-4*). Beginning and advanced exploratory work in glaze, decoration, and forms. Emphasizes development of student's creativity. **GEFAb. GEA. NCh.**

140 Drawing Techniques and Materials (3 or 4*). Various approaches to drawing, utilizing simple artist's materials and subject matter. **GEFAb. GEA. NCh.**

150 Sculpture I (3-4*). Introduces the materials and techniques of sculpture. Explores spatial and aesthetic issues as well as technical possibilities. **GEFAb. GEA. NCh.**

221 Introduction to Stage Design and Craft (4). See **THAR 233.** Also **TV 233. GEFAb. GEA. NCh.**

225 Mixed Media (4). Explores possibilities of art using "mixed media" from a variety of sources. **GEFAb. GEA. NCh.**

260 Painting (4). Explores both traditional and alternative painting methods in a variety of media which may include acrylic, gouache, and oil. Emphasizes technique and content. **GEFAb. GEA. NCh.**

300 Writing for the Visual Arts (3). Emphasizes the development of writing skills applied to art analysis, art criticism, and art education for art majors. Prereq.: **ENG 111.** Also **ENG 300, JOUR 310. GEFAa. GEH2b.**

310 Art and Civilization: Ancient (2*-3). History of prehistoric and ancient art. **GEFAa. GEH2b.**

311 Art and Civilization: Medieval and Renaissance (2*-3). History of medieval and Renaissance art. **GEFAa. GEH2b.**

312 Art and Civilization: Early Modern (2*-3). History of 16th-, 17th-, and 18th-century art. **GEFAa. GEH2b.**

313 Art and Civilization: Modern and Contemporary (2*-3). History of 19th- and 20th-century art. **GEFAa. GEH2b.**

314 Greek Architecture (4)*. Architecture of Greece from Minoan times to present. Athens only. **GEFAa. GEH2b.**

315 Introduction to Contemporary Art (4). Introduces contemporary art, including issues and aesthetics. **FAa. FAb** for Diversified Major only.

Courses — Art (ART) and Behavioral Science (BHV)

318 Art and Myth (3*-4). Studies ancient to modern art works to explore origins of world view, ideas, patterns of behavior, belief, and visualization. **GEFAa. GEH2b. GESS1** for SCE students only.

319 Women and Art (4). Women's contributions to the arts from the Middle Ages to the 20th century. **GEFAa. GEH2b.**

320 Graphic Production Processes and Design for Publications (4). See JOUR 317.

322 Commercial Art Techniques (4). Studies elements of layout, design, and a variety of commercial art illustration techniques.

326 Introduction to Advertising Design (4). Examines basic principles of graphic design. Emphasizes acquiring skills, knowledge, and creative development of design solutions. Also JOUR 326. **GEFAb. GEA.**

340 Life Drawing I (3*-4). Human figure as subject. Emphasizes structural anatomy. **GEFAb. GEA. NCh.**

343 Life Drawing II (4). Continuation of 340. Prereq.: ART 340. **GEFAb. GEA. NCh.**

350 Sculpture II (4). Continuation of 150. **GEFAb.**

360 Watercolor Painting (4). Techniques and materials of watercolor painting applied to still life, landscapes, abstraction. **GEFAb. GEA. NCh.**

370 Painting II (4). Advanced painting. Emphasizes painting as a contemporary art form. May be taken twice for credit. **GEFAb. GEA. NCh.**

371 Culture and the Arts (4).* Studies problems concerning nature of art, aesthetic experience, and function of the artist. Also PHIL 332. **GEHb. GEFAa. GEH2b.**

374 Modern Paris: Image, Text, and Reality (1-4). Explores modern Paris and its representations in French art and literature of the 19th and 20th Centuries. Visits medieval sites. Includes readings to reveal romantic and surrealist Paris. Also FREN 374. **GEHd. GEH2b. NCh.**

378 Jesus in Art and Film (4). See REL 378. **GEHb. GEFAa. GEH2a. GEH2b.**

380 Contemporary Art Seminar (4). Advanced seminar on contemporary art. Also deals with practical concerns of an art career. Artist's studio visits. Portfolio development. **GEFAa.**

410 History of Byzantine Art (4).* Studies art and architecture of the Byzantine Empire. Visits to local churches and museums. Athens only. **GEFAa. GEH2b.**

460 Oil Painting (3*-4). Techniques and materials of oil painting applied to still life, landscapes, and abstraction. **GEFAb. GEA. NCh.**

472 Art for the Elementary Teacher (3-4*). See EDUC 432.

Behavioral Science (BHV)

305 Statistics (3*-4). Introduces basic concepts of descriptive and inferential statistics and their application in various professional and academic areas. Also MGMT/PADM 388. **GES. GEM** for SCE students only.

311 Sexuality and Gender Issues (3*-4). Explores human sexuality and gender issues from the perspective of biology, psychology, sociology, and anthropology. Includes cross-cultural comparisons.

313 Women's Experience in America (4). Examines the experience of women in US society from the perspectives of Anthropology, Psychology, and Sociology. **NCh.**

320 Ethnic Relations (3*-4). Provides historical, theoretical, and empirical bases for understanding diversity in society. Addresses cultural, racial, ethnic, and subcultural divisions, and explores cognition, emotion, and identity issues. Focuses on U.S. minority groups. **CORE2b. GESS2b. GESS1** for CAPA.

325 African-American Experience (4). Examines African-American experience in US society, including heritage, history, culture, and political movements.

326 Latino Experience (3*-4). Examines Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups.

327 Asian-American Experience (4). Examines Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups.

Courses — Behavioral Science (BHV) and Biology (BIOL)

345 Theatre as Political and Cultural Expression (4). Surveys major theoretical orientations in social problems of Latin America. Includes writing and producing a play. Also THAR 345. **NCh.**

350 Aging, Death, and Dying (4). Examines human aging, death, and dying from perspective of current sociological, psychological, and cross-cultural concepts.

390 Research Methods (3*- 4). Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Prereq.: BHV 305 strongly recommended. Also MGMT 390.

390L Computer-Statistical Applications for the Behavioral Sciences (1). Same as 395.

395 Computer Data Analysis (2). Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. Prereq.: BHV 305.

400 Theory and Research in Ethnic Studies (4). Analyzes interpersonal, social, structural, and process models from psychology, sociology, anthropology, and ethnic studies for their usefulness in understanding particular ethnic experiences and US multicultural society as a whole. Prereqs.: BHV 320 and 325 or 326 or 327.

409 Selected Topics in Behavioral Science (1-4). Special topics from the behavioral sciences. May be repeated with different topics.

481 Management of Anger and Conflict (3). Dynamics of stress and anger in human interactions. Emphasizes understanding of these dynamics and acquisition of specific skills to transform angry encounters into problem-solving approaches to human interactions.

482 Family Violence and Abuse (3-4*). Establishes a historical context for domestic violence. Examines spouse battering, child abuse, incest, and other forms of physical violence and psychological assault.

497 Internship (1-4). Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Prereq.: Junior or senior standing and instructor approval. **NCh.**

499 Senior Seminar/Project (3*-4). Prereqs.

or Coreqs.: BHV 305, 390, 395 (395 may be waived in off-campus programs).

Biology (BIOL)

101 Life Science: The Human Environment (3). Examines the world from the perspective of science. Includes data from biology and environmental studies. **GELS.**

101L Life Science: The Human Environment Lab (1). Coreq.: BIOL 101. **GEL.**

110 Health Science (3)*. Provides basic knowledge for healthful living: general health values for mental and emotional health, nutrition, substance abuse, disease, physical fitness, and other positive health aspects. **EPIC** only.

201 General Biology I (3* or 5). Environmental and behavioral biology, classification and evolutionary adaptations of plants and animals. Includes lab and field work. Required of Biology Majors, premedical, pre dental, and pre nursing students. **GELS-L.**

202 General Biology II (3* or 5). Cellular and molecular biology, physiology, and genetics. Includes lab and field work. Required of Biology Majors, premedical, pre dental, and pre nursing students. **GELS-L.**

220 Natural History of California (3*-4). Emphasizes geological and geographical characteristics, and adaptive strategies of plants and animals for survival in their respective habitats. **GELS-L.**

302 Microbiology (4). General study of microorganisms with attention to practical importance of bacteria, yeasts, and molds and the laboratory methods involved in handling, isolating, and identifying unknowns. Prereq.: A semester of college biology.

310 Cell Biology (4). Structure and function of cellular organelles, cellular metabolism, gene expression, and regulation. Historical and experimental emphasis. Prereq.: A year of college biology.

311 Genetics (4). Plant and animal meiosis, mitosis, and fertilization, and their relation to the principles of heredity and mutation. Prereq.: A year of college biology.

Courses — Biology (BIOL)

312 Environmental Biology (4). The balance of forces which operates to maintain stability within the ecosystem. Methods of preserving natural resources through education, research, and public action. Prereq.: A year of college biology.

313 Developmental Biology (4). Embryonic development in various organisms. Mechanisms underlying fertilization, differentiation, induction, and teratogenesis. Includes lab. Prereq.: A year of college biology.

314 Biochemistry (5). See CHEM 314.

315 Advanced Biochemistry (4). See CHEM 315.

316 Molecular Biotechnology (4). Introduces modern biotechnological techniques. Includes gene cloning and sequencing, restriction analysis, PCR, Southern analysis, and genetic manipulation of DNA. Includes lab. Prereqs.: BIOL 201, 202; CHEM 201, 202; junior standing.

322 Aquatic Biology (4). Ecological study of fresh-water, estuarine, and marine systems. Effects of thermal, chemical, and radioactive pollutants in aquatic ecosystems. Lab included. Prereq.: BIOL 201.

325 Field Biology (2). Types, behavior patterns, population dynamics, and ecological interactions of selected organisms in lab, and in field.

326 Natural History of Baja California (4). Ecological study of intertidal and inshore organisms. Field study in deserts and along the Pacific and Gulf Coasts of Baja California and Mexico. Prereqs.: A semester of college biology and instructor's approval. **NCh.**

327 Mountain and Desert Biology (4). Comparative survey of flora, fauna, and geography of mountain and desert biomes. Dynamics of community organizations, and effect of man and his responsibility to these changing environments. Includes lab and field trips. Prereq.: A semester of college biology or instructor's approval.

328 Environmental Management (4). Covers environmental laws and regulations, natural resource conservation and utilization, pollution prevention, environmental health, urban and land-use planning. Prereqs.: BIOL 201, 202, 312.

333 Animal Physiology (4). Study of animal organ and tissue functions. Prereq.: A year of college biology. Lab included.

334 Ornithology (Birds) (4). Systematic, distributional, behavioral, and ecological study of shore, fall migratory, and canyon birds of Southern California. Prereqs.: A semester of college biology and instructor's approval. **GELS-L.**

335 Entomology (4). Studies local arthropods, insect collecting, mounting techniques, identification, physiology, and control. Creation of personal collection required. Lab and field work included. Prereq.: A semester of college biology.

336 Invertebrate Zoology and Parasitology (4). Examines taxonomy, morphology, and natural history of invertebrates (excluding insects) and host-parasite relationships, including parasitic diseases. Includes lab and field work. Prereq.: A semester of college biology.

342 Anatomy and Physiology (4)*. Human anatomy and elementary physiology for non-science majors. Lab included. Prereq.: A semester of college biology. **EPIC** only.

343 Human Anatomy (4). Integrated study of the gross and microscopic anatomy of the human body. Lab included. Prereq.: A semester of college biology.

344 Human Physiology (4). Studies human body function. Emphasizes homeostasis. Lab included. Prereq.: A semester of college biology. **BIOL 343** recommended.

345 Immunology (2). Emphasizes experimental foundations influencing immunology. Covers antigen-antibody interactions, immunity mechanisms, cellular and transplant immunology, molecular biology, and antibody diversity. Prereq.: A year of college biology.

346 Molecular Basis of Disease (4), Examines mechanisms of genetic, bacterial, viral, and prion diseases, and individual diseases such as cystic fibrosis, AIDS, Scrapie, and cholera. Prereqs.: BIOL 201, 202; CHEM 201, 202.

361 Plant Physiology (4). Principles of plant physiology, as applied to photosynthesis, mineral absorption and utilization, water relations, translocation, respiration, metabolism, and the role of plant hormones in control of growth and development. Lab included. Prereqs.: A semester of college biology and one semester college chemistry.

372 Investigating Biofeedback Systems (4).

Courses — Biology (BIOL) and Chemistry (CHEM)

Basic human biofeedback systems. Theoretical and practical applications of biofeedback. CRD/NCR for non-BIOL majors.

374 Science and Society (3*-4). Examines some of the challenges that recent developments in science and technology pose to society. **GELS. NCh.**

376 Human and Environmental Toxicology (4). Principles and mechanisms of toxicology. Emphasizes agents likely to be encountered in industry and the environment. Includes pathology, toxicity determination, dose response, hazard and risk assessment, and transfer and transformation of toxins in the environment. Prereqs.: A semester of college biology and a semester of college chemistry. Organic chemistry recommended.

390 Natural History of the Tropics (4). Studies natural history of a tropical habitat. Includes flora, fauna, geology, and history. **NCh.**

441 Nutrition (2). Family and institutional food planning and health programs. Emphasizes nutritional needs, holistic health, and diet. Also EDUC 422. **NCh.**

443 Histology (4). Function and microscopic structure of tissues. Emphasizes four basic tissue types, their embryonic development, and their physiology within organ systems. Prereq.: A year of college biology.

461 Systematics of Local Flora (4). Principles underlying biological nomenclature and taxonomy with emphasis on field and lab identification of local vascular plants. Prereq.: A year of college biology.

Chemistry (CHEM)

103 Introduction to Chemistry (3). For students with limited background in chemistry to prepare them to continue study in chemistry and science. **GEPS.**

103L Introduction to Chemistry Lab (1). CRD/NCR only. **GEL.**

201 General Chemistry I (5). Beginning course for science and prehealth science students. Chemical calculations, atomic and molecular structure, chemical and physical properties, and chemical bonding theories. Lab involves

quantitative chemical relationships. Prereq.: High school chemistry or instructor's approval. **GEPS-L.**

202 General Chemistry II (5). Continuation of 201. Thermochemistry, chemical equilibrium and kinetics, acid-base properties, electrochemistry, etc. Lab involves qualitative chemical analysis. Prereq.: CHEM 201 or instructor's approval. **GEPS-L.**

230 Analytical Chemistry I (4). Introduces analytical chemistry by means of gravimetric, volumetric, and instrumental analyses. Lab techniques of analysis and chemical calculations. Prereqs.: CHEM 201, 202.

280 Topics in Modern Chemistry (3-4*). Selected topics of current interest in chemistry and biochemistry. Emphasizes problems of social significance, such as antibiotics, pesticides, drugs, food additives, and pollution. **GEPS.**

303 Energy Issues (3-4*). See NASC 303. Also PHYS 303. **GEPS.**

311 Organic Chemistry I (5). Synthesis, structure, reactivity, reaction mechanisms, and organic spectroscopy. Lab includes synthesis and organic analysis, using separations. IR, NMR Spectra. Prereq.: CHEM 201 and 202 or instructor's approval.

312 Organic Chemistry II (5). Continuation of 311. Includes introductory molecular orbital calculations and Woodward Hoffman rules.

314 Biochemistry (5). Introduces cellular metabolism and gene expression. Includes biological macromolecules, enzymes, glycolysis, Krebs's cycle, oxidative phosphorylation, photosynthesis, DNA replication, transcription, and translation. Lab exercises introduce quantitative and qualitative analyses of biological macromolecules, chromatography, electrophoresis, immunochemistry, and enzyme kinetics. Prereqs.: BIOL 202; CHEM 201, 202. Also BIOL 314.

315 Advanced Biochemistry (4). Focuses on the chemistry, thermodynamics, reaction mechanisms, and regulation of metabolic pathways, including glycolysis, respiration, photosynthesis, and metabolism of glucose, fatty acids, amino acids, nucleotides, and hemes. Individual research projects required. Prereq.: CHEM 314. Also BIOL 315.

395 World Industrial Chemistry (4). Covers

Courses — Chemistry (CHEM), Chinese (CHIN), and Comparative Literature (CMPL)

worldwide aspects of the chemical industry. Focuses on comparative studies, including economic, technological, and environmental considerations. Includes field trips. **GEPS-L.**

400 Fundamentals of Electronics, Optics, and Computers (4). Reviews basic electronics, optics, and computer fundamentals associated with chemical instrumentation. Certificate Program.

401 Introduction to Scientific Principles of Chemical Engineering (4). Introduces basic material and energy balances, heat and mass transfer, applied thermodynamics and kinetics, and similar subjects which bridge pure and applied science. Certificate Program.

402 Environmental Chemistry and Technology (4). Reviews principles of environmental chemistry and technology including environmental analysis (EPA and other methods). Certificate Program.

403 Solar Photochemical and Thermal Processes (4). Covers theoretical aspects of photochemical and photophysical systems and their industrial application especially using solar radiation. Discusses chemical methods of converting solar energy. Certificate Program.

404 Instrumental Analysis I (4). Covers theory and use of separation analysis methods. Trains students to use these instruments. Includes GC, GC-MS-DS, HPLC, GPC. Certificate Program.

405 Instrumental Analysis II (4). Covers theory and use of spectroscopic analysis methods. Trains students to use spectrometers. Includes NMR, and CW and FT systems. Certificate Program.

406 Selected Topics in Energy Technology (4). Covers selected topics in conventional and innovative energy technology. Certificate Program.

407 Selected Topics in Environmental Technology (4). Covers selected topics in environmental assessment and management. Certificate Program.

411 Physical Chemistry I (4). Laws of thermodynamics as applied to physiochemical systems. Introduces statistical mechanics. Chemical dynamics including molecular kinetic theory and chemical kinetics. Prereqs.: CHEM 201, 202;

PHYS 201, 202; MATH 201, 202.

412 Physical Chemistry II (4). Introduces quantum mechanics, symmetry, group theory, atomic and molecular structure, and chemical bonding. Prereq.: CHEM 411.

420 Environmental Chemistry (4). Deals with the theory and technology of the environmental chemistry of air, soil, and water. Covers water and waste water treatment and specific technologies for assessing and dealing with heavy metals, organics, and radioactive pollutants. Includes Lab in standard EPA and other methods using GC, GC-MS, HPLC, and societal impact of pollution. Prereq.: CHEM 201, 202 or instructor's approval.

430 Instrumental Methods of Analysis (4). Surveys modern instrumental methods of analysis. Analytical and spectroscopy labs. Prereqs.: CHEM 202, 230, 311.

440 Inorganic Chemistry (4). Chemistry of the elements and their compounds. Relation of structure and bonding to chemical reactivity. Prereqs.: CHEM 201, 202.

450 Advanced Organic Chemistry (4). Selected topics, such as physical organic, reaction mechanisms, and stereochemistry. Prereqs.: CHEM 311, 312.

Chinese (CHIN)

100 Elementary Chinese I (3). Develops basic skills in listening, speaking, reading, and writing Mandarin Chinese. **CORE2a. GES. NCh.**

101 Elementary Chinese II (3) Continuation of CHIN 100. **CORE2a. GES. NCh.**

Comparative Literature (CMPL)

390 Critical Theory: Approaches to Literature (4). Applies various critical approaches to selected literature, including original works in English and in translation. Prereq.: ENG 111. **NCh.**

498 Senior Seminar—Comparative Literature (4). A culminating experience focusing on a literary period, movement, genre, or theme in the literatures of at least two languages. Prereq.: ENG 111 and

Courses — Computer Engineering (CMPN) and Computer Science (CMPS)

senior standing. **NCh.**

Computer Engineering (CMPN)

150 Principles of Electronics and Computer Engineering (4). Introduction to electronics and computers for engineering majors. Active and passive electronic devices. Analog and digital electronic circuit principles. Magnetism. Electrical machines. Electromechanical devices. Lab included. Coreqs.: MATH 201; PHYS 201. **NCh.**

202 Electronic Devices and Circuits (4). Bipolar and field effect transistor theory. Audio and RF circuit design and analysis. Bias stabilization techniques. Operational amplifiers. Lab included. Prereq.: MATH 201; CMPN 150. **NCh.**

220 Digital Logic Systems (4). Combinational system design using MSI, LSI, TTL, and CMOS integrated circuits. Sequential circuit design. Sequencers; RAM units. Arithmetic logic units and register transfer operations. Lab included. Prereq.: CMPS 110. **NCh.**

280 Computer Organization (4). Registers and arithmetic logic units. Control unit. Memory unit. I/O systems. Instruction set fundamentals and addressing modes. Lab included. Prereq.: CMPN 220. **NCh.**

303 Integrated Electronics (4). Monolithic diodes, FETs, and transistors. Current mirrors. Voltage reference sources and their integration. Differential amplifiers. Class A, B, and AB output stages. Saturated state switching. TTL, ECL, and CMOS switching. A/D and D/A converters. Lab included. Prereq.: MATH 201; CMPN 202. **NCh.**

330 Microprocessor Systems (4). Studies of 16-bit microprocessors. Architecture, addressing modes, assembly language programming, input and output. Simple analog and digital interfaces. Hardware and software debugging aids. Lab included. Prereq.: CMPS 366. **NCh.**

450 Peripherals and Communication Protocols (4). Computer peripherals: VDU, keyboard, mouse, joystick, workstations, etc. Bus protocols: VME, multibus, Q-bus, S-100, etc. Peripherals and bus interfacing. Networking. Transmission lines under pulse excitation. Lab

included. Prereqs.: CMPN 280, 330. **NCh.**

480 Advanced Computer Architecture (4). System design with bit slice processors. Trends in microprogramming. High speed arithmetic processors. Pipelined and multiprocessor systems. Performance evaluation techniques. Lab included. Prereq.: CMPS 366. **NCh.**

Computer Science (CMPS)

100 Introduction to Personal Computing (3+ 4). Emphasizes practical knowledge of computers for everyday use. Includes terminology, programming commands, peripherals, word processing, database programs, and accounting software. Lab included. **GES.**

110 Introduction to Computer Science and Engineering (4). Basic functional units and components of a computer system. Software engineering and application programming through problem analysis, design, documentation, implementation, and evaluation. Lab included. **GES. NCh.**

263 PASCAL (4). PASCAL language. Algorithm development. Structured programming. Procedures and Functions. Recursion. File management. Lab included. Also MATH 263. **GES. NCh.**

362 Numerical Algorithms (4). Solution of linear and polynomial equations. Solution of ordinary and partial differential equations. Iterative methods, interpolation, and approximation. Lab included. Prereqs.: MATH 202; CMPS 366mm or MATH 361. Also MATH 362. **NCh.**

366 Programming in C (4). Syntax, Data types. Operations and expressions. Functions. Formatted I/O. Files. Data structures. Lab included. Prereq.: CMPS 263. **NCh.**

367 Object Oriented Programming Using C++ (4). Object-oriented programming. Basic concepts, operators, functions, development of inheritance. Polymorphisms and their implementation via virtual functions, abstract base classes, and pure virtual functions. Lab included. Prereq.: CMPS 366. **NCh.**

368 Principles of Computer Networks (4). Analyzes the mode of operation and the various

Courses — Computer Science (CMPS)

interface standards and protocols associated with data networks. Reviews ISO/OSI standards, packet and circuit switched data networks, ISDN, local and wide area networks. Lab included. **NCh.**

369 Local Area Networks (4). Covers LAN, server, client/server, and wireless technology; standardization; operating systems; commercial LAN products; inter-networking devices and protocols; metropolitan area networks; vendor specific solutions; LAN administration. Lab included. Prereq.: CMPS 368. **NCh.**

370 Seminar (1). Discussion of new and innovative topics in computer science, computer engineering, and information systems. **NCh.**

375 Systems Analysis and Design (4). Examines the information systems life cycle in relation to systems analysis. Presents current tools and techniques of systems analysis in data flow diagrams, data dictionary, transform descriptions, data bases descriptions, and prototyping, etc. Lab included. Prereq.: CMPS 390. **NCh.**

376 Small Talk (4). Introduces object oriented software development using Small Talk language. Covers class, encapsulation, inheritance, polymorphism, concepts of collections, and GUI design. Lab included. Prereq.: CMPS 367. **GES. NCh.**

377 Visual BASIC (4) Covers basic concepts of object oriented programming languages, problem solving, programming logic, data files, arrays, and design techniques of an event-driven language. Lab included. Prereq.: CMPS 263. **NCh.**

378 Numerical Modeling and Simulation of Engineering Systems (4). Covers numerical finite element analysis in such fields as structures, aerodynamics, and heat transfer. Includes practical, hands-on experience in theory and application in a computer-room environment. Lab included. Prereqs.: CMPS 366; MATH 202. **NCh.**

379 Java (4). Covers basic concepts of object oriented programming; Java and OOP classes, packages, and inheritance; and requirements for building a fully functional Java program. Lab included. Prereq.: CMPS 367. **NCh.**

380 ADA Programming Language (4). Explores ADA programming and modern software development. Includes data types, control structures, packages, generics, exceptions, and concurrent programming. Lab included. Prereq.: CMPS

263. **NCh.**

385 Data Structures (4). Algorithms and data structures. Arrays. Lists. Stacks and queues. Tree structures. Searching and sorting algorithms. Files. Lab included. Prereq.: CMPS 367. **NCh.**

390 Information Systems in Organizations (4). Explains concepts of systems and information, integration of these into organizational structure, and basic tools and techniques for representing systems. Lab included. **NCh.**

400 Analysis of Algorithms (4). Principles of algorithm design. Complexity of sorting algorithms. Combinational and graph algorithms. Cryptology and string matching. Linear programming and FFT algorithms. Lab included. Prereq.: CMPS 366; MATH 327. **NCh.**

410 Engineering Experimental Designs (4). Strategies for successful engineering research. Modeling theory, similitude analysis, dimensional and error analysis, polynomial and nonlinear regression analysis of variance (ANOVA). Experimental design methods. Lab included. Prereqs.: MATH 320 and statistics. **NCh.**

451 Artificial Intelligence (4). Representation of knowledge and control strategies. Searching. Predicate calculus. Automata theorem proving. LISP, PROLOG, VP Expert, etc. Lab included. Prereqs.: CMPS 366; MATH 327. **NCh.**

454 Automata Theory (4). Includes finite and infinite languages, Context-free and non-context-free languages, pushdown automata, and Turing machines. Prereqs.: CMPS 366; MATH 327. **NCh.**

455 Compiler Design (4). Introduces compilers. Finite automata and lexical analysis. Parsers. Error detection and recovery. Case studies. Lab included. Prereq.: CMPS 385, 454. **NCh.**

460 Operating Systems (4). Evolution of operating systems. CPU scheduling. File systems. Memory management. Device management. Protection. Multiprocessing and time sharing. Case studies: CP/M, UNIX, and VMS. Lab included. Prereq.: CMPS 385. **NCh.**

463 Computer Graphics (4). Fundamentals of programming for computer graphics. Covers

Courses — Computer Science (CMPS), CORE, and Economics/Business & Global Studies (ECBU)

interactive graphics, animation, color, and three dimensional modeling. Lab included. Prereq.: CMPS 366. MATH 201. **NCh.**

465 Programming Languages (4). Language syntax and semantics. Data types and operations. Sequence control. Introduction to translation. Lab included. Prereqs.: CMPS 367; MATH 327. **NCh.**

475 Systems Design Process (4). Integrates computer technology, systems analysis, systems design, and organizational behavior to aid in designing decision-support systems. Lab included. Prereq.: 375. Coreq.: 368. **NCh.**

490 Database Management Systems (4). Design, analysis, and implementation of computerized database systems. Lab included. Prereq.: CMPS 375. **NCh.**

492 Introduction to Neural Networks (4). Fundamentals of artificial neural networks. Perceptron and back-propagation learning algorithms, stochastic learning procedures, Hopfield nets, Hamming nets, adaptive resonance theory, bidirectional associative memories, Kohonen's feature maps, introduction to fuzzy system. Lab included. Prereqs.: MATH 311, 320. **NCh.**

495 Information Systems Projects (4). This capstone course uses projects to integrate all concepts regarding information system development from previous courses. Lab included. Prereqs.: CMPS 475, 490. **NCh.**

Core General Education (CORE)

300 Values and Critical Thinking (3-4*). Guides students to critically evaluate their own values and the value systems of other persons, groups, and nations through readings, discussions, and written critiques. Prereq.: ENG 111. **GEH2a. NCh.**

305 Service Learning (1). 25 hours of supervised service placement, 16 hours of seminar discussions, and written reflections on the placement. May be repeated up to three times for credit. May not be taken as a directed study. CRD/NCR only. **NCh.**

310 International/Intercultural Experience (1). 15 hours of activities with an ethnic/reli-

gious/national community different from the student's own, 10 hours of seminar discussions, and written reflections of the experience. May be repeated up to three times for credit. May not be taken as a directed study. **NCh.**

320 The Human Condition (3-4*). Team-taught, interdisciplinary examination exploring the interrelationships between disciplines, the associations between themes, and the holistic nature of life. Based in either the Humanities or the Social Sciences and including one other Arts, Science, or professional discipline. May be repeated for credit with different topics. A student wishing to repeat this course to improve the grade must appeal for approval prior to registration. Prereq.: ENG 111. **NCh.**

340 Toward a Sustainable Planet (3-4*). Same as 320 except based in the Natural Sciences. Prereq.: ENG 111; junior standing; one GELS course. **NCh.**

Economics/Business & Global Studies (ECBU)

140 Introduction to Business and Economics (3-4*). Concepts, principles, and issues in business and economical nature of business organization, management, and objectives. **GESSc. GESS2a.**

172 Mathematical Methods for Business and Economics (3*-4). Explores selected topics in analytic geometry and calculus. Develops applied mathematics as employed in business for the modeling, analysis, and solution of real problems and data sets. Prereq.: MATH 102 or passing score on placement examination. Also MATH 172. **GEM.**

201 Fundamentals of Accounting I (3*-4). Introduces financial accounting. Emphasizes measuring, reporting, and analyzing financial activity. Covers the accounting cycle, accounting for assets, liabilities, equity, revenues, expenses, and financial statements. Prereq.: MATH 104 recommended.

202 Fundamentals of Accounting II (3*-4). Continues 201 and introduces managerial

Courses — Economics/Business & Global Studies (ECBU)

accounting. Covers corporate accounting, financial statement analysis, managerial/cost concepts, job-order and process costing, CVP relationships, and budgeting. Prereq.: ECBU 201.

203 Financial and Managerial Accounting (4). Emphasizes the nature and purpose of financial statements and the uses of accounting information for planning, control, and decision-making.

220 Economic Analysis I (3-4*). Macroeconomics. Systems of economic organization covering allocation of resources, distribution of income, price stability, and economic growth. **GESSc. GESS2a.**

221 Economic Analysis II (3-4*). Microeconomics. Concepts and tools of economic analysis. Theory of prices and production in different market structures. Price mechanism, organized labor and collective bargaining; international trade and finance. **GESSc. GESS2a.**

301 Intermediate Accounting I (3*-4). Examines theoretical foundation of US corporation financial accounting and reporting. Discusses GAAP relating to the conceptual framework of financial reporting, asset valuation, and financial statement preparation. Prereq.: ECBU 202. **NCh.**

302 Intermediate Accounting II (3*-4). Continues ECBU 301. Includes liabilities, stockholders' equity, income recognition, income taxes, pensions, leases, EPS, and additional reporting requirements. Prereq.: ECBU 301. **NCh.**

305 Fund Accounting (3*-4). Studies accounting for governmental and other not-for-profit entities. Emphasizes federal, state, and local governments, hospitals, universities, and voluntary health and welfare organizations. Prereq.: ECBU 202. **NCh.**

307 Cost Accounting (3*-4). Studies cost/management accounting theory and application, job order and process cost systems, C-V-P analysis and cost behavior, standard costing, cost allocation, and budgeting. Prereqs.: ECBU 202, and ECBU 172 or 374. **NCh.**

308 Federal Taxation I (4). Studies the IRC as it applies to the taxation of individuals. Covers federal tax rules and regulations, research meth-

ods, and IRS forms and schedules. Prereq.: ECBU 202. **NCh.**

309 Federal Taxation II (4). Studies the IRC as it applies to the taxation of corporations, partnerships, estates, and trusts. Covers federal tax rules and regulations, research methods, and IRS forms and schedules. Prereq.: ECBU 308. **NCh.**

310 Computer Applications in Business (3*-4). Examines application of computer systems to provide information for decision-making. Also MGMT 310. **GES. NCh.**

310L Computer Applications in Business Lab (1)*. Coreq.: 310 when taken for 3 semester hours.

320 Intermediate Macroeconomics (3*-4). Aggregate income, employment, and price level. Interrelation between monetary system and government finance. Classical, Keynesian, and recent contributions. Prereq.: ECBU 220.

321 Intermediate Microeconomics (4). Theory of prices in product and factor markets. Firm and industry under various market structures; general equilibrium; classical through contemporary contributions. Prereq.: ECBU 221.

322 Current Economic Problems and Opportunities (3*-4). Contemporary domestic and international economic issues as viewed by leading scholars and commentators. **GESSc. GESS2a. NCh.**

323 Money and Banking (3*-4). US banking system including problems of money and prices, organization and function of commercial banks, financial institutions, Federal Reserve System, monetary standards, credits, and current trends.

324 Comparative Economic Systems (4). Classical and contemporary economic philosophies: capitalism, Marxism, socialism, and communism. Mechanics, implications, and outcomes of different economic systems. **GESSc. GESSd.**

325 International Economics (4). Theories and policies of balance of payments, rates of exchange, tariffs, quotas, exchange controls, state trading, and international cartels. **GESSc.**

326 Development of Economic Thought (4). Economic theories, philosophies, and postulations of the mercantilist, physiocratic, classical, socialistic, marginalist, and institutionalist schools. **GESSc.**

327 Public Finance and Fiscal Policy (4). Economics of public sector. Government taxation,

Courses — Economics/Business & Global Studies (ECBU)

expenditure, budgeting, borrowing, and debt management. Intergovernmental fiscal relations; effects of fiscal policy on national economy. Prereq.: ECBU 220. Also PADM 334.

328 Economic Theories and Issues (3*-4). Economic principles that can assist management in long-term and short-term decision-making. **GESSc. GESS2a** for SCE students only.

330 Business Finance (3*-4). Surveys corporate finance. The financial function and its relation to other decision-making areas. Theory and techniques in acquisition and allocation of financial resources from an internal management perspective. Prereqs.: Spreadsheet proficiency and ECBU 202, 221, or 328. Coreq.: ECBU 370.

330M Business Finance. (4)* Same as 330 but taught in Mexico.

331 Managerial Finance (3*-4). Concentrates on the role of a financial manager in making decisions regarding capital budgeting, capital structure, dividend policy, and mergers and acquisitions. Prereq.: ECBU 330.

340 Cultural Environment of International Business (3*-4). Focuses on business to operations in multicultural settings. Emphasizes the relationship between culture and economy.

341 International Business (3*-4). Overview and analysis of opportunities, challenges, problems, and mechanics of conducting business across national boundaries. **GESSc.**

342W Career Planning and Development (1). Development of personal study plan. Conference-style activity with group discussion.

343 Foundations of Business Ethics (3-4*). Fundamental concepts underlying individual value systems as applied to practical issues of running a business or organization. **GEHb. GEH2a. NCh.**

345 Personal Finance (3-4*). Introduces personal financial planning. Covers career planning, budgeting, personal and mortgage debt, investments, insurance, taxation, and retirement planning. **GESSc. NCh.**

346 Business Communication (3*-4). Covers written theory and practice in business and professional writing. Includes business letters, memos, reports, research project, and media techniques. **GEWE2** for SCE students only.

347 The Legal Environment of Business (3*-4). Critical examination of selected federal rules and regulations which affect operations of business.

350 Principles of Management (3*-4). Functions of organization and administration; how management selects objectives, plans, organizes essential activities, and influences employees. Prereq.: ENG 111. **GESSc. NCh.**

353 Culture and Gender Issues in Management (3*-4). See HSM 368. Also MGMT 368. **CORE2b. GESS1. NCh.**

354 Communications in Organizations (3*-4). Covers managerial communication, communication theories and methodologies, personal communication, formal presentation, nonverbal communication, and total communication process. Prereq.: ECBU 350. **GESE. NCh.**

355 Organizational Behavior in Business (3*-4). Theories and practices of organizations, communication, motivation, leadership; resistance to change; group dynamics in business. Prereq.: ECBU 350.

356 Introduction to Organizational Theory (3*-4). Organizational theory and how different environments affect internal organizational strategy, planning, structure, and other processes. Prereq.: ECBU 350.

358 Small Business Administration (3*-4). Starting small businesses; efficient operation; laws that affect operation; impact on society. Prereq.: ECBU 350.

360 Principles of Marketing (3*-4). Basic marketing concepts, principles, practices, activities, and institutions. Environmental forces and marketing interaction with other areas of business. Prereq.: ECBU 220 or 328.

360M Principles of Marketing (4)* Same as 360 but taught in Mexico.

361 Principles of Advertising (4). Covers the planning, creation, use, and evaluation of advertising in the marketing of products and services. Prereq.: ECBU 360.

362 Principles of Retailing (3*-4). Studies retail stores, emphasizing problems of store managers and executives. Considerations of location, buying, personnel, promotion, inventory turnover, and control methods in retailing. Prereq.: ECBU

Courses — Economics/Business & Global Studies (ECBU)

360.

363 Industrial Marketing (4). Strategies in planning for marketing goods and services to industrial, governmental, and commercial markets. Changing industry and market structure. Analyzes industrial demand. Prereq.: ECBU 360.

364 Sports Marketing (4). Examines the marketing of goods and services in the sports industry. Includes discussion and case studies of both spectator and participation sports. Prereq.: ECBU 360. Also MSS 364. **NCh.**

365 Consumer Behavior (3*-4). Consumer behavior and attitudes to marketing management decisions. Includes advertising, product policy, product development, marketing research, and pricing. Prereq.: ECBU 360.

366 Professional Selling Skills (4). Examines the theory and practice of personal selling within the context of relationship marketing.

368 Promotional Management (4). Theoretical foundations, applications, and current practices in the management of the advertising, personal selling, public relations, and sales promotion elements. Prereq.: ECBU 360. **NCh.**

370 Business Statistics (3*-4). Descriptive data interpretation, elementary laws of probability, and inferential parametric statistics using applications approach. Linear and multivariate regression techniques. Prereq.: ECBU 172. **GES. GEM** for SCE students only.

371 Econometrics (4).* Construction, testing, and estimation of the single equation econometric model. Least squares estimation, partial and multiple correlation, and specification analysis. Prereqs.: ECBU 220, 221; MATH 201.

372 Quantitative Business Methods (3*-4). Applies management science techniques such as decision analysis, inventory management, linear programming, model building, optimization, and queuing theory to the solution of significant business problems. Prereq.: ECBU 172.

373 Mathematical Analysis for Managers (3*-4). Topics in finite mathematics and calculus useful for analysis in finance, economics, and management. **GEM** for Vandenberg only.

374 Applied Quantitative Analysis (3*-4). Surveys applied quantitative techniques that underlie effective managerial decisions.

Emphasizes operations research techniques such as decision analysis and linear programming to decision-making.

401 Auditing (4). Introduces the attest function of the internal and external auditor. Includes planning the engagement, internal control structure, obtaining evidence, applying audit procedures, report preparation, and GAAS interpretations. Prereqs.: ECBU 302, 370. **NCh.**

402 Advanced Accounting (4). This terminal course in accounting examines partnerships, business combinations and consolidations, fund accounting, bankruptcy, international reporting, segment and interim reporting and ethical issues. Prereq.: ECBU 302. **NCh.**

410 Management Information Systems (3*-4). Information systems viewed from needs of management. Data processing, collection, storage, updating, and retrieval. Design and implementation of systems. Prereq.: Computer spreadsheet and word processing proficiency. **GESSc.**

411 Management Support Systems (4). Covers the utilization of information technology to improve the effectiveness of management decision-making in business. Includes Decision Support Systems (DSS), Group Decision Support Systems (GDSS), Executive Information Systems (EIS), Expert Systems (ES), and Artificial Neural Networks (ANN). Prereq.: ECBU 410.

412 Database Management Systems (3*-4). Examines the management of data within business organizations. Includes design and implementation of computerized databases, data administration, data independence, integrity, privacy, and access. Prereq.: ECBU 410.

413 Business Telecommunications (4). Covers voice and data communications for organizations, local and global. Includes concepts and techniques of network-based systems, communication alternatives, requirement analysis, and capacity planning. Prereq.: ECBU 410.

414 Computers for Business Applications (2).* Concentrated study in basic computer applications for business to meet prerequisite for M.B.A. program.

420 Analysis of Contemporary Economics (4). Consumer demand, productive resources, technology, government policies, and environmen-

Courses — Economics/Business & Global Studies (ECBU)

tal policies. Relates managerial economics to product selection, production methods, pricing, and promotional strategies. Prereq.: ECU 220.

429 Theories in Economic Development (4). Analysis of economic development in developed and/or developing countries and trends toward regional economic integration. Prereqs.: ECU 220, 221.

430 Speculative Securities—Options and Futures (4). Introduces the management of portfolios using options in financial markets. Discusses stock index, debt, and foreign currency options, and forward and futures contracts. Prereq.: ECU 430.

431 Investments: Security Analysis and Portfolio Management (3*-4). Provides tools for analyzing stocks, bonds, options, and future contracts and for determining their appropriateness for a given portfolio. Prereq.: ECU 331, 323.

432 Financial Institutions (3*-4). Provides an overview of the structure of the American financial institutions industry. Explores its effect on the management of financial institutions. Emphasizes asset liability management of commercial banks. Prereq.: ECU 430.

436 International Finance (4). Examines the determinants of exchange rates and the risks peculiar to multinational organizations. Emphasizes understanding the role of foreign markets on financial decisions, especially for multinational corporations. Prereq.: ECU 330.

440 Entrepreneurship (3*-4). Studies all important facets of entrepreneurship and venture management: entrepreneurial process, skills and attributes of entrepreneurs, mobilization and organization of resources, business and marketing, plans, and capitalization.

443 The European Union: Institutions and Policies (4)*. See PLSC 443.

444 The Economics of the European Union (4)*. Introduces the theory of economic integration and evaluates the common policies of the European Union. Athens only. Prereqs.: ECU 220, 221.

449 Current Global Topics in Business (4). Reviews and analyzes contemporary domestic and international business issues as viewed by

leading scholars and practitioners. Prereq.: ECU 350.

451 International Management (4). Covers issues facing domestic and multinational managers. Includes the impact of culture on management processes, business structure, personnel, communication, leadership, strategic planning, and risk management. Prereq.: ECU 350.

452 Government Contracts and Negotiations (3*-4). Essential ideas in government contract management and administration. Contract proposals and performance by business firms. Prereq.: ECU 350.

453 Industrial Relations (3*-4). Concepts of labor-management relations; developments in unionism; collective bargaining; grievance resolution; survey of labor law and federal regulations. Prereq.: ECU 350 or graduate standing.

454 Contract Management and Administration (3*-4). Essential legal and managerial aspects such as agreement, consideration, intent of parties, damages, contract proposals, and contract administration. Prereq.: ECU 350 or graduate standing.

455 Human Resources Management (3*-4). Management techniques and policies. Executive development, appraisal of performance, discipline, and formulation of use of incentives. Prereq.: ECU 350.

456 Production and Operations Management (3*-4). Production management in various types of industries, problems of production design, planning, procurement, analysis of current measurement techniques, and production control. Prereq.: ECU 350.

458 Stress Management (3*-4). See PSY 458. Also MGMT 458.

461 Marketing Management (3*-4). Managing the marketing function, including development and implementation of the marketing mix, and development of tactical and strategic marketing plans. Prereq.: ECU 360. **NCh.**

462 Sales Management (4)*. Sales needs, potentials, and results, and development of sales forecasts. Sales organization concepts and management of sales function. Prereq.: ECU 360.

464 Marketing Research (3*-4). Studies the formalized means of obtaining, analyzing and interpreting information to be used by marketing

Courses — Economics/Business & Global Studies (ECBU)

managers in making decisions. Prereqs.: ECBU 360, 370. **NCh.**

466 International Marketing (4). Foreign market potentials; marketing mechanisms across national boundaries; adaptations of markets to nations with different cultural, economic, legal, and political characteristics. Prereq.: ECBU 360.

467 Service Marketing (4). Applies marketing concepts and practices to service organizations. Prereq.: ECBU 360.

469 Management of Change and Conflict (3*-4). See PADM 469. Also MGMT 469.

493 Variable Topics (3*-4). Provides group study of a selected topic, specified in advance. May be repeated with different topics. Prereq.: ECBU 202. **NCh.**

496 Business Seminar (3*-4). Capstone course which provides students a forum in which to review and apply business theories and applications which have been learned. Prereq.: all core requirements in the major. **NCh.**

496A Senior Seminar in Accounting (4). Examines contemporary accounting theory and practice. Analyzes current pronouncements in order to determine their implications and intent. Prereq.: all core requirements in the major.

498 Internship in Economics and Business (1-4). Student internship in a business firm. Student report required relating business firm experience to appropriate academic doctrines. Prereq.: senior standing. May be taken for up to 8 semester hours, but for no more than 4 hours in any given term.

498M Internship in Economics and Business (1-4)*. Same as 498 but taught in Mexico. Prereq.: junior or senior standing.

500A Accounting Fundamentals (4). Covers management decision-making through financial and managerial accounting. Designed for students who enter an M.B.A. program with no previous accounting coursework.

500B Economics for Decision-Making (4). Provides the framework for rational economic decision-making from both macroeconomic and microeconomic perspectives.

500C Quantitative and Statistical Analysis (4). Examines application of selected topics from descriptive and inferential statistics to managerial

decision-making. Includes regression analysis and model building, optimization and rates of change, and elements of financial mathematics.

500D Business Finance (2). Introduces business finance. Emphasizes tools used in the decision-making. Shows information needed, where it is obtained, and how it is used. May be taken twice for credit.

500E Business Management (2). Covers essential concepts, principles, and functions of management, as well as managerial roles, skills, and decision-making in business organizations.

500F Business Marketing (2). Defines marketing principles within the framework of global economics and contemporary business practice. Covers marketing concept-driven integration of the marketing mix from a relationships perspective.

500G Financial Accounting Concepts and Reporting Practices (4). Covers fundamentals of financial accounting for students entering the M.B.A./Accounting concentration program with no recent accounting intermediate coursework. **NCh.**

500H Effective Business Communications (2). Covers theories and techniques of business communication. Includes fundamentals of many types of written business communication, dealing with practical everyday business situations.

503 Accounting Information for Decision-Making (3). Studies advanced topics and current issues in management accounting, stressing managerial decision-making. Utilizes case studies, computer simulations, research projects, and presentations. For traditional MBA students only. Prereq.: ECBU 202. **NCh.**

504 Corporate Accounting and Reporting (3). Examines financial accounting principles and statement preparation for corporations, including disclosure requirements. Examines the theoretical framework of accounting, emphasizing real-world examples. Prereq.: ECBU 500G. **NCh.**

505 Accounting for Specialized Entities (3). Explores specialized accounting entities such as affiliated companies, multi-national enterprises, and partnerships. Emphasizes business combinations and consolidated financial statements. Prereq.: ECBU 504. **NCh.**

506 Federal Taxation Concepts and Practices (3). Examines selected concepts contained in IRS rules and regulations. Emphasizes taxation

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of the individual. Introduces basics of corporate tax. Prereq.: ECBU 505. **NCh.**

507 Government and Nonprofit Accounting (3). Covers accounting principles and practices in governmental and other nonprofit entities, such as healthcare organizations and colleges/universities. Prereq.: ECBU 505. **NCh.**

508 Auditing Standards and Practices (3). Examines the audit process, professional standards, and the auditor's report. Utilizes case studies that highlight important issues and problems in both public accounting and internal auditing. Prereq.: ECBU 505. **NCh.**

510 Management of Information Technology (3). Examines the role and responsibilities of management in planning, developing, and using MIS. Uses analysis of case studies and design of projects in computer information systems development. Prereq.: microcomputer proficiency. **NCh.**

511 Management Support Systems (3). Addresses the role of management support systems in decision-making within organizations. Includes decision support systems, expert systems, and neural networks. **NCh.**

512 Integrated Data Management (3). Addresses topical issues and methodologies regarding the management of information/data within organizations, including organizational issues, data interdependence, integrity, security, and access. **NCh.**

513 Information Networks (3). Includes network architectures, distributed networks, technology options, capacity planning, and implementation. **NCh.**

515 Systems Planning and Implementation (3). Covers strategizing, planning, developing, and implementing information systems in organizations. **NCh.**

516 Electronic Commerce (3). Addresses the role of information technology in business commerce. Includes proprietary vs. ubiquitous networks, internet vs. intranet, transactional security, and impact on various industries. **NCh.**

517 Law and Technology (3). Studies business transacted on the Internet. Focuses on legal impact and implications for management. **NCh.**

520 Seminar in Economics (3). Analyzes current economic policies and effects on individual firms and the economy. Studies selected current economic issues. Prereq.: ECBU 500B. **NCh.**

525 Economics of the Firm (3). Application of economic theory and analysis to business problems related to resource acquisition and allocation. Demand and cost analyses, pricing decisions, financial management and control, and business expansion. Prereq.: ECBU 221. **NCh.**

530 Financial Management (3). Theories and practice underlying the financial manager's decision-making process. Explores capital investment analysis, capital structure decisions, capital costs, dividend policy, leasing, and acquisitions through case studies and computerized models. Prereqs.: ECBU 330, 370, 503. **NCh.**

531 Investment and Portfolio Analysis (3). Explores environment of investing, investment vehicles, portfolio construction, and goal setting in developing investment strategies. Considers accounting, statistics, and financial management techniques. Prereqs.: ECBU 530, 535. **NCh.**

532 Management of Financial Institutions (3). Examines structure of US financial institutions industry, and its effect on the management of banks and financial institutions. Prereq.: ECBU 530 or 535. **NCh.**

533 Investment Banking (3). Analyzes functions and activities of investment banking. Emphasizes legal responsibility and valuation techniques. Prereq.: ECBU 530 or 535. **NCh.**

534 Entrepreneurial Finance (3). Introduces small business finance fundamentals, emphasizing unique issues. Covers essential principles of small business finance and focuses on specific issues such as sources of capital. Prereq.: ECBU 530 or 535. **NCh.**

535 Financial Analysis (3). Emphasizes finance principles and techniques in managing financial resources in business organizations. Prereq.: ECBU 500A, 500C. **NCh.**

536 International Financial Management (3).* Explores international corporate financial management. Covers capital markets, international trade theory, capital budgeting, foreign exchange theory and practice, and transfer pricing.

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ing. Prereq.: ECBU 530 or 535.. **NCh.**

537 International Financial Markets and Institutions (3). Examines structure of international financial markets and the role of financial institutions. Prereq.: ECBU 530 or 535. **NCh.**

538 Financial Strategy and Policy (3). Analyzes the role of finance in overall corporate strategy. Emphasizes policies and strategies for maximizing shareholders' wealth. May be taken twice. Prereq.: ECBU 530 or 535. **NCh.**

540 Innovation and Entrepreneurship (3). Examines dynamics of entrepreneurship. Includes creative principles, emergent markets, and start-up financing and operations. **NCh.**

543 Ethics in Organizations and Society (3). Considers important issues in building ethical organizations. Critically examines individual and group ethical behaviors, rules of conduct, and the resulting managerial implications. **NCh.**

546 International Business and Society (3).* Explores relationships between businesses and their environment in the international context. Studies socially responsible activity, particularly for multinationals in developing nations, and management strategies which produce long-term benefits for both business and society. **NCh.**

547 Legal Issues in Business (3). Studies current issues in the legal environment of business organizations, including managerial implications in employment, safety, advertising, product design and liability, and contracts. **NCh.**

551 Seminar in Organization Theory and Behavior (3). Examines behavioral and structural factors influencing organizations and systems. Reviews organizational dynamics and interpersonal processes. **NCh.**

553 Seminar in Management (3). Presents an integrative program of practical management decision-making. Emphasizes roles and dynamics of internal environment as they pertain to structure and resource conversion efforts in organizations. Prereq.: ECBU 350 or 555. **NCh.**

555 Current Issues in Management Practice (3). Emphasizes processes by which human and non-human resources are mobilized, organized, and utilized to achieve organizational objectives and goals. **NCh.**

556 International Comparative Management

(3). Comparative study of the philosophy and practice of management in various parts of the world. Emphasizes transferability of management styles among nations. **NCh.**

557 Production and Operations Management (3). Focuses on quantitative methods, forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality control. Prereq.: ECBU 510, 574. **NCh.**

558 Project Management (3). Covers planning, scheduling, resource allocation, coordination and control of project activities using networks, critical path analysis, resource leveling, and cost expediting. Case analysis. Prereq.: ECBU 557. **NCh.**

560 Seminar in Marketing Management (3). Use of marketing mix by firm for consumer and industrial products. Product development, pricing strategies, promotion, and distribution techniques. Prereq.: ECBU 360, 503. **NCh.**

561 Seminar in Consumer Behavior (3). Theoretical models of consumer behavior from behavioral and practical marketing aspects. Prereq.: ECBU 360. **NCh.**

563 Marketing Channels/Distribution (3). Covers design, development, and relationships between channel members for sustaining competitive advantage through product distribution in a global market. Prereq.: ECBU 560 or 565. **NCh.**

564 Marketing Intelligence (3). Examines the marketing intelligence acquisition process and the role of marketing research in organizations. Prereq.: ECBU 370, 560, or 565. **NCh.**

565 Marketing in a Global Economy (3). Developing and using strategic marketing for maximizing the long-range effectiveness and growth of the business. **NCh.**

566 International Marketing Management (3). Studies marketing in the world marketplace. Emphasizes the impact of culture and environment on business marketing, and the problems of competing in worldwide markets. Prereq.: ECBU 560 or 565. **NCh.**

567 Service Sector Marketing (3). Develops understanding of customer expectations of services. Studies designing and managing service operations systems matching those expectations. Prereq.: ECBU 560 or 565. **NCh.**

Courses — Economics/Business & Global Studies (ECBU) and Education (EDUC)

568 Marketing Communications (3). Develops a management perspective of advertising and promotion. Examines budgeting and both effective and ineffective advertising design. Prereq.: ECBU 560 or 565. **NCh.**

569 Strategic Marketing (3). Studies a successful marketing effort designed from organizational goals and objectives. Emphasizes the symbiotic relationship between marketing and other organizational functions. Utilizes participative case studies. Prereqs.: ECBU 530, 560. **NCh.**

574 Applied Statistics (3). Advanced treatment of probability and statistics including non-parametric statistics. Use in business problem-solving through case studies. Prereq.: ECBU 370. **NCh.**

581 Managing in a Global Economy (3). Integrated approach to common challenges of global competitiveness. Roles and relationships of businesses and governments and their ideological assumptions. Managing a firm's comparative advantages and disadvantages in international trade and competition. **NCh.**

584 Managerial Negotiations (3). Examines the theory and processes of negotiation and the spectrum of negotiation problems and situations facing managers through role-playing and case analysis. **NCh.**

585 Strategies in Change Management (3). Examines managerial strategies to successfully compete in an environment of rapid change, uncertainty, and intense global competition. Explores how to succeed through core competencies, ability, and positive change. **NCh.**

586 Leadership for the Future (3). Explores the future of leadership, examines leadership styles of leaders and managers worldwide, and studies new leadership styles **NCh.**

588 Power and Politics in Organizations (3). Examines types, use, and abuse of power, its role in organizational politics, expectations of leaders, and social responsibility of managers and organizations. **NCh.**

593 Variable Topics (3). Group study of a selected topic. May be repeated with different topics if approved by chairperson or dean. **NCh.**

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of pro-

gram chairperson, department, and Graduate Office. CRD/NCR only.

596 Graduate Business Seminar (3). Culminating activity that integrates knowledge from different functional areas of business. Emphasizes application of academic learning to "real world" situations. Prereq.: advanced standing. **NCh.**

Education (EDUC)

250 Child Growth and Life-Span Development (3). Human development—cognitive, emotional, physical, and social—from conception through old age. Emphasizes relationships between the child and the school, family, and community. (Does not satisfy teacher education program requirement.)

251 Curriculum Development for Early Childhood Education (3). Overview of types of curricula and various techniques used to develop and implement programs for young children.

252 Early Childhood Environments (3). Overview of early childhood education including basic theories and their implementation. Practicum is required for participants without verifiable field experience.

253 Child, Family, and Community (3). Examines relationships of growing child to family, school, community, and society by studying culture, support groups, safety, family structure, and social policy.

350 Child Psychology and Development (4). Physical, cognitive, social, and emotional development of the child from infancy through early adolescence. Also PSY 307. Prereq.: ENG 111. **NCh.**

354F Child Observation/Practicum (4). Practical experience for the child development student, which includes observing and participating in an environment that serves young children.

355F Child Life Field Work I (4). Practical experience as a child life specialist in a hospital setting. **NCh.**

405 Foundations of Learning (3). Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter

Courses — Education (EDUC)

the teaching profession. **NCh.**

405P Directed Teaching—Practicum I (1). Student interacts with designees from two cultural groups for a total of 30 hours. Quantitative evaluation. **NCh.**

406 Professional Skills and Competencies (3). Human development and specific understandings and skills related to classroom teaching experience. Prereq.: EDUC 405. **NCh.**

406P Directed Teaching—Practicum II (1). Skills in interacting with and instructing students in a regular classroom. **NCh.**

408 Teaching-Learning Strategies (3). Educational assessment, planning, and evaluation. Emphasizes curriculum development, methods, and field experience as a teaching assistant in public schools. Prereqs.: EDUC 405, 406. **NCh.**

408P Directed Teaching—Practicum III (1). The student is assigned to teach in a regular classroom for seven weeks. **NCh.**

409 Directed Teaching in Elementary or Secondary (12). Supervised directed teaching in public schools. Supplemented by conferences and seminar with supervising teacher and college coordinator. Prereqs.: EDUC 405, 406, 408. **NCh.**

412 Theories and Methods of Bilingual Education, English Language Development, and Specially Designed Academic Instruction in English (4). Covers background and approaches to bilingual education; methods and strategies of English language development; specially designed English instruction; literacy skills; instructional strategies; state and federal mandates; and assessment tools. **NCh.**

413 Methodology for Primary Language Instruction (Spanish) in a Bilingual Environment (4). Develops competence in delivering primary language instruction in Spanish. Covers primary language literacy, content area instruction, and English language development. Prereq.: Spanish competency.

415M Teaching of Reading for Multiple Subject Candidates (4). Examines reading and writing processes; methods and materials for teaching elementary and middle school reading and writing; literacy development; assessment; and instruction. Requires 30 hours of field work. Prereq.: departmental permission. **NCh.**

415S Teaching of Reading for Single Subject Candidates (4). Provides reading and language arts methods for secondary level; well-designed instructional programs; and skills and strategies in reading, writing, speaking, and listening. Requires 30 hours of field work. Prereq.: departmental permission. **NCh.**

417 Literature for Children and Adolescents (3). Studies authors and illustrators of children's books. Evaluates literature used in classrooms. Creative activities through literature. Required for elementary credential. Also ENG 480. Prereq.: Junior standing. **NCh.**

420 Sex, Drugs, and Health Education (2). Drugs, Sex Education, and other aspects of health related to health education. Meets health requirement for Ryan Teaching Credential.

422 Nutrition (2). See BIOL 441. **NCh.**

430 Music in the Elementary School (2). See MUS 481.

432 Art for the Elementary Teacher (3-4*). Teaching art skills and artistic awareness by personal involvement in the exploration of the various media. Also ART 472. **GEA.**

433 Creative Drama for Teachers (2). See THAR 470.

444 Adolescent Development and Education (1). Explores physical, social, and cognitive changes in adolescents, including potential developmental problems. Analyzes relevant biological and environmental issues.

445 Supervision and Communication in Early Childhood Education (3). Examines supervision and communication on an experiential basis. Includes supervising techniques, skill development, communications, leadership, and ethics in early childhood programs. **NCh.**

450 Child Life Administration (3). Skills for administration and organization of child life programs in hospitals and other medical care settings. Prereqs.: EDUC 450M, 450T, 450H. EDUC 354F may be coreq. **NCh.**

450H Effects of Disease and Injuries on Hospitalized Children (3). Effects of disease and/or injuries on physical, emotional, and social needs of hospitalized children. Includes anatomy, physiology, and medical terminology. Prereq. or coreq.: EDUC 450M. **NCh.**

Courses — Education (EDUC)

450M Helping Children Cope in the Health Care and Medical Setting (3). Provides information regarding the social, emotional, and physical effects of hospitalization on children and their families. Includes basic medical terminology and charting, and role of the child life specialist. **NCh.**

450T Play Techniques and Pediatrics (3). Play techniques and pediatric information. Role of child development specialist working with children under stress and in hospitals. **NCh.**

451 Infant Group Care and Curriculum (3). Reviews history and current methods of infant group care through interactive learning experiences. Fulfills education requirements of California Infant Regulations for child care providers and administrators. Prereq.: a course in child psychology.

452 Parenting for Early Childhood Educators (3). Describes psychological theory behind parenting approaches. Analyzes cross-cultural parenting styles, single parenting, step-parenting, and other current issues. For parent educators.

453A Supervision and Administration of Programs for Young Children (3). Assists the administrator of programs for young children in the organization, administration, and evaluation of programs currently in operation. **NCh.**

453B Advanced Supervision and Administration of Programs for Young Children (3). Reviews local and state regulations pertaining to supervision of programs for young children, both private and public, and presents federal regulations. Covers complex budget and center management and grant writing. Prereqs.: junior standing, experience in a childcare center, and lower-division child development courses.

454F Early Childhood Teaching (4). Student teaching experience. Includes curriculum planning and presentation and classroom management. **NCh.**

455F Child Life Field Work II (4). Comprehensive field work experience for the child life specialist in a hospital setting. **NCh.**

499 Senior Seminar (4). Integrates content and process from the disciplines with selected issues/themes relevant to elementary education.

499D Culminating Experience for Diversified Majors (4). Integrates content and processes from the disciplines with selected issues/themes relevant

to elementary education. Includes 30 hours of field-work. **NCh.**

501 Educational Assessment (3). Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment instruments. Includes work with measurement tools. Also PSY 505.

503 Educational Psychology (3). Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory. Also PSY 501.

504 Methods of Research (3). Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

505 Foundations of Education (3).* Examines historical, philosophical, political, economic, legal, and social foundations of US education. For Athens M.Ed., Special Emphasis students only. Athens only.

510 Advanced Reading Methodology (3). Covers advanced reading methodology. Translates theory and assessment into instructional practice. Includes reading center/clinic visitations and conference attendance. Prereq.: B.A. or B.S **NCh.**

511 Current Practices in Curriculum Development (2).* Contemporary educational trends related to elementary and secondary school curriculum. Students will design and implement curriculum project. Athens only.

512 Principles and Models of Instruction (2). Framework for identifying and analyzing components of basic instructional models. Source of models and related teaching strategies.

513 Evaluation of Teaching, Learning, and Curriculum (3).* Methods of evaluating teaching and learning, systems of providing feedback, and laws regarding teacher evaluation. Techniques of appraising teacher evaluation and effectiveness of instructional materials. Athens only.

514 Diagnosis, Prescription, and Individualization (2). Diagnosis and referral, instruments measuring reading, and other learning areas and

Courses — Education (EDUC)

prescription. Emphasizes assessment tools and design of learning experiences to develop skills in reading. Coreq.: EDUC 514F.

514F Field Experience: Diagnosis (2). Coreq.: EDUC 514. CRD/NCR only.

515 The Reading Process: Theory and Application (3). Advanced study of selection, use, and evaluation of materials and methods for teaching reading. Coreq.: EDUC 515F.

515F Field Experience: Reading Process (2). Coreq.: EDUC 515. CRD/NCR only.

517F Advanced Field Experience: Reading (3). Demonstrates student's assimilation of theory and practice. Involves tutoring at a different age level, attendance at professional conferences, and evaluation of reading/learning centers. NCh.

518 Language, Reading, and Concept Development (3). Examines (L1) and second (L2) language acquisition and their relationships to concept formation. NCh.

519 Language and Literacy Development for English Language Learners (4). Examines primary (L1) and second (L2) language acquisition and their relationships to concept formation. For students enrolled in the CLAD Certificate program only. NCh.

543 School Guidance Seminar (3). Provides overall perspective of school counseling. Emphasizes organizing, managing, and evaluating school guidance programs; developing appropriate program delivery systems; identifying community resources; legal mandates; and professional ethics.

545 Dynamics of Human Interaction (3). Studies human behavior, the students' own interpersonal style, and verbal and non-verbal communication in an experiential setting. NCh.

546 Introduction to School Counseling (3). Introduces school counseling. Emphasizes theories and practices appropriate to school counseling, helping relationships, individual and group counseling skills, and legal and ethical issues. NCh.

549 Counseling Theories (3). Examines theories of counseling that form the foundation for the work of the school counselor.

550 Human Development (3). See PSY 507.

552 Teacher Involvement with Small Groups, Individuals, Parents, and the Commu-

nity (3). Acquaints teachers with current concepts regarding their involvement with individual students, groups, and parents. NCh.

553F Child Life Field Work III (3). Field work for the Child Life Specialist in the hospital setting.

553P Child Life Field Work IV (3). Advanced specialization for the child life specialist in a hospital setting. Emphasizes development of administrative skills. NCh.

554F Advanced Child Development Field Work (3). Advanced specialization field experience.

554X Field Work in Early Childhood Education: A Cross-Cultural Experience (3). Supervised field experience with children and adults representing cross-cultural settings. NCh.

559 Developmental Curriculum for Four to Six Year Olds (3). Students study and develop activities meeting California State Department of Education guidelines for developmental curriculum in the kindergarten classroom. Emphasizes curriculum models which promote active involvement of children. Covers developmental theories as foundation for developmental curriculum.

560 Cross-Cultural Relationships (3). See PSY 523. NCh.

561 Cultural Diversity (4). Examines culture and how cultures interact, cultural diversity, and how educators provide culturally responsive instruction. For students enrolled in the CLAD Certificate program only. NCh.

565 Career Development (3). Introduces theories, methods, assessment instruments, and materials for career guidance of individuals of all ages. Includes experience with selected career assessment instruments and materials. Also PSY 514.

571 Individual Counseling Skills I (3). Introduces individual and group microcounseling skills. Emphasizes individual counseling. Coreq.: EDUC 546. NCh.

572 Group Counseling Skills (3). Continues 571. Emphasizes group process, crises intervention strategies, and conflict resolution. Prereq.: EDUC 571. NCh.

573 Counseling Diverse Populations (3). Continues 572. Emphasizes culturally different. Prereq.: EDUC 572. NCh.

Courses — Education (EDUC) and Educational Management (EDMT)

574 Facilitating/Consultation Skills (3).

Continues 573. Emphasizes family systems theory; skills in addressing violence, conflict resolution, and management; classroom behavior and management; and student discipline. Prereq.: EDUC 573. **NCh.**

581 Supervised Field Experience—Level I

(1). Supervised professional experience (150 clock hours) in both school and community settings. Emphasizes human assessment, counseling services, program coordination and supervision, consultation, and legal and ethical issues. Prereq.: EDUC 571, 572. CRD/NCR only. **NCh.**

582 Supervised Field Experience—Level II

(2). Continuation of 581 (300 clock hours). Prereq.: EDUC 581. CRD/NCR only. **NCh.**

584 Introduction to Computers in Education

(4). Introduces microcomputers and their use in education. Includes computer literacy and computer applications for education which meet state of California criteria for recommending clear teaching credentials.

585 Stress Management for Educators (3).*

Discusses the management of stress and its effects on educators. Includes physiological and psychological application of stress management. Athens only.

588 Curriculum Development and Instructional Technology (3). Explores curriculum design, development, implementation, and evaluation, and the use of advanced teaching strategies and technology to enhance the curriculum.

590 Issues in Teaching (3). Explores such current issues as cultural values, teaching decisions, learning styles, instructional strategies, supervision, and public policy. **NCh.**

594 Thesis (3). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Graduate Seminar (3). Special topics of current interest in education, including theory, practice, and research. **NCh.**

596 Graduate Seminar (3). Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of

research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. **NCh.**

Educational Management (EDMT)

570 Curriculum, Instruction, and Assessment (3).

Studies curriculum design, implementation, and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

571 Human Resource Administration (3).

Covers selection, supervision, and evaluation of personnel, along with negotiations, conflict resolution, and employer-employee relationships. Strategies for efficient utilization of staff talent and time also are discussed.

572 Educational Leadership (3). Examines theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well-developed educational philosophy.

573 Contemporary Issues in California

Schools (3). Covers changing demographics in California and issues related to meeting educational needs of students in California school systems.

574 Field Experience (3). Includes intensive experiences, both in the day-to-day functions of administrators and in longer term policy design and implementation.

576 Organizational Management and

School-Community Collaboration (3). Studies the principles and practices of public school management, development of a management point of view for leadership and community involvement in the safe and productive operations of public schools.

577 Fiscal Resource Management and

Policy Development (3). Emphasizes the relationship among public policy, governance, and schooling, as well as management of fiscal resources and business services in California public education.

578 School Law (3).

Emphasizes legal

Courses — Educational Management (EDMT)

aspects of public education, with special emphasis on California.

659 Organizational Induction (2). Assists administrator/leaders to understand their role in their organization. Develops a professional growth action plan.

660 Social and Political Dynamics (3). Discusses social and political forces which impact public education, federal and state legal structures, and parent and other community input and participation in school activities and outcomes.

660F Field Experience in Social and Political Dynamics (2). Individualized field experience addressing competencies included in EDMT 660. Prereq. or coreq.: EDMT 660. **NCh.**

661 Development and Assessment of Curriculum Programs and Instructional Practices (3). Studies strategies to design, manage, and evaluate educational programs and instructional practices; current and future trends in education; leadership role and strategies; and program and personnel evaluation.

661F Field Experience in Development and Assessment of Curriculum Programs and Instructional Practices (2). Individualized field experience addressing competencies included in EDMT 661. Prereq. or coreq.: EDMT 661. **NCh.**

662 Management of Human and Material Resources (3). Studies the management of resources available to educational organizations, both human and material. Discusses staff development; short- and long-term planning for staff, buildings, equipment, and supplies; school district funding and budgeting; and business support services.

662F Field Experience in Management of Human and Material Resources (2). Individualized field experience addressing competencies included in EDMT 662. Prereq. or coreq.: EDMT 662. **NCh.**

663 Organizational Theory, Planning, and Management (3). Studies theory and functions of human organizations in the U.S. Includes theories, strategies, and skills for structuring and leading groups in a variety of settings.

663F Field Experience in Organizational Theory, Planning, and Management (2). Individualized field experience addressing compe-

tencies included in EDMT 663. Prereq. or coreq.: EDMT 663. **NCh.**

664 Professional Assessment (2). Assesses the student's completion of the PASC program requirements. Completed during the final PASC semester by an instructor, the district mentor, and the candidate. Prereq.: EDMT 659. CRD/NCR. **NCh.**

674 Educational Change (3). Analyzes strategies for creating change in organizations. Examines resistance to change, institutionalization, and effective previous changes.

675 Executive Leadership (3). Introduces leadership theories, concepts, styles, and evaluation practices. Includes individual student assessments and action plans for personal growth.

677 Decision Making (3). Introduces theories, models, strategies, and techniques of decision making and problem solving in educational organizations and groups.

678 Human Resource Development (3). Explores personal alternative career paths and prepares for leadership in ways of developing personnel in their career paths.

679 Planning and Educational Futures (3). Focuses on futures forecasting techniques and applications. Uses strategic planning methods to develop policies and procedures leading to desired goals.

680 Organizational Theory (3). Covers elements of organizational theory, including systems theory, roles, satisfaction, and structure.

681 Communication Theory (3). Covers interpersonal, small group, intergroup, and public communications, and techniques for management of meetings and collaborative problem solving.

682 Conflict Management (3). Provides a conceptual base for analyzing conflict and studies approaches for managing or resolving conflict.

683 Organizational Development (3). Connects theory, strategies, and techniques, drawing from organization development, organization design, and human resource management. Studies assessment, diagnosis, and intervention techniques.

684 Applied Research Methods (3). Provides knowledge and skills in designing research studies in natural settings. Emphasizes

Courses — Educational Management (EDMT) and English (ENG)

kinds of research design, sampling, instrumentation, and problem analysis.

686 Statistics for Educational Managers (3).

Provides knowledge, skills, and processes in using descriptive and inferential statistical tools and techniques in analyzing data and resolving research problems.

687 Introduction to Dissertation Research I

(3). Culminating experience in the educational research and statistics sequence for students contemplating a doctoral dissertation. Develops skills in the evaluation of educational research.

688 Introduction to Dissertation Research II

(3). Prepares doctoral students for advancement to candidacy. Culminates in the Dissertation Seminar in July. Continues EDMT 687.

689 Introduction to Dissertation Research III

(3). Assists returning students to improve their dissertation proposal.

694 Educational Resource Management (3).

Studies the educational executive in the effective and efficient management of human, physical, and financial resources. Addresses the importance of time, both personal and organizational.

695 Innovation and Technology (3).

Explores the role of information as a critical resource. Introduces theories, strategies, and techniques to determine information requirements and to design effective information systems.

696 Evaluation (3).

Examines evaluation processes and systems as they relate to decision making in organizations. Gives attention to total organization evaluation.

698AB Dissertation in Educational Management I, II (3,3).

Creates a dissertation, under the guidance of a dissertation committee, demonstrating scholarship skills in writing, reasoning, and interrelating theory and practice. The dissertation is defended in a public oral exam.

tion of writing skills. Students assigned to 106 must earn credit in the course as prerequisite to ENG 110. CRD/NCR only. **NCh.**

110 College Writing A (3-4*).

Expository writing in major rhetorical forms, generally based on analytical reading in various disciplines and intended to sharpen communication skills required for college work and later use. **GEWE1.**

111 College Writing B (3-4*).

Further expository writing with particular emphasis on methods of research and effective use of source materials. Should be completed before junior year. Prereq.: ENG 110. **GEWE2.**

240 Introduction to Drama (3-4*).

The elements of the play as evidenced in a variety of major dramas. **GEHa. GEH1.**

250 Introduction to Literature (3-4*).

Emphasizes elements of fiction, poetry, and drama in a wide selection of authors. Prereq.: ENG 110. **GEHa. GEH1.**

270 Introduction to Language (3*-4).

General characteristics of human communication; fundamentals of phonetics, phonemics, morphology, syntax, and semantics; language change and language variation. Prereq.: ENG 110. **GES.**

280 Science Fiction (3-4*).

Examines the impact of technology on human values and civilization through a study of imaginative, future-oriented fiction. **GEHa. GEH1.**

281 Survey of Old Testament/Hebrew Scriptures (3-4*). See REL 220. **GEHa. GEHb. GEH1. GEH2a.**

283 Values in Film (3-4*).

History cinema from Porter to the present. Focuses on cinematic form, social context, and major genres. **GEFAa. GEH2b. NCh.**

300 Writing for the Visual Arts (3).

See ART 300. Also JOUR 310. **GEFAa. GEH2b.**

309 Writing Workshop (3-4*).

Sharpens skills developed in 110 and 111: organization, grammar, punctuation, style. Prereqs.: ENG 111.

310 Advanced Writing (3-4)*.

Designed to develop proficiency in academic prose, personal prose, and professional writing, such as resumes, letters, and applications. Athens only. **GEWE2** for SCE students only. **NCh.**

312 Creative Writing (3-4*).

Workshop in the

English (ENG)

106 Communication Skills (3-4*).

Cultiva-

Courses — English (ENG)

writing of fiction, poetry, and plays. **GEFAB. GEA. NCh.**

313 Advanced Creative Writing (3-4)* Extension of 312. Emphasizes works of modern poets and authors. Athens and EPIC only. **GEFAB. GEA.**

315 Desktop Publishing for Theatre (1-2). See THAR 365. **GEFAB. GEA.**

316 Playwriting and Screenwriting I (4). See THAR 360. Also RDIO/TV 351. **GEFAA. GEFAB. GEA. GEH2b. NCh.**

334 Literature By and About Women (4)* Novels, short stories, essays, and poems by 20th-century British and American women. Major themes: women's quests for identity and responsibility in a changing world. Athens only. **GEHa. GEH1.**

336 Literature of Incarceration (3-4*). Studies literature written by and about those who are incarcerated. Emphasizes development of a critique of the prison as individual and social metaphor. Prereq.: ENG 111. **GEHa. GEH1.**

340 Shakespeare (3*-4). Representative plays selected from the histories, tragedies, comedies, and tragicomedies. Also THAR 340. Prereq.: ENG 111. **GEHa. GEH1.**

342 American Plays (3*-4). Studies representative American plays to show the characteristics of US national drama, such as ethnicity, selfhood, and social justice. Prereq.: ENG 111. **GEHa. GEH1.**

344 Drama on Page and on Stage (4). Includes reading and discussion of plays at theaters, supplementary dramatic readings and criticism, and attendance at appropriate productions. May be repeated with different topics. Also THAR 300. Prereq.: ENG 111. **GEHa. GEH1.**

350A Survey of English Literature I: to 1640 (4). Development of the various literary genres, with special attention to tendencies and movements in social, political, and philosophical contexts. Prereq.: ENG 111. **GEHa. GEH1.**

350B Survey of English Literature II: 1640-1798 (4). Continuation of 350A. Prereq.: ENG 111. **GEHa. GEH1.**

350C Survey of English Literature III: 1798-1890 (4). Continuation of 350B. Prereq.: ENG 111. **GEHa. GEH1.**

350D Survey of English Literature IV: 20th Century (3*-4). Continuation of 350C. Prereq.: ENG 111. **GEHa. GEH1.**

353 American Literature I: from Exploration to the Gilded Age (3*-4). American multicultural fiction, poetry, narratives, autobiography, and essay by such writers as Columbus, Bradford, Rolandson, Edwards, Franklin, Wheatley, Emerson, Fuller, Douglas, Brown, and Twain. Prereq.: ENG 111. **GEHa. GEH1.**

354 American Literature II: From the 1890s to World War II (3*-4). Continuation of 353. The 20th century: e.g., James, Cather, Moore, H. D. Eliot, Frost, Cullen, Williams, O'Neill, Eliot, Hughes, Fitzgerald, and Wright. Prereq.: ENG 111. **GEHa. GEH1.**

355 American Literature III: from World War II to the Present (4). Continuation of 354. Includes Saroyan, O'Connor, Williams, Baldwin, Creeley, Roethke, Levertov, and Morrison. Prereq.: ENG 111. **GEHa. GEH1.**

360 Jewish Literature (4). Presents fiction, poetry, and drama of Jews to understand the evolution of Jews in many lands and languages. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

362 The Literature of North America Italian Immigration (4). Studies the immigrant experience of Italian-American writers in fiction, poetry, and autobiography. Prereq.: ENG 111. **GEHa.**

364 Modern Greek Literature in Translation (4)* Works of major 20th-century Greek writers. Athens only. **GEHa. GEH1.**

380 World War II Holocaust Literature (3*-4). The European agony and its aftermath in writings about ghettos and concentration camps. Includes perpetrators, victims, resisters, and rescuers. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

381 Fantasy in Fiction (4)* Forms of fantasy from simple tales to sophisticated novels. Emphasizes literary merit and mythic qualities. Athens only. **GEHa. GEH1.**

382 Major Authors (3-4). Intensive study of individual major authors concentrating on historical milieu and literary chronology. Prereq.: ENG 111. **GEHa. GEH1.**

383 Myth in Literature (3-4*). Myth as a way of seeing and understanding the world, and as an expression of lasting human concerns through lit-

Courses — English (ENG)

erature from the folk tale and epic to science fiction. Prereq.: ENG 110. **GEHa. GEH1.**

384 Classical Themes in Modern Literature (4)*. Major themes from classical Greek myth and literature as they reappear in fiction, drama, and poetry of the 20th century. Athens only. **GEHa. GEH1.**

385 Special Studies in American Literature (3*-4). Focuses on specific areas that reflect the experience of being ethnic and American: African-American, Asian-American, Latino, or Native American literature. Prereq.: ENG 111. **GEHa. GEH1.**

388 Male and Female: Themes in Literature (3* or 4). Explores the development of female and male roles in literature—origins, symbols, and literary references. Considers both social and literary metaphors. Prereq.: ENG 111. **GEHa. GEH1.**

403 U.S. Language and Culture I (4). Provides background in US culture, business language, and writing for the M.B.A. curriculum. Prereq.: Bachelor's degree and TOEFL score. **NCh.**

405 US Language and Culture II (4). Continuation of 403. Prepares pre-MBA international students for entry into the MBA program. Improves language proficiency and understanding of American business. Prereq.: ENG 403 or EPT placement.

409 Special Projects (2-4). Special projects in grammar and/or literature. May be repeated with different topics.

413 Grammar Workshop (4). Emphasizes sentence parts and parts of speech. Designed to help teachers and prospective teachers understand English grammar. For Diversified Majors. Prereqs.: ENG 111. **NCh.**

421 Modern Poetry in English (3*-4). Multicultural poetry including Yeats, Auden, Hughes, Eliot, Williams, Frost, Moore, Ginsberg, Reed, Levine, Mazziotti, Soto, and others. **GEHa. GEH1.**

430 Recent American Fiction (3*-4). American multicultural fiction including Ellison, Vonnegut, Morrison, Bellow, Owen, Saroyan, Tan, Cisneros, Sanford, Mirabelli, and others. Prereq.: ENG 111. **GEHa. GEH1.**

431 Modern British Fiction (4). Short stories and novels by Joyce, Woolf, Lawrence, Waugh, Greene, Burgess, and others. Prereq.: ENG 111.

GEHa. GEH1.

433 Detective Fiction (3*-4). Origins and development of detective literature: major currents from Poe and Doyle through Sayers, Christie, and Hammett. Views the detective as purveyor of social mores. Prereq.: ENG 111. **GEHa. GEH1.**

434A The American Novel, 1800-1900 (3*-4). American multicultural narrative including Cooper, Hawthorne, Brown, Melville, Jacobs, Twain, and others. Prereq.: ENG 111. **GEHa. GEH1.**

434B The American Novel, 1900-1945 (3*-4). Multicultural fiction including Chopin, Dreiser, Rölvaag, Fitzgerald, Cather, Sanford, DiDonato, Steinbeck, Wright, and others. Prereq.: ENG 111. **GEHa. GEH1.**

435A Novel Masterpieces I (4). Several major classics of fiction such as works by Austen, Eliot, and Dostoevsky. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

435B Novel Masterpieces II (4). Several major classics of fiction such as works by Dickens, Flaubert, and Tolstoy. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

440 The American Stage—Mirror of Society (4). Studies plays that reflect America regionally, ethnically, spiritually, and aesthetically. Also THAR 440. Prereq.: Eng 111. **GEHa. GEFAa. GEH1. GEH2b.**

441 Drama: Comedy and Tragedy (4). Readings in drama to discover how playwrights from the Greeks to the present have dealt with continuing concerns of life and theatrical presentation. Also THAR 441. Prereq.: Eng 111. **GEHa. GEFAa. GEH1. GEH2b. NCh.**

442 Shakespeare and His Contemporaries (4). Major works from Shakespeare, Marlowe, Jonson, and others for their own merit and as a reflection of the English Renaissance. Also THAR 442. Prereq.: Eng 111. **GEHa. GEH1.**

443 Twentieth-Century Drama (4). Playwrights since Ibsen, with special attention to Shaw, Pirandello, O'Neill, Brecht, Miller, Becket, Anouilh, Ionesco, and Albee. Also THAR 443. Prereq.: Eng 111. **GEHa. GEH1. NCh.**

447 Masters of the Drama (4). See THAR 445. **GEFAa. GEHa. GEH1. GEH2b. NCh.**

449 Study Trip to Ashland, Oregon Shake-

Courses — English (ENG), ESL, and French (FREN)

speare Festival (2-4). Includes reading and discussion of plays at Ashland and attendance at their productions. May be taken twice for credit. Also THAR 400. **GEHa. GEH1. NCh.**

480 Literature for Children and Adolescents (3). See EDUC 417. **NCh.**

498 Diversified Major Seminar: English Emphasis (4). Written and oral exercises covering the chief skills and knowledge needed for teaching English in elementary school. Required for Diversified Major. Prereqs.: ENG 110, 111.

English as a Second Language (ESL)

101 Language Development I (3-4*). Focuses on integrated development of linguistic skills including listening, speaking, reading, and writing. Coreq.: ESL 101P. **CORE2a. GES. NCh.**

101P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 101. **CORE 2a. NCh.**

102 Writing I (3-4)*. Designed to improve basic writing skills necessary for college work. Focuses on grammar and writing short papers. Includes lab. **CORE2a. GES. NCh.** Athens only.

103 Language Development II (3-4*). A continuation of 101. Prereqs.: ESL 101, 101P. **CORE2a. GES. NCh.**

103P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 103. **CORE2a. GES. NCh.**

104 Writing II (4)*. Focuses on essay form and style. Prereq.: ESL 102. **CORE2a. GES. NCh.** Athens only.

105 Communication Skills in ESL (3-4*). A continuation of 103. Fulfills ENG 106 requirement for non-native speakers of English. Prereq.: ESL 103. Coreq.: ESL 105P. **CORE2a. GES. NCh.**

105P Communication Skills in ESL — Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 105. Prereq.: ESL 103. **CORE2a. GES. NCh.**

301 Writing and Study Skills for International Graduate Students (3). Provides training in writing research papers, essays, essay examina-

tions, note-taking, outlining, and library use. **NCh.**

302 Special Topics in Graduate Writing (3). Addresses writing requirements of specific academic disciplines as needed. **NCh.**

330 Second Language Teaching (3). Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Prereqs.: ENG 111 and one 200-level foreign language. Also FREN, GERM, SPAN 330. **NCh.**

French (FREN)

100 Elementary French I (3-4*). Basic skills with focus on conversation and simple reading for students with little or no previous French. Introduces French culture. Includes language lab. **CORE2a. GES. NCh.**

101 Elementary French II (3-4*). Continues and expands skills developed in 100. **CORE2a. GES. NCh.**

210 Intermediate French I (3-4*). Review of grammar, reading of French texts, conversations on materials read, collateral reading. **GEH2c. GES.**

211 Intermediate French II (3-4*). Continues and expands skills developed in 210. **GEH2c. GES.**

320 French Civilization and Culture I (4). Major characteristics of French civilization. History of ideas, political institutions, and social traditions. Prereq.: FREN 210. **GEH1. NCh.**

321 French Civilization and Culture II (4). Continuation of 320. Includes French and Francophone civilization. **GEH1. NCh.**

330 Second Language Teaching (3). See ESL 330. Also GERM/SPAN 330. **NCh.**

365 French Literature in Translation (4). Studies a major theme, topic, or evolution in French or Francophone literature. Discussions and readings in English. Prereq.: ENG 111. Also LIT 365. **GEHa. GEH1. NCh.**

374 Modern Paris: Image, Text, and Reality (1-4). See ART 374. **GEH2b. GEHd. NCh.**

400 French Internship (1-4). Supervised work experience at a company where French is spoken. Prereq.: FREN 320 or 321. **NCh.**

Courses — General Studies (GNST), Geography (GEOG), German (GERM), & Gerontology (GERO)

420 Commercial French (4). Practical approach to business French. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: FREN 211. Offered infrequently.

430 French Literature I (3*-4). Directed studies in French culture and literature. Prereq.: FREN 210, 211. May be repeated once. **GEHa. GEH1. NCh.**

431 French Literature II (4). Continuation of 430. May be repeated once. **GEHa. GEH1. NCh.**

General Studies (GNST)

100 University 100 (1). Discusses self-exploration, goal-setting, study skills. Interaction in a small group setting. Required for all central-campus freshmen and transfer students with under 30 credits. CRD/NCR only. **NCh.**

110 Learning Seminar (1). Studies skills essential in college. Includes time management, note-taking, reading and study techniques, test-taking skills, problem-solving and decision-making skills, organizational techniques, and coping strategies.

200 Career/Life Planning (2). Develops skills and provides experiences in decision-making, skills identification, and values clarification. Development of career/life plans. **NCh.**

300 Liberal Arts Colloquium/College Experience (1)*. Explores topics in liberal arts. May be repeated five times for credit. EPIC only.

students with little or no previous German. Class meetings, language lab, and reading sessions. **CORE2a. GES. NCh.**

101 Elementary German II (3). Continues and expands skills developed in 100. Prereq.: GERM 100. **CORE2a. GES. NCh.**

210 Intermediate German I (3). Review and progression to improve basic skills for students with previous German study. Increased conversation and readings. Grammar, culture and literature, and reading sessions. **GEH2c. GES.**

211 Intermediate German II (3). Continues and expands skills developed in 210. **GEH2c. GES.**

320 Advanced German I (4). 20th-century German literature. Conducted in German. **GEHa. GEH1. NCh.**

321 Advanced German II (4). Continuation of 320. **GEHa. GEH1. NCh.**

330 Second Language Teaching (3). See ESL 330. Also FREN/SPAN 330. **NCh.**

363 Contemporary German Literature in English Translation (4). Analyzes 20th century German writers. Prereq.: ENG 111. Also LIT 363. **GEHa. GEH1. NCh.**

400 German Internship (1-4). Supervised work experience at a company where German is spoken. Prereq.: GERM 320 or 321. **NCh.**

430 German Literature I (4). Structured according to interests of students. German literature covered by independent study. **GEHa. GEH1. NCh.**

431 German Literature II (4). Continuation of 430. **GEHa. GEH1. NCh.**

Geography (GEOG)

201 Introduction to Geography (3* or 4). Introduces physical, cultural, and economic geography, and demography. **GESSd.**

202 Field Methods in Geography (3). Provides field experience beyond GEOG 201. Prereq.: GEOG 201.

German (GERM)

100 Elementary German I (3). Basic skills with focus on conversation and simple reading for

Gerontology (GERO)

500 Psychology of Aging (3). Explores the main theories and developmental tasks of adulthood and older life with emphasis on the changes in perceptual, intellectual, cognitive, and personality characteristics. **NCh.**

501 Professional, Legal, and Ethical Issues in Gerontology (3). Reviews the state of professional gerontology, emphasizing theory and research, ethics, public policy, legal issues, elder abuse, and careers in gerontology. **NCh.**

Courses — Gerontology (GERO), Greek (GREK), and Health Services Management (HSM)

502 Social/Cultural Aspects of Aging (3).

Examines social, cultural, spiritual, and gender influences on aging among minorities and ethnic groups in the context of social structures, institutions, and interventions. **NCh.**

503 Physiology of Aging (3). Reviews normal physiological changes in aging across the body systems and the aging body's ability to adapt. **NCh.**

570 Grant Writing (1). Provides in-depth knowledge, technical skills, and strategies for successful grant writing. **NCh.**

571 Cognitively Impaired Adults (1). Examines geriatric assessment methods, care of cognitively impaired adults, and community-based resources and programs. **NCh.**

572 Death, Dying, and Bereavement (1). Explores the medical, religious, legal, ethical, cultural, and psychological issues surrounding the end of life. **NCh.**

573 Legal and Financial Issues in Aging (1). Examines the legal and financial issues of aging and elderly care. **NCh.**

574 Organization and Management of Senior Services (1). Examines the organization and management of older adult services. **NCh.**

590 Selected Topics in Gerontology (1-3). Offers selected topics of current interest and importance in gerontology. May be repeated twice for credit with different topics.

596 Graduate Seminar (3). Culminating activity for master's program. May not be taken for directed study. Prereq.: HSM 589 or PADM 589 or PSY 502. CRD/NCR only. **NCh.**

598 Internship/Fieldwork (3). Participation in and observation of activities of an organization concerned with gerontology. Minimum 60 contact hours. Prereq.: Completion of GERO core courses or program chair approval. **NCh.**

Greek (GREK)

(Available only at the Athens campus.)

100 Elementary Modern Greek I (4).* Basic skills, conversation, reading, and grammar. Class meetings and reading/conversation sessions.

CORE2a. GES. NCh.

101 Elementary Modern Greek II (4).* Continues and expands skills developed in 100. Emphasizes conversation. **CORE2a. GES. NCh.**

210 Intermediate Modern Greek I (4).* Advanced grammar, composition, and oral discussion. Readings from contemporary Greek writers. Prereq.: GREK 101. **GEH2c. GES.**

211 Intermediate Modern Greek II (4).* Continues and expands skills developed in 210. **GEH2c. GES.**

320 Greek Civilization and Culture (4).* Social, political, and historical traditions of modern Greece as exemplified in selected Greek literature. Prereq.: GREK 210 or instructor approval. **GEHa. GEH1.**

Health Services Management (HSM)

302 Sociology of Medicine and Medical Institutions (4). Analyzes the cultural, historical, and societal influences on medicine and health services delivery.

340 Legal Issues of Health Service Organization Management (4). Reviews basic legal issues in health services management, including legal constraints and governmental regulations, liability, negligence, confidentiality, and patient rights.

351 Operational Planning in Health Service Organizations (4). Management planning functions, focusing on departmental and organizational issues. Includes growth and change strategies.

355 Ethics in Health Services Management (4). Reviews ethics relating to major social, economic, political, and regulatory issues and to biomedical advances. Discusses organizational decision-making and ethics committees. **GEHb.**

365 Human Resources Management (4). Reviews theories, function, and skills of personnel management and organizational development in health service organizations.

368 Culture and Gender Issues in Management (4). Analyzes constraints and opportunities

Courses — Health Services Management (HSM)

in managing a diverse work force. Reviews career goal development. Also MGMT 368, ECBU 353. **CORE2b. GESS1. NCh.**

369 Managing Change in Health Service Organizations (4). Examines operational, structural, process, and human dynamic components of organizational change.

376 Marketing for Health Services (4). Discusses business concepts of marketing as they apply to health services management, strategic planning, promotion, public relations, and business development, and reviews the roles and responsibilities of the healthcare marketer.

401 Principles of Health Services Management (4). Relates principles of management and leadership theory to operations of health service organizations in highly dynamic internal and external environments.

403 Accounting in Health Service Organizations (4). Covers financial and managerial accounting theory and principles for non-accounting majors.

410 Quantitative Decision Making in Health Service Organizations (4). A practicum that provides quantitative methodologies for dealing with issues of forecasting, resource allocation, project and program management, and quality improvement.

430 Financial Management of Service Institutions (4). Covers principles and perspectives of healthcare finance including budgeting, revenue sources, cost analysis, and current asset management for profit and not-for-profit sectors. Prereq.: HSM 403.

435 Economics of Health Services (4). Examines microeconomic and macroeconomic theory and concepts with application to health service organizations and healthcare delivery systems. **GESS2a** for SCE students only.

471 Statistics (4). Presents basic concepts of descriptive and inferential statistics and their application in various professional academic areas. **GES.**

480 Communications in Management (4). Enhances verbal, nonverbal, and written communications. Explores professional and interpersonal dialog, group communications, and processes.

Includes managerial writing and public speaking. Also MGMT/PADM 480. **GEWE2** for SCE students only. **NCh.**

496 Senior Seminar: Culminating Program Summary (4). Summarizes basic theory and issues from all courses offered in B.S., Health Services Management. Includes a major analytical paper. **NCh.**

500 Managing Organizations (3). Examines contemporary management theory relative to the responsibilities and practices and career development of managers and leaders in health service organizations.

501 Recent Trends and Advances in Health Services Delivery (3). Covers regulations, medical ethics, organizational strategies, changes in delivery systems, and other high-level issues. Analyzes their effects on provider and consumer.

510 Management Information Systems (3). Views information systems from the needs of management. Includes data collection, storage, updating, and retrieval of information and the design and implementation of information systems. Prereq.: A computer literacy course. **NCh.**

514 Seminar in Health Policy Formulation (3). Analyzes the formulation, implementation, and modification of health policy, and its social political, and economic impact on public and private healthcare sectors. **NCh.**

520 Strategic and Tactical Planning in HSO's (3). Examines planning for short- and long-range growth and change. Relates departmental and organizational operations and service to vision, mission, goals, and objectives.

521 Evolution of US Health Delivery (3). Presents history and evolution of US and global health services delivery, and the interrelationship between the public and private healthcare sectors.

530 Financial and Cost Analysis (3). Covers principles and perspectives of financial and cost management of profit and not-for-profit health services organizations. Prereq.: HSM 433.

531 Seminar in Organizational Behavior and Theory (3). Reviews organizational behavior and theory as an interdisciplinary approach to understanding health service organizations. **NCh.**

Courses — Health Services Management (HSM)

533 Mergers and Acquisitions in Health Services (3). Examines strategic elements of capitalization, practice valuation, managed care contracts, management of operating expenses, forecasting income streams, performance reporting, joint venture and merger analysis, and debt and equity markets. Prereq.: 430 or 530.

535 Seminar in Healthcare Economics (3). Analyzes economic issues that relate to and impact on access, quality, and delivery of health services in public and private sectors. Emphasizes administrative challenges and innovation. **NCh.**

540 Legal Aspects of Health Services Management (3). Covers legal theories, issues, and government regulations as they pertain to health services management. Includes tort, fraud, and abuse, corporate compliance, managed care, and restraint of trade.

550 Complementary Medicine in Managed Care (3). Covers nature and role of complementary medicine in the managed care environment.

555 Ethical Issues in Healthcare (3). Encompasses the philosophy, impact of technological advances, and the consequent ethical issues involving decision-making. Includes establishing ethics committees. **NCh.**

562 Human Resources/Labor Management in Healthcare (3). Examines key human resource managerial issues and systems including planning, staffing, education and training, organizational development, corporate compliance, and labor relations..

569 Management of Change and Conflict (3). Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution.

574 Program Evaluation in Health Services (3). Presents methodologies, concepts, and current issues in program evaluation research. Prereq.: One course in statistics.

576 Managed Care Marketing and Contract Maximization (3). Covers principles of health services marketing, business development, managed care contract negotiation and maximization, and financial analysis and modeling of alternative strategies.

580 Communications in Organizations (3). Covers advanced communication skills for improved managerial writing and speaking. Theory integrated with practice. **NCh.**

589 Seminar in Organizational Research (3). Surveys the nature of scientific inquiry, research design, program evaluation, and data analysis. Prereq.: HSM 471. **NCh.**

590 Economics of Managed Care (3). Analyzes the managed care delivery system model within an economic, historic, legal, and organizational context.

591 Managing Managed Care (3). Analyzes managing in a managed care environment. Includes financial and operational issues of capitation and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and negotiating strategies. **NCh.**

592 Policy Issues in Managed Care (3). Examines legal, governmental, and ethical issues relating to managed care, including policy formation, and public initiatives, as well as financial and epidemiologic indicators.

596 Graduate Seminar (3). Culminating activity for the Master of Health Administration. Includes presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. **NCh.**

597 MHA Professional Seminar (3). Culminating course. Builds upon individual expertise and relates this to peers and professional community in health services administration. Letter grade only. Prereq.: HSM 596. **NCh.**

598 Field Work/Internship (3). Participation in and observation of activities of a healthcare agency, institution, or other organization concerned with health delivery. Option A: 100 hours. Option B: 400 hours Administrator in Training (AIT).

History (HIST)

101 World Civilizations I (3 or 4*). Survey of Western, Asian, African, and Latin American civilizations to 1715. Emphasizes their similarities and differences. **CORE2b. GESS1. GESS2a.**

102 World Civilizations II (3 or 4*). Survey of

Courses

Western, Asian, African, and Latin American civilizations since 1715. Emphasizes their similarities and differences as they respond to such forces as nationalism, industrialism, and democracy. **CORE2b. GESS1. GESS2a.**

110 United States History and Cultures (3 or 4*). Political, economic, social, and cultural history of the United States from colonial times to present. **GESSb. CORE2b. GESS2a. GEUSH.**

110A United States History to 1877 (3)*. First half of 110. **GESSb. GESS2a. GEUSH.**

110B United States History from 1877 (3)*. Second half of 110. **GESSb. GESS2a. GEUSH.**

311 Development of American Democracy I (3*-4). Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. **GESSb. GESS2a. GEUSH.**

312 Development of American Democracy II (3*-4). Continuation of 311. **GESSb. GESS2a. GEUSH.**

316 History of California (3*-4). Economic, social, political, and cultural history of California.

320 History of the Constitution (4). Historic-political background of the American Constitution and its present meaning.

323 History of the Civil War (3)*. Examines the origins and conduct of the US Civil War and its aftermath through Reconstruction with emphasis on slavery and emancipation. **EPIC only.**

330 Ancient History (4). History of Western man through the Roman period. Emphasizes Hebrew, Greek, and Roman cultures.

332 Medieval Europe (4). European cultural, intellectual, political, and economic history from the fall of Rome to the Italian Renaissance.

333 Renaissance and Reformation (3*-4). Provides economic, political, and social analysis of early modern European societies. **CORE2b. GESS1.**

334 Late Modern Europe (3*-4). European society under the impact of emerging democracy and the "industrial revolution." **CORE2b. GESS1.**

336 French Revolution and Napoleon (4). Analyzes the economy, politics, and society of the Revolutionary and Napoleonic era (1785-1815) and its legacy.

351 History of Latin America (3*-4). Latin American peoples from their Indian and Iberian origins. Emphasizes Argentina, Brazil, Chile, and Mexico. **CORE2b. GESS1.**

353 History of Mexico (4). Political, economic, and social development of Mexico from its Pre-Columbian origins to contemporary times.

363 History of Asia (3*-4). Eastern civilization from its origins to present. Emphasizes China, India, Japan, and the Hindu and Chinese influence on Southeast Asia. **CORE2b or GESS1** for SCE students only.

370A History of Middle East to 1798 (3*-4). Middle East history from ancient times, particularly since the rise of Islam to the decline of the Ottoman Empire. **CORE2b or GESS1** for SCE students only.

370B History of Middle East, 1800 to Present (3*-4). Middle East history since the Napoleonic invasion of Egypt in 1798. **CORE2b or GESS1** for SCE students only.

371 History of the Holy Land (4). See REL 317. **GEHb. GEH2a.**

377 History of Africa (4). African history with emphasis on developments in the 19th and 20th centuries. **GESS1** for SCE students only.

389 Study of History (3*-4). Basic course in historiography. Philosophy and history from ancient times to present. Examines the writing of history with emphasis on major historians of Western world.

409 Topics in History and Political Science (3-4). Selected topics in history and/or political science relating to current issues and/or special fields of study. May be repeated once with a different topic. Also PLSC 409.

412 The American West (3* or 4). Examines the development of the Trans-Mississippi West since 1800. Emphasizes political, economic, social, and cultural forces.

413 United States Since World War II (3*-4). Social, economic, and political analysis of contemporary US history.

425 Intellectual History of United States Since 1865 (3*-4). Social, economic, and philosophical ideas since Civil War. Emphasizes impact of industrialism on American thought. Also PHIL 425. **GEHb. GEH2a.**

Courses — History (HIST), Honors (HONR), and Humanities (HUM)

430 History of Athens and Environs (4).* Athens and its environs from prehistoric times through the Turkish occupation. Emphasizes classical and Hellenistic eras. Athens only.

431 History of Minoan and Mycenaean Greece (4).* Preclassical Greece: Peloponnese and Crete, 3000-700 BC. Athens only.

432 History of Early Aegean Civilization (4).* Aegean littoral, 3000-700 BC. Athens only.

433 History of Classical and Hellenistic Greece (4).* Greek history from the preclassical period through the expansion under Alexander the Great. Athens only.

434 Modern Greek History (4).* Modern Greece from fall of Constantinople to present. Emphasizes nationalism, irredentism, and factionalism. Athens only.

437 Seminar in American Foreign Policy (4). See PLSC 471.

438 British Empire and the Commonwealth (4). English history after 1485, surveying significant social, political, and economic developments affecting growth of empire and character of Commonwealth lands.

439 Western Europe in the 20th Century (3* or 4). Recent events and problems in historical setting. **CORE2b. GESS1.**

440 Terrorism: Political Violence in the Modern World Since 1789 (4) Introduces the history and philosophy of political violence. Includes anarchists, Marxists, fascists, and Islamic fundamentalists. Prereq.: junior standing or instructor approval. Also PLSC 440. **NCh.**

445 History of Russia (4). Russian and Soviet history. Emphasizes Russian political tradition, economic systems and developments, and behavior in foreign relations.

460 Modernization of Asia (3*-4). Contemporary educational, industrial, political, and social developments of Japan, Korea, Taiwan, and Hong Kong. **CORE2b** or **GESS1** for SCE students only.

462 History of Modern Japan (4). Japan since the Meiji Restoration. Emphasizes industrialization, military and overseas expansion, reconstruction since 1945, and contemporary Asian relations. **CORE2b** or **GESS1** for SCE students only.

464 Chinese Communism (4). Communist movement in China from beginning to present. Emphasizes origins, the rise of Mao, Civil War,

Great Proletarian Cultural Revolution, and current external activities. Also PLSC 464.

Honors (HONR)

300 Interdisciplinary Seminar I (4). In-depth, team-taught, interdisciplinary course, combining two academic areas. Provides opportunities for original research and investigation. Fulfills general education requirements in one of the two academic areas. For letter grade only. May be repeated with different topics. **NCh.**

310 Interdisciplinary Seminar II (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

320 Interdisciplinary Seminar III (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

330 Interdisciplinary Seminar IV (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

370 Honors Colloquium (1). Explores contemporary issues through discussions organized around the collective participation in campus and off-campus events. For Honors students only. May be taken a maximum of 8 times for credit. For letter grade only. **GEHd. GEH2d. NCh.**

499 Interdisciplinary Senior Seminar (1-4). Culminating Honors Program course. Prereqs.: completion of all other Honors requirements. For letter grade only. **NCh.**

Humanities (HUM)

100 Quest for Values (3*-4). Introduces the humanities disciplines and the question of human values. **GEHd. GEH2d**

101 American Traditions and Challenges (3-4).* Introduces selected milestones of literature, politics, and ethics in American history. Interdisciplinary. **GEHd. GEH2d.**

107 Chinese Language and Culture (4).* Introduces Chinese language and culture. **GEHd. GEH2d.**

110 Introduction to Peace Studies (3).

Courses — Humanities (HUM), Japanese (JAPN), and Journalism (JOUR)

Introduces critical concepts, methods, and challenges facing those who aspire to create peace. **GEHd. GEH2a.**

270A-Z Humanities Seminar/Tour (1).*

Weekend seminar/tour analyzing selected special topics. May be repeated with different topics. No more than four semester hours may be applied where appropriate toward **GEHd, GEH2d,** or major requirements.

270G The Kea Experience

270H The Greek Island Experience

270I The Northern Greece Experience

270J The Peloponnese Experience

290 Art and Theatre in Southern California (3-4).* Studies art and theatre in museums and theatres of Southern California. Field trips. Includes a hands-on art project inspired by museum/theatre visits. **GEFAa** or **GEFAb** for SCE students only. **GEHd. GEA. GEH2b.**

300 Experiencing British Life and Culture (4). Study trip to England. Focuses on cultural/historical activities. **GEHd. GEH2d.**

301 Greek Culture (4).* Introduces art, drama, philosophy, literature, and music of Greece. Includes survival-level Modern Greek. Coreq.: one semester in Greece. **GEHd. GEH2d.**

302 Conflict Resolution and Non-Violence (3). Combines hands-on experience of conflict resolution methods and skills with an in-depth study of voices of non-violence: Mahatma Gandhi, Martin Luther King, Jr., and Cesar Chavez.

310 Peace Studies Colloquium (1). Taken concurrently with any Peace Studies elective, this course discusses issues relating to the concepts of peace, conflict, violence, human rights, and justice.

320 Mexico Study Experience: Historical, Cultural, and Political Awareness (3). Mexican life, politics, and culture. Taught in Mexico **GEHd.**

350 England, Scotland, and Ireland: a Literary Investigation (4). Explores themes in modern England, Scotland, and Ireland, utilizing history, literature, and film. **GEHd. NCh.**

410 Peace Studies Seminar (3). Prepares and presents a project based on a student's area of concentration, as a culminating project for the Peace Studies Minor.

Japanese (JAPN)

100 Beginning Japanese I (3). Includes basic listening, speaking, and writing in Japanese. Introduces Japanese culture. Lab. **CORE2a. GES. NCh.**

101 Beginning Japanese II (3). Continues and expands skills acquired in 100. Lab. **CORE2a. GES. NCh.**

210 Intermediate Japanese I (3). Includes conversation and reading. Prereq.: JAPN 101. **GEH2c. GES. NCh.**

211 Intermediate Japanese II (3). Continuation of 210. Prereq.: JAPN 210. **GEH2c. GES. NCh.**

320 Advanced Japanese Grammar and Conversation I (4). Involves advanced conversation, reading, and writing. Prereq.: JAPN 211.

321 Advanced Japanese Grammar and Conversation II (4). Continues JAPN 320. Expands acquired skills. Prereq.: JAPN 320.

Journalism (JOUR)

100 News Reporting (4). Fundamentals of news writing and reporting. Methods of gathering and writing information for the news. Functions and responsibility of the Fourth Estate. Prereq.: typing desirable. **GEHc.**

115 News Editing (2). Copyreading, headline writing, page makeup, and picture cropping and sizing. Learning to use a style guide. Prereq. or coreq.: JOUR 100.

166 Introduction to Mass Media (3). See RDIO 166. Also TV 166. **GEHc.**

175 Interviewing for Mass Media (2). Interviewing techniques including reporting for the printed media, press conferences, and conducting interviews on radio and television. Use of microphone. Also RDIO/SPCM/TV 175.

220A-C Newspaper Production I-III (2,2,2). Work on college newspaper. Includes writing, layout, copyreading, headline writing, and proofreading. Prereqs.: JOUR 100 and ability to type, or instructor's approval. **NCh.**

261 Careers in Communications Media (2).

Courses — Journalism (JOUR) and Liberal Arts (LA)

Analyzes positions on magazines and newspapers, public relations, advertising, broadcasting, photojournalism, teaching, radio, and television. Also RDIO/TV 261. **NCh.**

300 Advanced News Reporting (4). Interpretive and investigative reporting. In-depth interviews. Instruction and practice in writing news stories and features. Prereqs.: JOUR 100 and ability to type.

305 Radio and TV Newswriting and Editing (4). See RDIO 305. Also TV 305.

307 Editorial Writing (2). Writing editorials and columns for mass media. Experience on campus newspaper, magazine, radio, and television. Prereq.: JOUR 100. Also RDIO/TV 307.

310 Writing for the Visual Arts (3). See ART 300. Also ENG 300. **GEFAa. GEH2b.**

313 Feature Writing (2). Strengthens writing techniques for feature stories. Includes advanced interviewing and reporting techniques. Prereq.: JOUR 100.

315 Syntax and Grammar for the Professional Writer (4). English grammar, spelling, punctuation, capitalization, and usage needed by professional writer.

317 Graphic Production Processes and Design for Publications (4). Principles of graphic design and production techniques for printed media. Practical design experience in display ads, poster and magazine layout, brochures, logos, and letterheads. Also ART 320.

320A-C Newspaper Production IV-VI (2,2,2). Work on college newspaper as editor, assistant editor, columnist, etc. Journalism majors. Prereq.: JOUR 220C or instructor's approval. **NCh.**

325A-C Magazine Production I-III (2,2,2). Work on *La Verne Magazine*, a magazine for the City of La Verne produced by ULV students. Prereqs.: JOUR 220A and ability to type or instructor's approval. **NCh.**

326 Introduction to Advertising Design (4). See ART 326. **GEFAB. GEA.**

328 Media Sales (4). See RDIO 328. Also TV 328.

330 Theory and Principles of Public Relations (4). Techniques used and purposes of public relations for industry, business, educational institutions, public agencies, and other organiza-

tions. Prereq.: JOUR 100.

397 Communications Fieldwork (4). Group fieldwork with individualized projects. Also TV 397.

408 Selected Topics in Communications (1-4). Selected topics in speciality areas of communications in response to student needs and faculty interests. May be repeated with different topics a maximum of three times. Also RDIO/TV 408. **NCh.**

425A-C Magazine Production IV-VI (2,2,2). Working on *La Verne Magazine* in editorial capacity. Prereq.: JOUR 325A or instructor's approval. **NCh.**

430 Public Relations Methods (4). Instruction and practical experience in public relations for different businesses and organizations. Prereqs.: JOUR 330 and ability to type. **NCh.**

460 Law and the Mass Media (4). Legal and governmental rules and regulations that apply to mass media. Study of current cases. Prereq.: JOUR 100 desirable. Also RDIO/TV 460.

465 History of Mass Media—Printed and Electronic (4). Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also RDIO/TV 465.

467 Ethics of Mass Media—Printed and Electronic (4). Current ethical standards, procedures, and problems in printed and electronic media. Also RDIO/TV 467. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: portfolio and résumé.

Liberal Arts (LA)

390 Research Methods Across the Disciplines (3). Examines and utilizes research methods in the sciences, social sciences, and humanities.

Literature (LIT)

361 Mexican Literature in Translation (4). See SPAN 361.

362 Contemporary Latin American Literature in Translation (4). See SPAN 362.

363 Contemporary German Literature in

Courses — Literature (LIT) and Management (MGMT)

English Translation (4). See GERM 363.

365 French Literature in English Translation (4). See FREN 365.

375 Modern Asian Literature in Translation (4). Surveys 20th-Century Asian literature in English translation. Emphasizes major Indian, Chinese, and Japanese writers. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

386 Chicano Literature (4). See SPAN 386.

Management (MGMT)

300 Management Practicum (4). Experiential course: organization theory, behavior, communication, decision-making, planning, motivation, leadership, change, group behavior, and specific management innovations. Simulations, role playing, and in-class problem-solving. Also PADM 300. **NCh.**

310 Computer Applications in Business (4). See ECBU 310. **GES.**

313 Urban Environments (3*-4). See SOC 313. Also PADM 313. **CORE2b.**

333 Ethics and Social Responsibility (4). See PADM 333. **GEHb. GEH2a.**

350 Managing Human Resources (4). Examines human resource management. Compares public, private, and third-sector management. Includes motivation, leadership, decision-making, and productivity. Also PADM 350.

360 Financial Management and Budgeting (4). Integrates management practices and processes of financial planning, budgeting, accounting, and decision making.

368 Culture and Gender Issues in Management (4). See HSM 368. Also ECBU 353. **CORE2b. GESS1. NCh.**

388 Statistics (3*-4). See BHV 305. Also PADM 388. **GES. GEM** for SCE students only.

390 Research Methods (4). See BHV 390.

430 Financial Management of Service Institutions (4). See HSM 430.

436 Policy-Making Process (4). See PADM 436.

439 Organizational Behavior: Theory and Application (4). See PADM 439

458 Stress Management (4). See PSY 458. Also ECBU 458.

469 Management of Change and Conflict (4). See PADM 469. Also ECBU 469.

480 Communications in Management (3*-4). See HSM 480. Also PADM 480. **GEWE2** for SCE students only. **NCh.**

490 Special Topics (4). See PADM 490.

500 Management: Theory and Practice (3). Considers the activities and responsibilities of contemporary managers in complex organizations; integrates theory and practice.

520 Leadership: Theory and Practice (3). Covers contemporary theories, principles, and practices of leadership. Focuses on the elements of leadership related to follower motivation, development, and achievement. Evaluates leadership styles, and explores leadership techniques.

521 Ethics and Decision-Making (3). Covers theories and practice of managerial decision-making and problem-solving. Explores decision-making styles and techniques applied to operational problems, tactical decisions, and strategic opportunities.

522 Human Resource Management (3). Studies theory and practice of human resources management. Includes functions, responsibilities, and activities of a human resources manager.

523 Organizational Theory and Development (3). Explores psychological and developmental underpinnings of organizations. Presents theory, psychology, and organizational development.

524 Strategic Planning and Resource Management (3). Covers the integration of strategic planning, resource management, financial management, and budgeting. Focuses on methodologies for integrating long-term strategy with short-term programs, projects, and plans.

525 Management of Diversity (3). Covers management issues involved in multicultural organizations, including valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures.

526 Training and Development (3). Encompasses adult learning theory, needs assessment, instructional design, materials devel-

Courses — Management (MGMT) and Mathematics (MATH)

opment, delivery techniques, and evaluation of training programs.

554 Negotiations and Collective Bargaining (3). Reviews history of labor relations, behavior and techniques, and future role in collective bargaining and negotiation. Includes interest-based bargaining and attention to public and private sector environments.

563 Strategic Marketing (3). Includes creation and development of services and products. Emphasizes decision making, implementation, and marketing research.

569 Conflict Management and Organizational Change (3). Examines nature and sources of environmental and organizational conflict, conflict resolution strategies, change theory, change implementation methodologies, and private/public/third sector conflict/change.

570 Career and Self Assessment (1). Explores values, personality theory, and goal setting foundational to graduate study, academic success, and managerial effectiveness.

571 Innovation in Organizations (1). Builds understanding and skills for creatively addressing organizational problem solving.

572 Information Technology (1). Explores technological and behavioral challenges of information system design and implementation. Emphasizes implications for management.

580 Principles of Effective Communication (3). Examines theory and practice of professional communication in organizations, emphasizing managerial effectiveness. Includes public speaking, interviewing and assessment techniques, communications, feedback, and corporate culture.

582 Managing Groups and Teams (3). Studies group dynamics, group interaction, group discussion formats, and team building. Includes the theory and practice of managing various types of organizational teams.

585 Organizational Research I: Methods (3). Surveys methodological, qualitative, and quantitative procedures used to study organizations.

588 Organizational Research II: Statistics (3). Surveys descriptive and inferential statistics used in the study of organizations.

590 Selected Topics in Leadership and

Management (3). Covers selected topics of current interest and importance.

593 Professional Seminar (1). Builds on individual expertise; relates this to peers and the professional community; continues development of research project/thesis. Prereqs.: MGMT 588, 589, and advanced standing. **NCh.**

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. May not be taken as directed study. Prereq.: approval of program chairperson, department, and Graduate Office. CRD/NCR only. **NCh.**

596 Graduate Seminar (2). Culminating activity of Leadership and Management. May not be taken as directed study. Prereqs.: MGMT 588, 589, and Advanced Standing. CRD/NCR only. **NCh.**

598 Organizational Internship (3). One-semester internship. For M.S., Leadership and Management students only. Directed Study only. CRD/NCR only.

Mathematics (MATH)

001 Mathematics Workshop (2). Reviews essential mathematics for students returning to math. Emphasizes mastery of skills required for success in intermediate algebra and related courses. CRD/NCR only.

102 Intermediate Algebra (3*-4). Reviews arithmetic fractions and polynomials; concentrates on linear and quadratic equations, exponents, radicals, and linear graphs. CRD/NCR only. Prereq.: one year of high school algebra and a passing score on placement exam. **NCh.**

104 College Algebra (3-4*). Emphasizes problem-solving skills and applications. Includes linear and quadratic equations, inequalities, systems and matrices, polynomials, functions, exponentials, logarithms, and graphing. Prereq.: MATH 102 or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM.**

105 Precalculus (3*-4). Reviews equations and inequalities, systems and polynomials; concentrates on functions, graphing, complex num-

Courses — Mathematics (MATH)

bers, theory of equations, and trigonometry in preparation for calculus or science courses. Prereq.: C or better in MATH 104, or C or better in two years of high school algebra and a passing score on placement exam. **GEM.**

106 Trigonometry (3).* Reviews College Algebra. Fundamentals of trigonometric functions and relations, identities, triangles, vectors, and complex numbers. Prereq.: MATH 104.

170 Mathematics in Society (3). Introduces contemporary mathematical sciences to the non-specialist through real-world applications. Includes concepts from management science, statistics and probability, and social decision theory, and selected topics from geometry, scale and growth, and coding theory. Prereq.: MATH 102, or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM.**

172 Mathematical Methods for Business and Economics (4). See ECBU 172. **GEM.**

201 Calculus I (3*-4). Introduces standard topics in differential and integral calculus of functions of one variable including a review of analytic geometry. Prereq.: MATH 105 with a C or better and a passing score on placement exam. **GEM.**

202 Calculus II (3*-4). Continuation of 201, with an emphasis on transcendental functions and various techniques and applications of integration. Introduces the calculus of functions of two variables. Prereq.: MATH 201 with a C or better. **GEM.**

210 Introduction to Computer Utilization (3*-4). Introduces computers and related technologies. Presents fundamentals and applications of BASIC computer programming, word processing, spreadsheet analysis, and database manipulation using popular software packages. **GES.**

210L Introduction to Computer Utilization Lab (1).* Laboratory to accompany 210 when the latter is taken for 3 units. Coreq.: MATH 210. **NCh.**

263 PASCAL (4). See CMPS 263. **GES. NCh.**

289 Mathematics Field Experience (1). Includes attendance at a professional mathematics meeting, math tutoring, and 8 hours of math classroom observation. Prereq.: MATH 202.

305 Transition to Advanced Mathematics (3-4*). Introduces abstraction in math. Includes

set theory, symbolic logic, number theory, abstract algebra, and analysis. Explores rigorous proof and oral and written expression of mathematical concepts. Prereq.: MATH 202.

311 Calculus III (3*-4). Continuation of the theory of functions of one and two variables including infinite series, polar coordinates, vector-valued functions, and multiple integrals. Prereq.: MATH 202 with a C or better.

315 Differential Equations (4). Elementary differential equations with applications. First- and second-order linear and higher order equations, series solutions, operator, matrix, and numerical techniques. Prereq.: MATH 311.

319 Vector Calculus (4). Calculus of several variables including multidimensional differentiation and integration, and major theorems of vector analysis: Green's theorem, Stokes' theorem, divergence theorem. Prereq.: MATH 311.

320 Linear Algebra (4). An introduction to vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, diagonalization of matrices, inner product spaces, and applications. Prereq.: MATH 201.

325 Number Theory (4). Divisibility theory, Diophantine equations, congruences, number theoretic functions, Fibonacci numbers, fundamental theorems, and statements of open problems. Prereq.: MATH 202.

327 Discrete Mathematics (4). Development of mathematical tools necessary for algorithmic applications in computer science. Includes set theory and logic, various algebraic structures, graph theory, Boolean algebra, and computability theory. Emphasizes applications in computer science. Prereq.: MATH 201.

328 Abstract Algebra (4). Introduction to sets, groups, rings, fields, and vector spaces, with applications. Prereq.: MATH 320 or instructor's approval.

330 Foundations of Geometry (4). Foundations of and topics from Euclidean and non-Euclidean geometries, projective geometry, invariant theory, and applications. Prereqs.: high school geometry and MATH 201, or instructor's approval. Directed study only.

342 Analytical Mechanics (4). See PHYS 342.

Courses — Mathematics (MATH) and Business Organizational Management (MBOM)

351 Probability (4). Algebra of events, random variables, standard distributions, expected values, variance, and Markov chains. Prereq.: MATH 201.

352 Statistical Theory (3*-4). Introduces theory and practical applications of statistical inference including estimation of parameters, confidence intervals, hypothesis testing, ANOVA, regression analysis, and experimental design. Prereqs.: MATH 201 and 351, or instructor's approval. Directed study only. **GES.**

361 FORTRAN (3*-4). Computer programming in FORTRAN at an intermediate level as implemented on VAX or microcomputers. Various techniques and algorithms with emphasis on problem-solving. Prereqs.: Two years of algebra; MATH 210, 363, or equivalent programming experience. **GES.**

361L FORTRAN Lab (1).* Laboratory to accompany 361 when the latter is taken for 3 units. Coreq.: Math 361 for three semester hours.

362 Numerical Algorithms (4). See CMPS 362. **NCh.**

370 Topics in Applied Mathematics (4). Develops basis and techniques for algorithmic solutions for applied problems in graph theory, operations research, dynamical systems, and game theory. Includes NP-complete problems, cryptography, linear programming, chaos, fractals, and social decision-making theory. Prereq.: MATH 202. MATH 311, 320, and 330 recommended.

375 Mathematical Modeling (4). Introduces mathematical modeling, model construction, solution techniques, and interpretations. Utilizes advanced mathematical and computer tools. Prereq.: MATH 201, 202, and 311. MATH 315 and/or 319 recommended.

410 Real Analysis (4). Introduces advanced calculus and real analysis. Includes properties of real numbers, metric spaces, the Heine-Borel and Weierstrass theorems, continuity and uniform continuity, sequences and series of functions, differentiation and Riemann integration, and elementary measure theory. Prereqs.: MATH 311 and 320 or 328.

412 Complex Analysis (4). Introduces complex analysis. Includes properties of complex

numbers, analytic functions, differentiation and integration, series, residues and poles, basic conformal mapping, and applications. Prereq.: MATH 319 or 418.

418 Advanced Engineering Math (4). Mathematical concepts, theory, and methods of solution for problems in physics and engineering. Topics include ordinary and partial differential equations, Laplace transforms, Fourier series and transforms, and various theorems in vector analysis. Prereq.: MATH 311.

482 History of Mathematics (4). Surveys the development of elementary mathematics from antiquity to the present. Prereq.: MATH 201 or instructor's approval.

489 Developmental Mathematics (4). Emphasizes development of mathematical understanding in seven strands: number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. Not applicable toward the Mathematics Major. Prereq.: EDUC 350.

M.S., Business Organizational Management (MBOM)

501 Accounting for Managers (3).* Analyzes financial statements and accounting reports from the manager's perspective. Studies accounting techniques to help managers in decision-making. Alaska only.

502 Budgeting and Financial Management (3).* Analyzes finance principles and techniques for managing financial resources in organizations. Studies risk, time value of money, capital budgeting, capital acquisition, financial leverage, bankruptcy, and mergers. Prereq.: MBOM 501.

503 Theories and Issues in Economics (3).* Examines traditional and current economic theories, current policies and their effect on the economy and business firms, and current economic issues.

504 Organizational Theory and Analysis (3).* Analyzes organizations and their environments. Studies the interrelationship between environmental factors and organizational missions, goals, resources, structures, accountability, performance, communication, and compensation systems.

Courses — Business Organizational Management (MBOM)

505 Investment Finance (3).* Explores the investment environment and investment vehicles: investment strategies, financial markets, stocks, bonds, options, future contracts, other financial instruments, and portfolio management. Prereqs.: MBOM 501, 502, 503. **NCh.**

510 Information Systems for Managers (3).* Examines the role of managers in planning, developing, and using management information systems. Prereq.: microcomputer proficiency. **NCh.**

530 Managing the Human Resource (3).* Studies theories and practices of human resource management, the integration of strategic planning and human resource planning, and the development of human resource programs. **NCh.**

531 Managing Global Diversity (3).* Examines cultural diversity in an international workforce. Explores global diversity problems encountered in managing organizations in Europe, Asia, and Latin America.

532 Managing Diversity in the Workplace (3).* Studies management of a multicultural workforce. Emphasizes the complexities of and techniques for merging workers from multiple cultures, concentrating on real world problems and solutions. **NCh.**

533 Managerial System Dynamics Seminar (3).* Examines organizations and work teams as interrelated systems, rather than insular divisions. Alaska only. **NCh.**

534 Training and Human Resource Development (3).* Explores training and employee development as they relate to strategic goals of the firm. Examines career development and adult learning theory.

540 Entrepreneurship in a Dynamic Environment (3).* Examines entrepreneurship in the dynamic workplace. Studies creative principles, start-up financing, operation, and emerging markets. **NCh.**

543 Seminar in Business Ethics (3).* Analyzes the ethical and social responsibilities of organizations, including the implications of non-ethical behavior for individual institutions and entire social systems. **NCh.**

545 Industrial Relations for Managers (3).* Studies labor-management relations, the union movement, collective bargaining, grievance reso-

lution, labor laws, and regulations. **NCh.**

546 Managerial Negotiations (3).* Studies labor negotiations and the principles of negotiation and mediation. **NCh.**

547 Contract Management (3).* Presents managerial and legal aspects of public- and private-sector contracts, emphasizing contract proposals, contract administration, performance, negotiation, intent, and damages. **NCh.**

548 Seminar in Strategic Planning (3).* Examines the formulation and implementation of long-range organizational plans, emphasizing changes resulting from threats or opportunities in the business environment, as well as the life cycle of the organization. **NCh.**

550 Seminar in Organizational Behavior (3).* Examines organizational collective behavior, leadership, "followership," power, authority, group dynamics, corporate culture, and collective consciousness. **NCh.**

552 Human Behavior and Motivation (3).* Introduces psychological theories and practice concerning human behavior and motivation. Examines the individual in the organization and his/her perception of organizational activities. **NCh.**

554 Public Policy, Law, and Business Decisions (3).* Analyzes public policy goals and business law and their effect on business decisions. Studies changes in business strategies and operations in response to the changing political and legal environment. Prereq.: graduate courses in economics. **NCh.**

555 Processes of Management (3).* Analyzes how managers mobilize, organize, and utilize resources to achieve organizational goals and objectives. Prereq.: undergraduate courses in management, marketing, finance, and managerial accounting. **NCh.**

556 International Management (3).* Studies relationships between businesses and their international environment. Compares and contrasts domestic and foreign management practices and styles. Discusses the roles of governments as well as managing comparative advantages and disadvantages. **NCh.**

558 Quality Management Systems (3).*

Courses — Business Organizational Management (MBOM) and Movement/Sports Science (MSS)

Examines theory, practice, and interrelations of continuous improvement efforts. Analyzes how to create meaningful organizational improvement and how to implement organizational change. **NCh.**

560 Managing Service Organizations (3).*

Analyzes the unique aspects of service enterprises. Examines customer relations, product development, problem-solving, and management of resources. **NCh.**

565 Marketing Principles and Strategies (3).* Explores the principles and role of marketing, their impact on the organization, the integration of consumer behavior, and the application of marketing strategies. Prereqs.: ECBU 501, 502, 503. **NCh.**

569 Managing Change in a Dynamic Environment. (3).* Analyzes planning and implementation of change in organizations, the need for change, the nature and sources of change, conflicts created by change, and conflict resolution techniques. **NCh.**

572 Project Management, Quantitative Applications, and Problem Resolution (3).* Examines project management and selected quantitative techniques, including linear programming, forecasting models, decision analysis, and applied problem resolution. Prereq.: MBOM 555. **NCh.**

593 Selected Topics (1-3).* Studies selected topics in a group setting. Prereq.: Dean's approval of course. **NCh.**

596 Graduate Business Seminar (3).* Integrates knowledge from different functional areas of organizational management. Emphasizes application of theory to "real world" situations. Prereq.: advanced standing. **NCh.**

Movement and Sports Science (MSS)

001 Fitness for Life (2). Aims at establishing lifelong patterns of fitness. Identifies principles of a rounded fitness program, based on a wellness approach, and applies scientific concepts to develop a personal fitness program for each stu-

dent. Includes active participation in various physical fitness activities. **GEPE1. NCh.**

002-049 Instructional Activity Courses (1).

Instruction and experience in physical recreation skills. Classes meet two hours per week and are coed unless otherwise designated. Appropriate dress is to be provided by the students. Students may apply up to eight activity courses (8 semester hours) toward graduation. May be repeated. **GEPE. NCh.**

002 Aerobics Fitness

004 Advanced Fitness Training

006 Archery Fundamentals

008 Badminton Fundamentals

009 Badminton Intermediate

011 Group Games

012 Golf

014 Gymnastics

016 Jogging

019 Tennis Fundamentals

020 Tennis Intermediate

021 Tae Kwon Do

022 Weight Training

030 Flag Football

031 Softball—Slow Pitch

033 Volleyball Fundamentals

036 Swimming Fundamentals

037 Swimming Intermediate

038 Folk, Square, and Social Dances

039 Modern Dance Fundamentals.*

040 Modern Dance Intermediate.*

041 Jazz. GEA.

042 Jazz II. GEA.

044 Ballet Fundamentals.*

045 Country and Social Dance

046 Physical Education Experience

047 Backpacking/Hiking

048 Fundamentals of Water Polo

**Athens only*

050-079 Intercollegiate Team Sports (1).

Open to students who compete in the intercollegiate athletic program. Team sports do not fulfill any general education requirement. **NCh.**

050 Women's Basketball

052 Women's Softball

053 Women's Tennis

054 Women's Volleyball

055 Women's Soccer

Courses — Movement and Sports Science (MSS)

056 Women's Cross Country
057 Women's Track and Field
058 Women's Water Polo
059 Women's Swimming and Diving
060 Men's Baseball
061 Men's Basketball
062 Men's Football
063 Men's Soccer
064 Men's Tennis
065 Men's Volleyball
070 Men's Cross Country
071 Coed Golf
072 Men's Track and Field
073 Men's Water Polo
074 Men's Swimming and Diving

151 Health and Physical Fitness Strategies

(2). Health and physical fitness principles applied to individual and community.

221 Athletic Training I (4). Introduces basic techniques for prevention and care of athletic injuries, including rehabilitation exercises and treatment modalities. Contains experience in conditioning and taping techniques.

222 Athletic Training Field Work I (2). Practical experience in athletic training. Students apply techniques of injury prevention and management, perhaps with a team assignment. 100 hours per semester minimum required. Prereq.: PE 221.

230 Field Work and Foundations of Movement and Sports Science (3). Historical, sociological, and psychological foundations of physical education. Students also observe physical education programs at the elementary, intermediate, and high school levels.

250 Introduction to Adapted Physical Education (4). Methods of teaching physical education to the handicapped. Offers a wide spectrum of activities, types of handicapping conditions, and ramifications of mainstreaming.

310-319 Theory and Analysis Courses (2). Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

310 Theory and Analysis of Basketball
312 Theory and Analysis of Baseball and Softball
313 Theory and Analysis of Football

314 Theory and Analysis of Soccer
316 Theory and Analysis of Tennis and Badminton

317 Theory and Analysis of Volleyball

318 Theory and Analysis of Track

320 Theory and Methods of Coaching (2).

Covers individual techniques and fundamentals, team play, systems and philosophies of leading contemporary coaches, psychology of sport and coaching, and rules and training methods.

321 Athletic Training II (4). Continuation of study in PE 221. Concentrates on emergency first aid, evaluation of injuries, therapeutic modalities, and rehabilitation exercises. Prereq.: PE 221

322 Athletic Training Field Work II (2). Continued practical experience in athletic training. Application of injury prevention techniques and injury management, including use of therapeutic modalities and rehabilitation exercises. Students may be given a team assignment. 100 hours per semester minimum required. Prereq.: PE 321.

323 Scientific Principles of Movement (3). Scientifically studies the basic concepts and mechanical principles of efficient human movement. Applies these concepts to fundamental physical skills. Includes requirements for First Aid and CPR certification.

330 Physical Education for Elementary School Teachers (4). Includes movement exploration, games, rhythms, dances, guided play, gymnastics, and self-testing activities. **NCh.**

345 Methods of Research, Assessment, and Evaluation (4). Covers criteria for evaluation, methods of research, and the function of measurement and evaluation of test scores in physical education.

360 Psychology of Coaching (2). Current topics of psychological concern and application as related to athletic performance.

364 Sports Marketing (3). See ECBU 364.

370 Methods and Practice of Teaching Dual Sports and Aquatics (3). Covers methods of teaching dual sports (e.g., badminton, tennis, racquetball, squash, and aquatics), including basic swimming strokes. Utilizes biomechanical principles and video analysis.

371 Methods and Practice of Teaching Individual Sports and Outdoor Education (3).

Courses — Movement and Sports Science (MSS) and Music (MUS)

Covers methods of teaching individual sports including golf, archery, bowling, cycling, jogging/track, combatives, and outdoor education. Utilizes biomechanical principles and video analysis.

372 Methods and Practice of Teaching Team Sports and Games (3). Covers methods of teaching team sports and games, including softball, basketball, volleyball, flag football, soccer, frisbee games, bocheball, and earthball. Utilizes biomechanical principles and video analysis.

373 Methods and Practice of Teaching Gymnastics and Dance (3). Covers methods of teaching gymnastics and dance. Includes tumbling, parallel bars, balance beam, and floor exercise in gymnastics, and jazz, creative, square, and folk in dance. Utilizes biomechanical principles and video analysis.

380 Motor Development (4). Studies the stages of growth and development from birth to adulthood, including how people develop locomotor and non-locomotor skills.

384 Wilderness Experience (2). Students experience a wilderness area while hiking, camping, and studying the natural history. Coreq.: NASC 384.

420 Assistant in Physical Education Program (2). Teaching assistant in PE Department activity and sports program under direction and supervision of PE staff. May be repeated. Prereq.: PE Department approval. **NCh.**

430 Curriculum and Organization in Physical Education (4). Curriculum content and development for public school programs. Organizational procedures for the instructional period. **NCh.**

455 Kinesiology (4). Body movements in athletics and physical education activities. Sequential movement patterns in the human body. Prereq.: BIOL 343.

456 Physiology of Exercise (4). Effects of physical activity on organic systems. Emphasizes scope of muscular physiology and integrates epistemological and functional physiology. Lab included. Prereq.: BIOL 343.

460 Philosophy of Physical Education and Athletics (4). Approaches to physical education and related areas with emphasis on contemporary theories and practices. Open to juniors and

seniors only. **NCh.**

497 Athletic Training Internship (1). Supervised, off-campus athletic training experience in a sports medicine/physical therapy clinic. 80 contact hours minimum required. Must be approved by athletic training program supervisor. Seniors only.

Music (MUS)

100 Music History and Appreciation (3-4*). Surveys different style periods and genres of music. Emphasizes composers, styles, literature, culture, and aesthetics of different eras. No music background required. **GEFAA. GEH2b.**

101 Fundamentals of Music (3-4*). Introduces music theory. Includes basic rhythms, clefs, notes, chord formation, musical materials, and terms. No music background required. **GEFAB. GES.**

111 Recorder Ensemble (1). Ensemble rehearses weekly and performs at least twice a semester in the community and for student recital. Performs repertoire from ancient to modern. May be repeated for credit. Prereq.: instructor's approval. **GEFAB. GEA.**

112 Choral Organizations (1). Ensembles auditioned and organized according to performance plans for the season. Ensembles will study and perform a varied repertoire of classical, folk, and popular choral literature. May be repeated for credit. **GEFAB. GEA. NCh.**

113 ULV Choral Society (1) Choral ensemble. Performs a major choral work each spring. May be repeated for credit. Spring semester only. **GEFAB. GEA. NCh.**

114 Wind/Percussion Ensemble (1). Organized according to performance plans, the ensemble studies and performs a selected repertoire. May be repeated for credit. Prereq.: instructor's approval. **GEFAB. NCh.**

116 Jazz Ensemble (1). Rehearses and performs jazz and related literature through improvisation and ensemble playing. Open to students by audition. May be repeated for credit. **GEFAB. GEA. NCh.**

117 Chamber Singers (1). Rehearses and

Courses — Music (MUS)

performs a variety of musical genres. May be repeated for credit. **GEFAB. GEA. NCh.**

118 Chamber Music (1). Rehearses and performs standard chamber music of string, brass, keyboard, and woodwind repertoires. May be repeated for credit. Prereq.: instructor's approval. **GEFAB. GEA. NCh.**

120-129 Individual Music Instruction (1). One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be repeated for credit. Prereq.: departmental approval. **GEFAB. GEA. NCh.**

120 Piano. Prereq.: MUS 140.

120H Harpsichord.

120J Jazz Piano

121 Pipe Organ

122 Accompanying

123 Woodwinds

123R Recorder

124 Brass

125 Percussion

126 Strings

126E Electric Bass

127 Guitar. Prereq.: MUS 180.

127E Electric Guitar

128 Voice. Prereq.: MUS 160.

130-138 Advanced Individual Music Instruction (2). One semester of private lessons consisting of 12 one-hour sessions. Open to advanced performers with instructor's approval. May be repeated for credit. **GEFAB. GEA. NCh.**

130 Advanced Piano

130H Advanced Harpsichord

130J Advanced Jazz Piano

131 Advanced Pipe Organ

132 Advanced Accompanying

133 Advanced Woodwinds

133R Advanced Recorder

134 Advanced Brass

135 Advanced Percussion

136 Advanced Strings

136E Advanced Electric Bass

137 Advanced Guitar

137E Advanced Electric Guitar

138 Advanced Voice

140 Piano Workshop (2). Beginning piano study. Includes a variety of styles and exercises in rhythm, meters, modes, harmony, and forms.

GEFAB. GEA. NCh.

160 Voice Workshop (2). Studies the human voice, its anatomy and repertoire. Recommended for the beginning vocalist. May be repeated for credit. **GEFAB. GEA. NCh.**

180 Guitar Workshop (2). Basic technique for beginners. May be repeated for credit. **GEFAB. GEA. NCh.**

230 Theory I (4). Develops the fundamentals of music, aurally and written. Focuses on triadic recognition and function, rhythm, melody, and notation. Introduces MIDI. Prereq.: MUS 101 or instructor's approval. **GES.**

232 Theory II (4). Emphasizes four-part writing and analysis of 18th century styles; Bach Chorales. Studies binary and ternary forms. Stresses aural and written skills. **GES.**

234 Improvisation Workshop (2). Emphasizes many approaches to improvisation within different styles of music. Students learn and practice improvisation on their respective instruments using a variety of different harmonic progressions, rhythms, meters, and melodic resources. CRD/NCR only. **NCh.**

310 Music Production (1-3). Offers an opportunity for selected vocalists and instrumentalists to experience in-depth rehearsal, performance, and/or major touring situations. May be taken up to four times for credit. **GEFAB. NCh.**

330 Theory III (4). Analyzes late 18th- and 19th-century music emphasizing its parameters. Studies form and aural and written skills; introduces music of other cultures and MIDI.

331 Counterpoint (2). Principles of melodic writing; two- and three-part counterpoint involving use of imitation, augmentation, mirror, and diminution. Prereq.: MUS 230. Directed study only.

332 Theory IV (4). Focuses primarily on 20th-century music through analysis, composition, use of MIDI, and discussion. Includes notation and corresponding ear-training exercises.

333 Composition (2). Stresses creativity on the part of the individual. Considers style, form, and proportion. Students use MIDI and sequencing. Directed study only. May be repeated up to 4 times for credit. Prereq.: MUS 230. **NCh.**

340 Choral Arranging (2). Principles of scoring for choral organizations. Incorporates various

Courses — Music (MUS)

styles, forms, and instrumental accompaniments in student composition projects. Prereq.: MUS 230.

341 Orchestration (2). Analyzes styles of orchestral writing and uses of instruments. Includes scoring for school orchestras, bands, and various instrumental combinations. Prereq.: MUS 230.

343 Form and Analysis (2). Focuses on the analysis of a variety of music from the American/European sphere of influence. Analyzes in depth the music of different eras, primarily Western art music. Designed for the advanced music student. Prereq.: MUS 332. Offered infrequently.

350 Survey of Western Music (3-4)*. Surveys western art music from ancient to modern times. Emphasizes composers, styles, literature, and aesthetics of different eras. No previous music background required. **GEFAa. GEFAb. GEA. GEH2b. NCh.**

351 History and Literature of Music (to 1750) (4). Examines western music from its beginnings through the music of J.S. Bach from a stylistic, analytical and historical perspective. Prereq.: MUS 232 or instructor's approval. **GEFAa.**

352 History and Literature of Music (1750-1900) (4). Continuation of 351. Classical and Romantic style periods. Prereq.: MUS 330 or instructor's approval. **GEFAa.**

353 History and Literature of Music (1900 to Present) (4). Examines music of the 20th century from Post Romanticism forward. Emphasizes historical perspectives and analytical procedures. Prereq.: MUS 332 or instructor's approval. **GEFAa.**

354 Music and the Stage (3-4*). Examines the development and impact of celebrated stage music of different eras which mirrors the artistic, literary, and political elements of society. **GEFAa. GEH2b.**

355 Jazz History (3-4*). Development of jazz from origin in 19th-century African-American music to present. Emphasizes sociological aspects of jazz and musicians. No theory background required. **GEFAa. GEH2b.**

356 Music of Women Composers and Performers (3-4*). Examines women composers and performers from medieval times to the present. Includes artistic expression, cultural/social

aspects, and sexism from historical and musical perspectives. **GEFAa. GEH2b.**

358 American Music (3-4*). Presents America's history through its music. Includes colonial period, 19th century, Native American, African American, and 20th century popular and classical music. No music theory or performance background necessary. **GEFAa. GEH2b.**

359 World Music (3-4*). Introduces an overview of music of diverse cultures and its integration into those societies, with emphasis on India, West Africa, Caribbean, and East Asia. **GEFAa. GEH2b. GESS1** for SCE students only.

361 Survey of Rock Music (3-4*). Studies rock music in a social and aesthetic context from 1950 to the present through extensive use of video and audio recordings. Includes analysis of musical influences beginning with blues. **GEFAa. GEH2b.**

362 Music of Latin America (3-4*). Studies musical styles, important musical genres, social functions, characteristics, and instrumentalizations of Mexico, Central America, the Caribbean, and South America. **GEFAa.**

371 Conducting (3). Studies choral and instrumental conducting techniques. Includes analysis of choral and instrumental idioms, rehearsal, and performance procedures. Prereq.: instructor's approval. **GEFAb.**

409 Selected Topics in Music (2-4). Various speciality areas of music in response to faculty interest and student needs. Prereq.: instructor's approval.

481 Music in the Elementary School (2). Fundamentals of music and materials used in primary and intermediate grades, presented according to class methods employed in public schools. Also EDUC 430.

Natural Science (NASC)

102 Physical Science: The Human Environment (3). Examines the world from the perspective of science. Includes data from astronomy, chemistry, geology, history of science, and physics. Lab. **GEPS.**

102L Physical Science: The Human Environment Lab (1). **GEL.**

Courses — Natural Science (NASC) and Paralegal (PL)

103 Natural Science: The Human Environment (3*-4)*. Examines the world from the perspective of science. Includes data from biology, chemistry, physics, geology, and environmental studies. Lab. For SCE students only. **GELS-L** or **GEPS-L**.

201 General Geology (3* or 4). Introduces physical and historical geology. Composition of earth, geochemical and geophysical concepts, mountain building, degradation processes, and earth history. Lab. Prereq.: CHEM 201 or instructor's approval. **GEPS-L**.

202 Field Studies in Geology (1). Involves field study of "Thera Volcano," located on the historic island of Santorini, Greece. Prereq.: NASC 201 or instructor's approval. **GEPS**. **NCh**. Athens only.

203 Introduction to Oceanography (3)*. Introduces science of oceanography, and origin, evolution, and composition of world's oceans. Discusses and applies history, recent discoveries and theories of oceanography. Coreq.: NASC 203L. **GEPS**.

203L Introduction to Oceanography Lab (1)*. Coreq.: NASC 203. **GEL** for SCE students only.

301 Environmental Geology (4). Reviews principles of environmental geology and human existence. Examines geologic principles, processes, and phenomena, relating them to humankind and human endeavors. **GEPS**. **NCh**. Athens only.

303 Energy Issues (3-4*). Introduces energy concepts, resources, technologies, and planning, and related environmental and chemical topics. Includes heat and electricity, chemical production, solar energy, photochemical smog, water and waste treatment, recycling, greenhouse effect, and population. Also CHEM/PHYS 303. **GEPS**.

324 Social Ecology in Mexico (4). On-site integrative study of biological, agricultural, social, and educational factors operating in a rural Mexican village.

334 Ornithology (3)*. Systematic, distributional, behavioral, and physiological study of shore, spring migratory, and canyon birds of Ventura County. Coreq.: NASC 334F. Pt. Mugu only. **GELS** for SCE students only.

334F Field Studies in Ornithology (1)*. Field study of birds of Southern California. **GEL** for SCE students only.

370 Science Seminar (1). Students, guest speakers, and faculty members present papers and projects. Registration and four regular terms of attendance required of all majors in Biology, Chemistry, and Physics. CRD/NCR only. **NCh**.

384 Wilderness Experience (2). Same as MSS 384. Coreq.: MSS 384.

391 Physical Oceanography (3)*. Physical characteristics of the world's oceans. Human effect on ecology and pollution of oceans. Coreq.: 391L. **GEPS** for SCE students only.

391L Physical Oceanography Lab (1)*. Coreq.: 391. **GEL** for SCE students only.

Paralegal (PL)

101 Introduction to Paralegalism (3). Introduces role of paralegal in legal profession and surveys the American legal system. Discusses basic legal concepts and drafting of complaints, answers, contracts, and various other legal documents.

110 Legal Writing (3). Reviews rules of grammar, punctuation, and sentence construction and introduces basic legal documents.

121 Introduction to Family Law (3). Examines family law issues such as custody and visitation.

125 Law Office Management (3). Problems relating to the initiation and management of law office staffs, bookkeeping and accounting, special accounts, financial statements, file preparation, and ethics relating to confidential information.

131 Property and Real Estate Transactions (3). Acquisition, title, and financing of real property; purchase agreements; escrows; landlord/tenant rights and duties.

132 Administrative Courts (3). Function of administrative courts and their interrelationship with civil courts; procedural problems of administrative hearings relating to such federal and state questions as Social Security and unemployment insurance.

135 Consumer Law (3). Laws affecting the consumer; consumer rights; warranties.

140 Law and Society (3). Examines the

Courses — Paralegal (PL)

nature of individual liberty in contemporary society; duties and obligations of the citizen/powers of the government.

149 Wills and Trusts (3). Wills, trusts, and how they affect the transmission of family wealth; drafting effective wills and trusts; charitable trusts; private trusts.

150 Probate (3). History and initiation of probate proceedings; procedures and problems in administration, guardianship, conservation, and disposition in routine probate matters. Prereq.: PL 149.

165 Civil Procedure (3). Overview of civil litigation; drafting complaints, answers, demurrers, and motions; jurisdiction; summary judgment; pre-trial rules; trial motions and appeals.

167 Discovery Practice and Procedure (3). Discovery techniques, such as depositions, interrogatories, and motions.

170 Criminal Law and Procedure (3). Criminal responsibility; crimes against person and property; crimes of a public nature; insanity and diminished capacity as defenses; initiation of criminal proceedings by complaint, information, and indictment; suppression of evidence and other procedural motions.

175 Litigation (3). Stages of lawsuits from filing complaints to appeals; discovery and rules of evidence; role of the paralegal in litigation.

300 Analysis and Research (3). Methods of legal analysis; research methods for federal and state statutes and for judicial precedents in the digests, reports, encyclopedias, treatises, legal periodicals, and looseleaf reporting services; problems in their use. Prereq.: PL 101.

302 Westlaw (3). Use of and research with the Westlaw computer terminal.

303 Professional Responsibility (3). Duties and responsibilities of attorneys and paralegals toward clients, public, courts, other attorneys and paralegals; discipline of legal profession with particular attention to California rules.

310 Advanced Legal Writing (3). Combines legal writing and legal research techniques in examining organization, sentence design, structure, style, language, punctuation, and grammar. Prereq.: PL 110.

322 Advanced Family Law (3). Examines

issues arising from property rights, support, community property, separate property agreements, and litigation. Prereq.: PL 121.

329 Debtor-Creditor Relationships (3). Rights and liabilities of the parties in all forms of debtor-creditor relationships (personal, business, or corporate), excluding bankruptcy.

330 Business Relationships (3). Nature, creation, and effect of the agency relationship; formation and effect of partnerships; characteristics and formation of private corporations.

331 Bankruptcy (3). Examines debtor's and creditor's rights, petitions, creditor claims, complaints objecting to discharge, creditor and debtor motions, exemptions, and lien avoidance.

340 Special Topics I (3). Special topics in Paralegal. May be repeated with different topics.

341 Special Topics II (3). Same as 340.

351 Advanced Probate (3). Tax problems; transfer and disposition of properties, tenancies, and other forms of interest. Prereq.: PL 150.

360 Evidence (3). Evidence as proof, impeachment, and rehabilitation; relevancy, privilege, and hearsay; exceptions to the Hearsay Rule; the Opinion Rule; cross-examination and impeachment; Rule Relating to Writings; scientific and demonstrative evidence; burdens of proof and presumptions; judicial notice; parole evidence rule.

369 Law and Motion (3). Motion practice including drafting and timing of motions and the related points and authorities. Prereq.: PL 165.

380 Torts (3). Law of Torts; bases of liability; analyzes specific torts and defenses including negligence, product liability, invasion of privacy, defamation, misrepresentation, malicious prosecution, and infliction of mental distress.

390 Contracts (3). General principles of contract; kinds of private and commercial contract; contract formation; breach; defenses; third party rights and obligations; remedies to secure performance of contractual obligations.

392 Legal Philosophy and Jurisprudence (3). Surveys legal philosophy and jurisprudence. Prereqs.: PL 101, 300. **NCh.**

Philosophy (PHIL)

Courses — Paralegal (PL), Philosophy (PHIL), and Photography (PHOT)

110 Introduction to Philosophy (3-4*).

Examines such questions as the following: How does one know what is true? Are human beings free or determined? In what way are religious and ethical terms meaningful and useful? What is the purpose of life? **GEHb. GEH2a.**

217 Power and Oppression (3-4*). Philosophical examination of power structures which are and have been at work in societies to oppress some and favor others. Considers responses from feminism, Black power, Marxism, and liberation theology. **GEHb. GEH2a.**

230 Introduction to Ethics (3-4*). Theoretical background, basic terminology, and classification necessary to understand various ethical systems, and the practical issues of contemporary ethics. **GEHb. GEH2a.**

321 History of Ancient and Medieval Philosophy (4). Ideas of representative thinkers from early Greeks to the Renaissance. Emphasizes Plato, Aristotle, St. Augustine, and St. Thomas. **GEHb. GEH2a.**

322 History of Modern and Contemporary Philosophy (4). Selected philosophic writings from Hobbes to Wittgenstein. Emphasizes recent movements, such as analytic philosophy and existentialism. **GEHb. GEH2a.**

323 19th Century Philosophy (4). Includes the emergence and development of important approaches to philosophy which have had significant impact upon contemporary philosophy. Emphasizes continental philosophers including Kant and Hegel. **GEHb. GEH2a.**

330 Contemporary Life Styles (4)*. Various current philosophical trends including behaviorism, objectivism, and existentialism and their application to contemporary moral issues. **EPIC only. GEHb. GEH2a.**

332 Culture and the Arts (3-4*). See ART 371. **GEHb. GEFAa. GEH2b.**

350 Topics in Philosophy (3-4*). Selected areas of philosophical interest such as American Philosophy, Philosophy of Feminism, and Metaphysics. May be repeated with different topics. **GEHb. GEH2a.**

351 Philosophy of Religion (4). Analyzes nature of God, religious language, meaning of

faith and revelation, conflicting claims of truth by different religions, and the problem of evil. **GEHb. GEH2a.**

370 Contemporary Issues in Philosophy: Love and Sex (3*-4). Examines philosophers' thoughts on love and sex from classical Greece to contemporary times. Emphasizes current issues. **GEHb. GEH2a.**

371 Classical Political Philosophies (4). Relevant works of major political philosophers from Plato to Hegel including Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Confucius, and Rousseau. Also PLSC 371. **GEHb. GEH2a.**

380 Seminar on Existentialism (4). Examines roots and major themes of Existentialism as manifested in selected theological, philosophical, and literary writings. Also REL 347. **GEHb. GEH2a.**

425 Intellectual History of the United States Since 1865 (4). See HIST 425. **GEHb. GEH2a.**

Photography (PHOT)

210 Elementary Photography (3-4*). Black and white exposure and processing techniques; photographer-controlled lighting; elementary composition; preparation of prints for critique. Personal camera required. **GEFAb. GEA. NCh.**

211 Elementary Digital Imaging (1). Introduces software and hardware needed to acquire and manipulate photographs for publication, Web, and multi-media insertion. Prerequisites: PHOT 210 and instructor's approval.

327A-D Staff Photography I-IV (2,2,2,2). Application of black-white and color techniques to news, feature, and advertising assignments for campus publications. Camera required. Pre-reqs.: PHOT 210 and instructor's approval. **NCh.**

350 Color Photography (4). Fundamentals of color slide and negative exposure, processing, and printing. Pre-reqs.: PHOT 210 and instructor's approval. **NCh.**

450A-B Special Projects in Photography I-II (4,4). Applies fundamental photographic techniques to advanced projects in such areas as landscape, still life, and multimedia. Includes development of portfolio on the project theme.

Courses — Photography (PHOT), Physics (PHYS), and Political Science (PLSC)

Appropriate equipment required. Prereq.: PHOT 210 and instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. **NCh.**

Physics (PHYS)

105 Introduction to Physics (3-4*). Basic principles, history, and applications of physics. A minimum of mathematics used. Not for Physics majors. **GEPS.**

201 General Physics I (5). Mechanics, wave motion, and heat. Lab. Prereqs.: algebra and trigonometry. **GEPS-L.**

202 General Physics II (5). Continuation of 201. Electricity and magnetism, optics, and modern physics. **GEPS-L.**

203 Engineering Physics I (5). Calculus-based physics. Mechanics, wave motion, and thermodynamics. Lab. Prereq. or coreq.: MATH 201. **GEPS-L.**

204 Engineering Physics II (5). Calculus-based physics; electricity and magnetism, optics, and modern physics. Lab. Prereqs. or coreqs.: PHYS 203, MATH 202. **GEPS-L.**

230 Astronomy (3*-4). Planets and solar system; types and characteristics of stars; our galaxy and its relation to the observable universe. Some lab work and star observations. **GEPS.**

303 Energy Issues (3-4*). See NASC 303. Also Chem 303. **GEPS.**

311 Electronics for Scientists (4). Instrumentation and circuitry most often used in contemporary experimentation. Solid state devices including integrated circuits. Lab. Prereq.: PHYS 202 or 204.

322 Electricity and Magnetism (4). Theory of electric and magnetic fields, current electricity, electromagnetic waves, and Maxwell's equations at an intermediate level. Prereqs.: PHYS 202 or 204; MATH 202.

342 Analytical Mechanics (4). Topics from Newtonian mechanics, using vector methods and introduction to Lagrange formulation. Problem-solving emphasized. Prereqs.: PHYS 201 or 203; MATH 202. Also MATH 342.

350 Optics (4). Principles of physical optics at

an intermediate level. Includes diffraction, interference polarization, and some geometrical optics. Lab. Prereqs.: PHYS 202 or 204; MATH 202.

355 Thermodynamics (2). Introduces principles of thermodynamics at intermediate level. Given as a portion of CHEM 411. Prereqs.: MATH 202; PHYS 202 or 204.

360 Atomic and Nuclear Physics (4). Introduces modern physics: special relativity, atomic structure, quantum theory, the solid state, and the nucleus. Prereqs. or coreqs.: MATH 202; PHYS 202 or 204.

368 Quantum Mechanics (4). Introduces quantum systems, using the Schrodinger equation, operators, and Dirac notation. Prereqs.: PHYS 202 or 204; MATH 202.

Political Science (PLSC)

100 Introduction to Political Science (4).* Introduces the study of politics. Emphasizes relationship of politics to culture, economics, law, environment, and the media. Athens only.

207 Introduction to Law (4). Introduces the Constitution; history and nature of state and federal court systems; basic legal principles; relevant case studies; relationship between American legal system and society.

301 American Government and Politics (3-4*). General analytical survey of federal executive, congressional, and judicial processes with emphasis on policy issues of the 1990s. **GESSb. GESS2a.**

304 Contemporary Legal Issues (4). Major legal issues of our times, focusing on significant and controversial subjects.

320 Political Behavior (4). Studies socioeconomic, institutional, cultural, and psychological factors which influence American political behavior. Emphasizes public opinion and voting.

321 Political Parties and Interest Groups (4). Studies the organization and activities of American political parties and interest groups.

332 Public Administration (4). See PADM 332.

351 International Relations (3*-4). Introduces basic principles and elements of international politics, the development of international law

Courses — Political Science (PLSC)

and organizations, and the conditions in developing areas.

352 Model United Nations (1). Organization and procedures of the UN through participation in model UN sessions with other universities.

363 Politics of Developing Nations (4). Basic political institutions, procedures, problems, and developments which have occurred in Third World nations from colonialism to present.

371 Classical Political Philosophies (3*-4). See PHIL 371. GEHb. GEH2a.

373 Modern Political Theory (4). Covers political theories of significant writers. Emphasizes liberalism, Marxism, socialism, democracy, fascism, and political existentialism.

388 Statistics (4). Covers basic statistics for political scientists. GES.

397 Political Internship I (2 or 4). Places students with political campaign organizations, interest groups, and community political action committees. 15-20 hours of work per week. Prereq.: instructor's approval. NCh.

407 Constitutional Law (4). History and development of the US Constitutional system, and relationship between government and the individual.

409 Topics in History and Political Science (3-4). See HIST 409.

410 Congress and the Presidency (4). Powers and processes of US congress and presidency. Emphasizes the struggle for power.

416 State and Local Government and Politics (3*-4). Institutions and processes of state, city, and county government. Emphasizes taxation, public services, campaign and election processes, and city administration. Offered infrequently.

426 Political Ethics (4). Problems of ethics in the political community. Philosophical aspects of political choice.

440 Terrorism: Political Violence in the Modern World Since 1789 (4). See HIST 440.

443 The European Union: Institutions and Policies (4)*. Examines the history and process of European unification and the development and scope of contemporary European Union institutions and common policies. Athens only. Also ECBU 443.

451 International Law and Organizations

(4). Political and functional agencies of the international community. Non-governmental factors on international economies and politics.

452 Comparative Government and Politics

(4). Political institutions and processes in selected Western European, communist, and developing nations.

453 European Government and Politics (4)*. Studies the Europeanization of national politics in comparative perspective and the development of governmental institutions and political processes in select European Union nations since 1945. Athens only. Prereq.: HIST 439.

454 European Union Institutions (4)*. Introduces European Union institutions, decision-making processes, international role, and future prospects. Athens only. Prereq.: HIST 439.

456 Comparative Foreign Policy (3*-4). Theories and practices of Eastern and Western powers in international politics with emphasis on Soviet-American, Sino-American, and Sino-Soviet relations.

464 Chinese Communism (4). See HIST 464.

469 Political Development in 20th-Century Middle East (4). Political parties, movements, and philosophies that grew out of late 19th-century Arab nationalism, Pan-Islam and Zionism, and their effect on national development in Middle East. GESS1 for SCE students only.

471 Seminar in American Foreign Policy (4). Studies American foreign policy from colonial times to the present. Also HIST 437.

489 Research Methodology (4). Processes, strategies, tactics, and problems of conducting research. Quantitative and qualitative research and evaluation processes, and nature of scientific thinking and measurement. Directed study only.

497 Political Internship II (2 or 4). Same as PLSC 397. NCh.

Psychology (PSY)

200 Psychology of Adjustment (3-4*). Development of human potentialities, adjustment, mental health, and social problems. Application of principles for emotional health. GESSa. GESS2b.

210 Leadership Development (2). Education-

Courses

al/philosophical perspective of leadership; practical implementation of various perspectives. Designed for current and future student leaders. **NCh.**

250 Principles of Psychology (3*-4). Surveys basic concepts and principles in psychology. Emphasizes the organism as an adapting system. **GESSa. GESS2b.**

303 Learning and Behavior Change (3*-4). Principles of learning and behavior modification, their application to personal and social problems, and ethical issues. Prereq.: PSY 250.

304 Experimental Psychology (4). The use of experimental design and analysis in the study of human behavior. Lab. Prereq.: PSY 250, BHV 305.

305 Psychological Testing (3*-4). Measurement instruments and their applications. Test construction, selection, and interpretation. Use of tests in clinical and educational decision-making. Prereq.: PSY 250, BHV 305.

306 Cognitive Psychology (3*-4). Experimental and theoretical approaches to topics in perception, information processing, and other cognitive processes. Prereq.: PSY 250.

307 Child Psychology and Development (3*-4). See EDUC 350. **NCh.**

308 Social Psychology (3*-4). See SOC 340.

309 Personality Theory and Research (3*-4). Surveys theory and research regarding description, development, and dynamics of personality. **GESSa. GESS2b.**

310 Culture and Personality (3*-4). Examines cross-cultural psychological issues in sociocultural context. Includes perception, cognition, intellectual and social development, sex differences, mental illness, and cross-cultural testing of major psychological theories. Also ANTH 331. **GESS1** for SCE students only.

311 The Psychology of Incarceration (3*-4). Adaptive processes and effects of confinement on incarcerated people and identification of implications.

312 Abnormal Psychology (3*-4). Abnormal behavior including historical and recent perspectives, current approaches to etiology, diagnosis, and treatment. Prereq.: PSY 250.

327 Health Psychology (3*-4). Explores psychological factors in health maintenance and ill-

ness prevention and in recovery or adjustment to ongoing illness. The mind-body relationship.

336 Psychology of Religion (4). See REL 303. **GEHb. GEH2a.**

375 Community Psychology (4). Examines psychological and ecological theories as they relate to psychosocial problems in living. Studies the individual interacting in social systems. Focuses on understanding and application of the conceptual paradigms found in community psychology theory, research, and practice.

400 History of Psychology (3*-4). Major ideas, conception, and points of view that have shaped psychological thought: Psychoanalytic, Behavioristic, Gestalt, Phenomenological, and selected modern theories. Prereq.: PSY 250.

405 Brain and Behavior (3*-4). Structure and function of integrated, sensory, motor, and glandular systems in relation to behavior. Perception, learning, motivation, and memory. Prereq.: PSY 250 or BIOL 201.

407 Life-Span Development (3*-4). Psychological development over the life-span; optimum patterns of life, and biological and social conditions that influence development. **GESSa. GESS2b.**

408 Adolescent Psychology (3*-4). Transition period between childhood and adulthood. Major biological events, societal expectations, and responsible adulthood.

422 Substance Abuse (3). Basic issues in substance abuse and addiction; role of the counselor; psychological, social, and medical aspects of addiction. Prereq.: PSY 250.

429 Counseling and Interviewing Skills (3*-4). Major schools of theory and application of counseling and interviewing skills.

439 Industrial-Organizational Psychology (3*-4). Psychological and behavioral concepts and theories related to behavior in organizational settings. Prereq.: PSY 250.

458 Stress Management (3*-4). Understanding stress, how it affects an individual's physical and mental health, and techniques for dealing with stressful situations. Also ECBU/MGMT 458.

501 Educational Psychology (3). See EDUC 503.

502 Research Methods in Counseling (3).

Courses — Psychology (PSY)

Examines qualitative and quantitative research methods used in counseling and marriage and family therapy. Includes experimental and descriptive approaches, single and multiple subject designs, outcomes assessment, and program evaluation. For MFCC and Counseling (Concentration) students only.

505 Educational Assessment (3). See EDUC 501.

506 Human Sexuality (1 or 3*). Reviews theories of sexual development and treatment of sexual dysfunction from physiological, psychological, and family systems perspectives. For MFCC students only. Prereqs.: PSY 517A, 517B. **NCh.**

507 Human Development (3). Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life-cycle stages. Also EDUC 550.

509 Psychological Testing (3). Reviews theories and applications of commonly used psychological tests for family and individual assessment. For MFCC and Counseling (Concentration) students only. Prereq.: PSY 512, 518. **NCh.**

511 Analysis of Family Crisis (3). Reviews various family crises and life cycle events which marriage and family therapists encounter with families and couples.

512 Clinical Psychopathology (3). Reviews etiology, evaluation, diagnosis, and treatment of specific clinical disorders, their relevance to counseling, and dysfunctions within marital and family relationships. Applies current DSM for marriage and family therapists. For MFCC and Counseling (Concentration) students only. Prereq.: PSY 517A. **NCh.**

513 Behavior Therapy (1 or 3*). Principles of learning and conditioning and their application in changing maladaptive behavior.

514 Career Development (3). See EDUC 565.

517A Principles of Counseling and Marital and Family Therapy I (3). Reviews family systems, psychological and medical paradigms of counseling theories, and techniques associated with these theoretical orientations. Develops micro-counseling skills for counselors and marriage and

family therapists. For MFCC and Counseling (Concentration) students only. **NCh.**

517B Principles of Counseling and Marital and Family Therapy II (3). Continuation of 517A. Prereq.: PSY 517A. **NCh.**

518 Advanced Family Therapy (3). Reviews theories and techniques of family therapy from a family systems perspective and applies them to diverse family systems, populations, and cultural settings. For MFCC students only. Prereqs.: PSY 517A, 517B. **NCh.**

519 Advanced Couple Therapy (3). Reviews theories and techniques of couple therapy from a family systems perspective. Reviews developmental patterns and diverse types of couple relationships. For MFCC students only. Prereq.: PSY 517A, 517B, 518. **NCh.**

520 Counseling Adults (1 or 3). Theories, techniques, and strategies for counseling adults and the elderly.

521 Counseling Interventions with Children (3). Reviews theories and techniques of child therapy. Includes practical applications, demonstrations, and case studies. For MFCC students only. Prereq.: PSY 517A. PSY 517B recommended.

522 Counseling for Groups (3). Reviews theories and techniques of group counseling and their applications for individual, family, and couple groups. Includes in-class group experience. Prereq.: PSY 517A, 517B. **NCh.**

523 Cross-Cultural Relationships (3). Reviews culture-specific and culture-general content and skills, cultural miscommunications, ethnic identity issues, and majority-minority interpersonal relationships in professional settings. Explores cultural self-awareness, self-identify, and beliefs. Also EDUC 560. **NCh.**

527 Professionalism, Ethics, and Law in Counseling (3). Reviews current professional

issues, laws, legal systems, and ethical guidelines relevant to counseling and marriage and family therapists. Develops professional awareness and identity. For MFCC and Counseling (Concentration) students only. **NCh.**

528 Substance Abuse Counseling (3).

Courses — Psychology (PSY)

Reviews etiology, diagnosis, treatment, and prevention of various types of substance abuse, including alcohol, prescription medications, and controlled substances. Addresses impact of substance use and abuse on individuals, families, couples, and special populations. **NCh.**

530 Violence and Abuse in Family Systems (3).* Reviews historical, psychological, and family systems' perspectives on domestic violence, physical and sexual child abuse and neglect, and other patterns of familial violence. Examines diagnosis, treatment, and prevention strategies. Elmendorf only. **NCh.**

580 Supervised Field Work in Counseling and Marital and Family Therapy I (3). Approved placements in counseling and marriage and family therapy professional settings. Acquisition and application of advanced theories and techniques of counseling and marital and family therapy. Requires a specific amount of supervised experience. For MFCC and Counseling (Concentration) students only. Prereqs.: PSY 512, 517A, 517B, 527 and instructor approval. **NCh.**

581 Supervised Field Work in Counseling and Marital and Family Therapy II (3). Continuation of 580 for MFCC students only. Prereqs.: PSY 580 and instructor approval. **NCh.**

590 Selected Topics in Counseling (1-3). Selected topics in counseling and marriage and family therapy. May be repeated for different topics.

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Competency Exam (0). Verification of the student's competence in the subject matter of required courses.

596 Graduate Seminar (2). Culminating activity for MFCC and Counseling (Concentration) students. Design and completion of topic in student's area of professional interest and expertise. Prereqs.: PSY 502 and Advanced Standing. **NCh.**

600 Community Psychology I: Theory (3). Examines the field of community psychology. Reviews its history, major theoretical approaches, concepts and research paradigms. **NCh**

601 Current Social Issues (2). Examines major theoretical orientations in social problems including substance abuse; interpersonal violence; racial, gender and economic inequalities; environmental exploitation; and health care. **NCh**

602 Community Psychology II: Interventions (3). Continues 600. Examines various approaches to interventions in community psychology and interrelationships between theory, research, and evaluation. Prereq.: PSY 600. **NCh.**

603 Introduction to Dissertation Research (1). Introduces organization, formulation of topics, and steps in the dissertation process. CRD/NCR only. **NCh.**

604 Biological Bases of Behavior (2). Examines anatomical, biochemical, and physiological bases of normal and abnormal behavior. **NCh.**

605 Advanced Statistics I (3). Reviews analysis of variance and covariance, simple effects analyses, factorial designs, and the use of SPSS for these statistical techniques. **NCh.**

606 Advanced Statistics II (3). Continues 605. Reviews multivariate techniques, multiple regression, discriminant, factor and cluster analysis, multidimensional scaling, and structural equation modeling. Prereq.: PSY 605. **NCh.**

607 Advanced Human Development (2). Reviews theories and research in lifespan development. Examines biological, cultural, and environmental influences on cognitive, affective, moral, and personality development.

608 Cognitive and Intellectual Assessment (3). Reviews cognitive and intellectual assessments for children and adults, focusing on the Kaufman and Wechsler scales. Explores the impact of cultural diversity. **NCh.**

609 Personality Theory and Research (2). Examines psychodynamic, humanistic, cognitive-behavioral, and multicultural theories of personality across the lifespan. Reviews research and assessment issues in personality development. **NCh.**

612 Advanced Psychopathology (3). Examines the etiology and classification of psychological disorders, and theoretical and controversial issues concerning these disorders.

614 Clinical Skills and Interviewing Techniques (2). Introduces basic clinical skills, inter-

Courses — Psychology (PSY)

viewing strategies, risk assessment, crisis intervention, and mental status evaluation.

615 Fundamentals of Psychotherapy (3).

Reviews assumptions and models of psychotherapy from historical, theoretical, and cultural perspectives. Examines the processes, types, and stages of psychotherapy, and research issues concerning the efficacy of psychotherapy.

617 Professional Issues and Ethics (1).

Reviews ethical guidelines and legal issues in professional psychology, and current professional issues in clinical-community psychology. . **NCh.**

623 Multicultural Competency I: Theory and Research (2). Examines theory and research concerning the relationship between culture and individuals from a multidisciplinary perspective.

624 Advanced Multicultural Competency II: Clinical Applications (2). Examines clinical applications of multicultural issues, including cross-cultural psychology and assessment. Explores development of cultural self-awareness and self-identity. Prereq.: PSY 623. **NCh.**

628 Personality Assessment I (3). Introduces projective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of Rorschach, TAT, and other projective assessments across the lifespan and with different cultural groups. **NCh**

629 Personality Assessment II (3). Introduces objective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of objective assessments such as the MMPI-2 across the lifespan and with different cultural groups. Prereq.: PSY 628. **NCh.**

634 Psychopharmacology (2). Reviews the role of medication in the treatment of psychological disorders, and ethical and professional implications. **NCh.**

635 Clinical-Community Practicum I (2). Provides supervised clinical fieldwork in approved clinical-community settings. Reviews current ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. **NCh.**

636 Clinical-Community Practicum II (2). Continuation of PSY 635. CRD/NCR only. **NCh.**

637 Advanced History and Systems (2).

Examines the history and development of scientific and professional psychology and the impact of culture on scientific theory.

638 Advanced Learning and Memory (2).

Examines theories of classical and operant conditioning, contemporary models of learning and behavior changes, and cognitive and memory processes. **NCh.**

639 Advanced Social Psychology (2).

Examines theory and research in the functioning of individuals within their social environments. Includes social cognition, attitude formation, development of self, and interpersonal issues of aggression, affiliation, and altruism. **NCh.**

640 Research Methods in Clinical-Community Psychology (3). Reviews current research methods in clinical-community psychology. Prereq.: PSY 606. **NCh.**

641 Advanced Qualitative Research (1). Reviews current methods of qualitative data analysis. **NCh.**

642 Dissertation Seminar: Proposal (2).

Prepares dissertation proposal and forms dissertation committee. Prereqs.: PSY 603, 640, and advancement to Psy.D. candidacy. CRD/NCR only. **NCh.**

645 Advanced Psychotherapy I (3). Reviews psychodynamic, humanistic, and experiential theories and techniques of psychotherapy across diverse populations and cultural groups. Examines efficacy and outcome research in clinical-community settings. Prereq.: PSY 615. **NCh.**

646 Advanced Psychotherapy II (3). Continues 645. Reviews cognitive-behavioral, solution-oriented, and brief theories. Prereq.: PSY 645. **NCh.**

647 Advanced Group Psychotherapy (3).

Reviews theories, research, and interventions of group psychotherapy across diverse populations, settings, and psychological disorders. Prereq.: PSY 615.

648 Psychological Disorders of Children and Adolescents (3). Reviews development, assessment, and interventions of psychological disorders in children and adolescents. Examines psychosocial, biological, cultural, and ecological variables influencing the etiology of these disorders.

Courses — Psychology (PSY) and Public Administration (PADM)

ders. **NCh.**

649 Full Battery Assessment (1). Reviews methods for integrating information from a psychosocial history, behavioral observations, and psychological tests into a comprehensive psychological report. Prereq.: PSY 608, 628, 629. **NCh.**

650 Advanced Family Psychology (3). Reviews theories, interventions, and research in family psychology among different types of families across the lifespan. Examines awareness of the impact of one's family-of-origin in relationship to professional development.

651 Substance Abuse: Detection and Treatment (1). Reviews detection, assessment, and intervention of various types of substance abuse.

652 Child Abuse: Detection and Treatment (1). Reviews detection, assessment, reporting, and interventions for child, elder, and spouse/partner abuse.

653 Advanced Human Sexuality (1). Reviews theories of sexual development and treatment of sexual disorders, and psychosocial and cultural variables associated with these issues.

655 Clinical-Community Practicum III (2). Provides advanced supervised fieldwork in approved clinical-community settings. Reviews advanced ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. **NCh.**

656 Clinical-Community Practicum IV (2). Continuation of PSY 655. CRD/NCR only. **NCh.**

663 Dissertation I (3). Implementation of the dissertation. Prereq.: PSY 642. CRD/NCR only. **NCh.**

664 Dissertation II (3). Continuation of PSY 663. Completion and defense of the dissertation. CRD/NCR only. **NCh.**

670 Advanced Professional Development I (1). Introduces an integrated model of clinical-community psychology across assessment, inter-

vention, consultation, and outcome evaluation. Prereq.: PSY 656. CRD/NCR only. **NCh.**

671 Advanced Professional Development II (1). Continues 670. CRD/NCR only. **NCh.**

680 Clinical-Community Internship (10). Completion of 1500 clock hours of supervised psychological services in an approved clinical-

community setting. Prereq.: PSY 656. CRD/NCR only. **NCh.**

690 Selected Topics in Clinical-Community Psychology (1-3). Selected topics in clinical-community psychology. May be repeated for different topics. **NCh.**

728 Psychopharmacology for Counselors (1). Surveys major classes of drugs and their effects on the human body and mind.

Public Administration (PADM)

300 Management Practicum (4). See MGMT 300. **NCh.**

313 Urban Environments (4). See SOC 313. Also MGMT 313. **CORE2b.**

314 Local Public Administration and Government (4). Structures and processes of city, county, and special district governments, with attention on role of professional employees, local government, and environmental dynamics.

330 Labor-Management Negotiations in the Public Sector (4).* Philosophy and practices of public sector unionism. Negotiation processes discussed and experienced.

332 Public Administration (4). Federal, state, and local administrative agencies and programs. Emphasizes organizational behavior, policy-making, and implementation. Also PLSC 332.

333 Ethics and Social Responsibility (4). Explores philosophical foundations of values, beliefs, attitudes, and ethics for individuals and organizations. Emphasizes both historical/philosophical foundations and relevant experiential analyses. Also MGMT 333. **GEHb. GEH2a.**

334 Public Finance and Fiscal Policy (4). See ECBU 327.

350 Managing Human Resources (4). See MGMT 350.

364 Cultural Resource Management (4). See ANTH 364.

388 Statistics (4). See BHV 305. Also MGMT 388. **GES. GEM** for SCE students only.

398 Government Internship I (2 or 4). Three-month internship in local administrative and elective offices in the greater Pomona Valley area.

Courses — Public Administration (PADM)

Prereq.: junior or senior standing. NCh.

436 Policy-Making Process (4).* Examines specific policies of organizations, both private and public, and highlights role played by the bureaucracy. Also MGMT 436.

439 Organizational Behavior: Theory and Application (4). Case-studies approach dealing with realities of organizational life dynamics. Also MGMT 439. Prereq.: MGMT/PADM 300

469 Management of Change and Conflict (3*-4). Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution. Also ECBU/MGMT 469.

480 Communications in Management (4). See HSM 480. Also MGMT 480. **GEWE2** for SCE students only. NCh.

489 Research Methodology in Government (4). Statistics, research design, and their use in analysis of social science data. Critiques quantitative research in social sciences. Basic tools for quantitative research.

490 Special Topics (1-4). Special, contemporary issues in the public sector. If the special issues differ, course may be taken more than once with approval of counselor or program coordinator. Also MGMT 490.

498 Government Internship II (2 or 4). Continuation of 398. NCh.

500 Human Resource Management in Public Organizations (3). Covers theories and applications of the political dynamics of public personnel policies and public employee development.

506 Communication for Public Administration (3). Reviews English grammar and vocabulary, concentrating on vocabulary of administration and management. Includes writing and speaking practice for non-English native speakers. Coreq. for MSIA students. CRD/NCR only. NCh.

521 Cross-Cultural Communication (3). Investigates major dimensions of cultural variation affecting internal and external communication.

523 International Management (3). Considers constraints management encounters in selected countries and regions. Includes interest conflicts and solutions and establishing foreign branches.

525 Seminar in Economic Theories (3). Analyzes current economic policies and their effects on individual firms and the economy. Studies selected current economic issues.

527 Government and Business Partnering (3). Integrates approaches to common challenges of global competitiveness roles and relationships of businesses and government and their ideological assumptions. Covers managing a firm's comparative advantages and disadvantages in international trade and competition.

531 Organizational Theory (3). Surveys organizational theories as they relate to public organizations. Includes organizational design and structure of government. Explores behavioral implications of organizations and consequences for management theory.

532 Introduction to Public Administration (3). Designed as an introductory graduate survey of the field of public administration. Emphasizes history and theories of the field.

533 Policy Formation and Analysis (3). Analyzes manner in which policy is formulated, implemented, and evaluated.

534 Management of Public Funds (3). Prepares student for practical decision-making in the administration of financial resources in the political environment.

537 Regionalization and Intergovernmental Relations (3). Reviews major themes in politics of planning, administrative procedures, and intergovernmental relations relating to regional issues.

554 Collective Bargaining in the Public Sector (3). Reviews history of labor relations, behavior and techniques, and future role in collective bargaining and negotiation. Includes interest-based bargaining and attention to public and private sector environments.

555 Ethics and Decision Making in Public Management (3). Studies moral reasoning and values as they apply to public choice and public management.

560 Innovation and Information Technology (3). Surveys information system management from perspective of administration. Focuses on technological and behavioral challenges of information system design and implementation.

561 Administrative Law (3). Analyzes the

Courses — Public Administration (PADM)

nature and scope of administrative law as they relate to administrative agencies, constitutional provisions, and judicial review.

581 Comparative Public Administration (3). Presents concepts of bureaucracy, system transformation, national administrative systems, and politics in developed and developing nations.

583 Managing Groups and Coalitions (3). Emphasizes and describes the skills needed by public administrators in collaborating with special interest groups, political appointees, and elected officials.

588 Statistics (3). Surveys statistical procedures, descriptive and inferential, in the study of organizations.

589 Research Methods (3). Surveys methodological, qualitative, and quantitative procedures employed in the study of organizations.

590 Selected Topics in Public Administration (3). Consists of selected topics of current interest and importance.

591 Administrative Operations (2). Theory and application of municipal administrative operations, including direct support of a city administrator.

592 Community Services (2). Theory and practice of municipal community service operations, including direct support of government departments involved in community service.

593 Environmental Planning (2). Theory and practice of municipal environmental planning operations, including direct support of departments involved in environmental planning.

594 Intergovernmental Relations (2). Analyzes theory and practice of municipal intergovernmental relations. Focuses on current and future intergovernmental practices and behavior. **NCh.**

595 Municipal Development (2). Theory and practice of municipal development programs and projects, including direct support of departments involved in the municipal development process and economic development.

596 Graduate Seminar (3). Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of

research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. **NCh.**

597 Special Projects (2). Theory and practice of special municipal areas of concentration, including direct support of city departments involved in these specialized functions.

598 Government Internship III (3). Provides internship for three months in elected or administrative offices in greater Los Angeles. Directed study only.

600 Contemporary Issues in Public Administration (3). Selected topics in public administration. Directed study only.

610 Foundations of Public Administration (1-3). Readings in Public Administration: management, organizational theory and behavior, policy analysis, and social science research.

620 Organizational Theory and Design (3). Examines structural and behavioral processes of organizations, including restructuring.

622 Political Systems and Environments (3). Examines how political systems cope with various forces within their environments, largely assessed through the framework of systems theory.

650 Fiscal Administration (3). Examines budget decision-making, control, capital acquisition, and debt management.

651 Human Resource Management (3). Role of executive in the efficient management of human and material resources.

671 Program Evaluation (3). Analysis and application of theories, concepts, and principles of program evaluation to the design of current programs.

672 Policy Analysis (3). Examines policy making, including political conflict, policy development, administrative implementation, and policy consequences.

673 Strategic Management (3). Analysis and design of the strategic planning approach and structure. Emphasizes the various elements of strategic planning as they are integrated into overall management systems.

674 Organizational Change and Development (3). Analyzes theories and strategies of planned change as a basis for managing reform

Courses — Public Administration (PADM) and Radio (RDIO)

and development in organizations.

675 Executive Leadership (3). Role of executive leaders in the formation and management of public policy. Attention will be given to environmental pressures, alternative leadership roles, organizational climate, and policy management.

677 Decision Theory and Practice (3). Reviews decision-making theories and concepts, and applies them in analyzing and identifying decision-making processes and systems. Emphasizes developing managerial decision-making skills.

678 Information Resource Management (3). Theoretical framework for understanding the role of information in organizations. Design and management of information systems to improve problem-solving, management decision-making, strategic planning, and performance monitoring.

682 Conflict Management (3). Techniques and issues involved in resolving conflict in interpersonal and intergroup settings. Role of the individual in conflict, and ways the manager can manage conflict to advance the organization.

690 Analytical Foundations (3). Surveys public administration fields. Concentrates on foundations of quantitative analysis and organizational theory.

691 Research Methods (3). Nature of scientific inquiry; methods employed in research and the evaluation of research; philosophy of science; research design and analysis.

692 Statistics (3). Focuses on calculation and application of parametric and non-parametric tests of differences and relationships as well as simple linear and multiple regression analyses.

694 Research Foundations (3). Surveys the major fields of public administration concentrating on those writers who have made major contribu-

tions. Focuses upon conceptual and methodological foundations. CRD/NCR only. **NCh.**

695 Applied Research Methods and Techniques (3). Intermediate course in research methods and techniques. CRD/NCR. Prereqs.: PADM 691, 692.

697A-B Dissertation—Part I,II (3,3). Research and writing of doctoral dissertation. CRD/NCR.

Prereq.: PADM 691, 692, 695.

Radio (RDIO)

112 Radio and TV Audio Controls & Techniques (4). Basics of audio controls in the broadcast industry. Use of audio boards and recording equipment. Experience with radio studio controls and audio for video. Also TV 112.

166 Introduction to Mass Media (3). Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also JOUR/TV 166. **GEHc.**

175 Interviewing for Mass Media (2). See JOUR 175. Also SPCM/TV 175.

220A Radio Production I (4). Introduces radio production as a viable communication medium. Includes radio announcing, programming, ratings, and sales. Requires on-air work on KULV Radio and production work.

220B Radio Production II (4). Continuation of 220A. Emphasizes on-air work and production. Includes airshift on KULV. Prereq.: RDIO 220A with C- grade or better. **NCh.**

220C-D Radio Production III-IV (2,2). Continuation of 220B. Prereq.: RDIO 220B with C- grade or better. **NCh.**

261 Careers in Communications Media (2). See JOUR 261. Also TV 261. **NCh.**

305 Radio and TV Newswriting and Editing (4). Gathering, writing, and editing news in forms required by radio and television. Prereq.: JOUR 100. Also JOUR/TV 305.

306A-D Radio Station Newswriting and Editing I-IV (2,2,2,2). Gathering, writing, and editing news in forms required by radio and television. Prereq.: RDIO 305.

307 Editorial Writing (2). See JOUR 307. Also TV 307.

328 Media Sales (4). Emphasizes professional selling and sales management techniques. Also JOUR/TV 328.

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316; TV 351. **GEFAa. GEFAb. GEA. GEH2b. NCh.**

Courses — Radio (RDIO) and Religion (REL)

400 Designing the Media Message (4). See TV 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also TV 408.

426A-D Radio Station Operation I-IV (2,2,2,2). Advanced positions and responsibilities in operating campus radio station. Prereq.: Instructor's approval. **NCh.**

460 Law and the Mass Media (4). See JOUR 460. Also TV 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also TV 465.

467 Ethics of Mass Media—Printed and Electronic (4). See JOUR 467. Also TV 467.

480A-B Radio Special Projects I, II (2,2). Work in studios to assist beginning students and produce work for operation of campus radio station. For students who have completed all required radio sequences. Prereq.: Instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: 3.0 GPA in major; instructor's approval. **NCh.**

Religion (REL)

100 Introduction to Religion (3-4*). Studies the origins and nature of religion, its relationship to cultures, and modern religious issues. **GEHb. GEH2a.**

131 Beginning New Testament Greek (4). Introduces basic reading, writing, and pronunciation skills, with sample readings from the New Testament. **GES. GEHb.**

220 Survey of Old Testament/Hebrew Scriptures (3-4*). Surveys biblical literature with attention to literary types and their historical background. Emphasizes the Pentateuch and the

prophets. Also ENG 281. **GEHa. GEHb. GEH1. GEH2a.**

230 Survey of the New Testament (3-4*). Focuses on history of the literature as well as major theological motifs. **GEHb. GEH2a.**

240 Foundations of Christian Theology (3-4*). Examines basic Christian doctrines of God, Christ, and Holy Spirit; humanity and salva-

tion; church and scriptures. **GEHb. GEH2a.**

242 Contemporary Catholic Traditions (3-4*). Examines, academically and non-confessionally, the historical background to contemporary social, cultural, ethical, and theological issues relating to Catholicism, including feminist, process, and liberation theologies. **GEHb. GEH2a.**

280 Preaching Laboratory I (4)*. Focuses on improving the structure, flow, content, and delivery of sermons and other spoken communication. For practicing pastors and lay preachers. **ECBCS** only. **GESE** for **ECBCS** only.

288 Christian Worship (4)*. Biblical and theological foundations of Christian worship. Analyzes impact of liturgical traditions and contemporary worship on Latino and other communities. **ABTC** only.

300 World Religions: West (3-4*). Examines the origin, development, and contemporary manifestations of Judaism, Christianity, and Islam. **GEHb. GEH2a.**

303 Psychology of Religion (4). Categories of religious personalities in light of classical and humanistic psychology. Also **PSY 336.** **GEHb. GEH2a.**

305 World Religions: East (3-4*). Examines the origin and development of those religions which undergird East, South, and Southeast Asian world views and societies. Also **Soc 311.** **GEHb. GEH2a. CORE2b** or **GESS1** for **SCE** students only.

306 Religion in Southern California (3). Examines the religious traditions and experiences in Southern California and their development. Includes field trips. **GEHb.**

311 Archeology and the Bible (4). Surveys archeological discoveries relating to the Bible. Focuses on Israelite settlement of Palestine, the Romanization of Palestine, and Greco-Roman cities visited by Paul. **GEHb. GEH2a.**

317 History of the Holy Land (4). Study tour to biblical, historical, and religious sites in Israel. Examines the Israelite, Jewish, Christian, and Islamic connections. Prereq.: one semester of Bible or instructor's approval. **GEHb. GEH2a.**

318 Biblical Proclamation (4)*. Practical application of biblical study to the ministry. For advanced Religion Majors. Prereqs.: one basic

Courses — Religion (REL)

course in Old Testament and one in New Testament. ECBCS only.

320 Selected Topics in the Old Testament/Hebrew Scriptures (4). Examines selected themes or books focusing on original meanings and current relevance. GEHb. GEH2a.

321 The Prophets (4). Introduces writings of the prophets of the Old Testament/Hebrew Scriptures. Covers historical background and theological significance of general phenomenon of prophecy. ABTC and ECBCS only. GEHb. GEH2a.

323 Old Testament/Hebrew Scriptures in Historical Context (4).* Development of covenant people. Examines major themes and significant passages in light of their historical-social contexts. ECBCS only. GEHb. GEH2a.

331 Jesus and His Teachings (4). Consults wide range of scholarship in doing close, firsthand study of Synoptic Gospels. GEHb. GEH2a.

332 The New Testament in Historical Contexts (4).* Great theological themes of New Testament kerygma. Thorough methodology for locating and interpreting its meaning. ECBCS only.

333 Letters of Paul (4). Broad view of the Apostle Paul—the man, his career, and his thought—by exploring findings of various Pauline scholars. Verse-by-verse exegesis of letters of Paul. GEHb. GEH2a.

338 Studies in the New Testament (4).* Prereq. or coreq.: REL 332. Directed study only. ECBCS only.

339 Archeology in Roman Palestine (4). Field study in Israel. Focuses upon archeological methodology and its relation to disciplines such as ceramics and numismatics. Prereq.: instructor's approval. GEHb. GESSa. GEH2a.

340 Issues in Feminist Theology (4). Explores relationship between views of gender and the historical development of religious concepts. Covers the variety of contemporary feminist approaches to theological issues.

347 Seminar on Existentialism (4). See PHIL 380. GEHb. GEH2a.

348 The Great Thinkers: 20th Century Theologies (4). Examines important theologians of the 20th century. Includes Barth, Bultmann,

Tillich, Daly, Ruether, and Fiorenza. GEHb. GEH2a.

349 Contemporary Themes in Christian Thought (4). Examines contemporary movements in Christian thought, such as liberation theology, process theology, and feminist theology. GEHb. GEH2a.

350 Religion and Literature (3-4*). Traces religious themes and ideas as they appear in literary works of the past and present. GEHa. GEHb. GEH2a. GEH1.

351 Theology in Selected Novels—Black and White (4).* Power of literature to reflect moral, spiritual and philosophical issues of human experience. For church agency staffs. ECBCS only. GEHb. GEH1. GEH2a.

354 Apocalypse Now and Then (3). Studies the role apocalyptic images and themes play in ancient and modern cultures. GEHb.

360 Religion and Violence (4). Examines the theological and historical relationship between religion and violence. Focuses on Judeo-Christian traditions with some comparison to Eastern traditions and Islam. GEHb. GEH2a.

361 Religion and Ecology (3-4*). Investigates views of various religious traditions regarding the relationship between humans and nature. Studies ways in which theological perspectives influence attitudes and actions toward non-human entities. GEHb. GEH2a.

362 The Church and Urban Problems (4). Social gospel of 20th century in light of urban challenge to contemporary church, particularly in the minority and Black ghetto.

367 Spirituality and Social Action (4). Explores the integration of the active and contemplative aspects of Christian life. GEHb.

370 History of Christianity (3-4). Chronological survey of major movements and figures of Christianity. Emphasizes relationship between theological statements and formulations and sociopolitical context. GEHb. GEH2a.

373 The Black Church in America (4).* Historical development of Black worship, evolution of churches, and impact on society. Designed for persons engaged in the Black church and community. ECBCS only.

378 Jesus in Art and Film (4). Explores

Courses — Religion (REL), Social Science (SOSC), and Sociology (SOC)

images of Jesus from early Christian art to contemporary films. Examines visual depictions of Jesus as a cultural symbol or metaphor. Also Art 378. **GEFAa. GEHb. GEH2a. GEH2b.**

380 Preaching Laboratory II (4).* Designed to add major emphasis to art of illustration, drawing on resources of novels studied in REL 351, and resources of Bible, personal experience, and observation. Prereqs.: REL 280 and ENG 111. ECBCS only. **GESE** for ECBCS only.

386 Christian Education in the Latino Church (4). Covers theories and methods relevant to Christian education in general and specifically with their application to the Latino Church.

388 American Baptist Missions Today (4).* Studies history of world missions movement, American Baptist theological understanding of missions and practice, and American Baptist presence in today's world. ABTC only.

398 Topics in Urban Studies (4). Offered through participation in the Southern California Urban Theological Education Partnership, with instruction in downtown Los Angeles. Deals with religious, ethnic, and economic diversity issues. May be repeated with different topics. **GEHb. GEH2a. NCh.**

445 Seminar in Western Theology and Afro-American World View (4).* Basic world view and belief systems of Black-American culture and tenets of Christianity as expressed in Western or Euro-American doctrines and theological statements. ECBCS only.

481 Organization and Administration in the Local Church (4).* Prepares students to participate in lay or professional capacities in local congregations. ABTC and ECBCS only.

Social Science (SOSC)

489 Methods in the Social Sciences (3). Required of all candidates for teaching credentials in Social Science.

Sociology (SOC)

250 Principles of Sociology (3-4*). Introduces basic concepts in sociology focusing on culture, group processes, deviance, social inequality, and social institutions such as the family, education, and religion. **GESSa. GESS2b.**

302 Social Institutions (3). Explores the way social institutions shape human values and social relations.

304 Mass Communication, Public Opinion and Propaganda (4).* Examines the nature of mass communication, its impact on social awareness and behavior, and its utilization in the formation and manipulation of public opinion.

307 Sociology of the Family (3*-4). Uses a conceptual approach to marriage and the family. Includes historical, cross cultural and subcultural variations, family problems, and current trends in family organization.

311 World Religions: East (3-4*). See REL 305. **GEHb. GEH2a. CORE2b** or **GESS1** for SCE students only.

313 Urban Environments (3*-4). Examines the city and its origins, districts, and geographical areas, cultural enclaves, contemporary issues, and effective urban communities. Prereq.: SOC 250 recommended. Also **MGMT/PADM 313. CORE2b.**

320 Sociology of Deviance (3*-4). Discusses social deviance in American society and reactions to deviance and their consequences. Includes criminality, mental disorder, drug and alcohol abuse, and sexual deviance. Prereq.: SOC 250 or PSY 250. **GESSa. GESS2b.**

321 Juvenile Delinquency (3*-4). Includes theories of delinquency and the influence of the family, drugs, peers, and neighborhoods. Covers juvenile gangs, courts, and placements, and police processing of juveniles.

322 Introduction to Criminology (3*-4). Explores theories and types of criminal behavior. Includes predatory, occupational, professional, organized, and victimless crime. Covers law enforcement, the judicial process, and sanctions.

324 Social Problems (3*-4). Surveys a current social problem each week using a sociological approach. Includes such problems as the

Courses — Sociology (SOC) and Spanish (SPAN)

environment, wealth and poverty, ethnicity, gender, and age. Covers history and attempts to remediate the problem. **GESSa. GESS2b.**

324S Social Problems (4). Same as 324, except that 324S includes personal experience with groups from different racial and social classes. **GESSa** and service learning requirement.

326 Criminal Justice System (3*-4). Includes the history and evolution of the justice system in the US. Surveys crime, criminal behavior, and the police, courts, and corrections. Emphasizes landmark court decisions.

329 Correctional Systems (3*-4). Traces the evolution of prisons and jails as social institutions. Discusses correctional goals and philosophies as well as inmate demographics and rights. Includes current thinking, practices, and alternatives to incarceration. Prereq.: SOC 250.

330 Class, Status, and Power (4). Explores major theories of social, political, and economic inequality. Stresses power relationships. Prereq.: SOC 250.

340 Social Psychology (3*-4). Focuses on the interaction of society, culture, and personality in socialization, perceptions, attitude formation, and behavior. Includes altruism, aggression, group processes, leadership, and the mass media. Also PSY 308.

350 Introduction to Human Services (3).* Social community services available to persons with special human needs. Introduces field of social welfare for educators.

400 Sociological Theory (3*-4). Includes major schools of sociological thought: functionalism, positivism, exchange, conflict, and symbolic interactionism. Covers theorists from Durkheim to Goffman and Garfinkel. Illustrates theories with current societal examples. Prereq.: SOC 250.

Spanish (SPAN)

100 Elementary Spanish I (3). Basic skills with focus on conversation and simple reading. Class meetings, language lab, and reading conversation sessions. For students with little or no previous Spanish. **CORE2a. GES. NCh.**

101 Elementary Spanish II (3). Continues

and expands skills acquired in 100. **CORE2a. GES. NCh.**

210 Intermediate Spanish I (3). Reviews and expands basic skills. Increased conversation and modern readings. For students with some previous Spanish. **GEH2c. GES.**

211 Intermediate Spanish II (3). Continues and expands skills acquired in 210. **GEH2c. GES.**

215 Spanish Language and Mexican Culture I (4). Intensive Spanish language and Mexican culture, including Spanish conversation and grammar, and Mexican art, history, and culture. Taught in Mexico. **GEH2c. GES. NCh.**

313 Spanish for Native Speakers (4). For those basically fluent in Spanish, but whose knowledge of the standard, acceptable norms of the spoken and written language needs reinforcement. **GEH2c. GES.**

314 Spanish Composition (3). Reviews grammar, builds vocabulary and style, and analyzes contemporary readings in Spanish. Emphasizes writing critical and analytical essays. Prereqs.: SPAN 211; ENG 110. **GEH2c.**

315 Spanish Language and Mexican Culture II (4). Continuation of SPAN 215. Taught in Mexico. Prereq.: SPAN 215 or instructor's approval. **GEH2d. NCh.**

320 Hispanic Civilization and Culture I (4). Spanish civilization from prehistory through the 20th Century. Includes cultural and literary selections. Reading and discussion in Spanish. Prereq.: SPAN 211 or instructor's approval. **GEH1. NCh.**

321 Hispanic Civilization and Culture II (4). Latin American civilization, focusing on various regions and themes. Includes cultural and literary selections. Reading and discussion in Spanish. Prereq.: SPAN 211 or instructor's approval. **GEH1. CORE2b. NCh.**

330 Second Language Teaching (3). See ESL 330. Also FREN/GERM 330. **NCh.**

361 Mexican Literature in Translation (4). Novels and short stories, poetry, essays, and plays from many periods of Mexican literature in English translation. Prereq.: ENG 111. Also LIT 361. **GEHa. GEH1. GESS1** for SCE students only. **NCh.**

Courses — Spanish (SPAN) and Special Education (SPED)

362 Contemporary Latin American Literature in Translation (4). Studies Latin American prose fiction since 1960 in English translation, reflecting changes in modern Latin American society. Also LIT 362. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

386 Chicano Literature (4). Chicano experience in novel, story, poetry, and drama by Chicano writers of Southwest. Reading and discussion in English. Also LIT 386. Prereq.: ENG 111. **GEHa. GEH1. NCh.**

400 Intensive Spanish Language Training for Bilingual-Bicultural Specialists I (3).* Individualized oral and written Spanish language instruction with cultural emphasis. Taught in Mexico.

401 Intensive Spanish Language Training for Bilingual-Bicultural Specialists II (3)* Continuation of 400. Taught in Mexico.

402 Spanish Internship (1-4). Supervised work experience at a company where Spanish is spoken. Prereq.: SPAN 320 or 321. **NCh.**

420 Commercial Spanish (4). Practical approach to business Spanish. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: SPAN 211.

420M Commercial Spanish (4).* Same as 420 but taught in Mexico. Prereq.: SPAN 211.

430, 431, 432, 433 Hispanic Readings I-IV (4,4,4,4). Focus on varied readings in Spanish by Hispanic authors. Lecture and discussion in Spanish. Prereq.: SPAN 320, 321, or Instructor's permission. May be repeated with different topics. **GEHa. GEH1. NCh.**

Special Education (SPED)

455 Curriculum Development for Young Handicapped Children (3). Observation techniques, curriculum, behavioral management, and referral sources for teaching staff to work with children and parents.

456 Introduction to Special Education (2).*

Current practices and procedures in special education. Meets part of the Ryan special education training requirements.

456A Special Education Training for Administrators (1).* Sequel to 456 to complete coverage of the Ryan special education training requirements for administrators.

456T Special Education and the Classroom Teacher (1).* New legislation regarding integration of special education students into regular classroom.

457 Identification and Remediation of the Exceptional Child (3). Disability theories, remedial methodologies, curriculum development, and instructional interventions, and current practices. Informal and standardized assessment techniques.

458 Educating the Gifted Individual (3). Nature and education of gifted individuals; current practices, trends, and issues. Offered infrequently.

553 The Bilingual Child in Special Education (3). Methods for identifying, assessing, and working with Hispanic exceptional students. Offered infrequently.

554 Counseling Exceptional Children and Parents—Bilingual/Cross-Cultural Emphasis (3). Techniques for parent-teacher conferences and counseling of handicapped children and youth. Emphasizes Hispanic exceptional students. Offered infrequently.

555 Affective Education for the Exceptional Child (2). Theory and methodology regarding emotional and moral maturity and personal confidence. Techniques to help students develop self-awareness, self-acceptance, and self-regulation. Offered infrequently.

556 Counseling Exceptional Individuals and Their Families (3). Counseling issues and techniques for the families of exceptional individuals, including individuals with disabilities and those at risk of school failure.

557 Learning Disabilities (2). Motor-perceptual and perceptual-cognitive difficulties which interfere with learning; screening, testing, and remedial techniques. Offered infrequently.

558 Behavior Intervention Strategies (3). Different educational and psychological strategies for children in conflict. Self behavioral analysis,

Courses — Special Education (SPED) and Speech Communications (SPCM)

student behavioral analysis, lectures, and activities to gain better understanding of behavior, discipline, and corrective techniques in the classroom.

559 Problems and Practices in Special Education (3). Ethical and legal issues in special education. Legislation pertaining to disabled students—PL-94-142 (now IDEA) and public school practice.

561 Curriculum Planning and Program Evaluation—Learning Handicapped (3). Methods of curriculum implementation and program evaluation. Commercial curriculum materials and teacher-made instructional programs examined. Prereqs.: SPED 457, EDUC 514, 514F, 515, 515F, 518. **NCh.**

563 Resource Program in Special Education (3). Introduces issues in Resource programs for mildly to moderately disabled public school youth. Emphasizes collaboration and full inclusion. Reviews current trends and research. **NCh.**

564 Administration of Resource Programs (3). Emphasizes the development and coordination of all areas of resource programs for mildly to moderately disabled youth. Focuses on issues of collaboration and team process. Addresses issues from identification to transition and stress-res research. Prereq.: SPED 563. **NCh.**

568F Field Experience in Special Education—Directed Teaching (6). 200 clock hours of supervised classroom experience in one year (or two semesters, including January and June), including instruction, supervision, and guidance of exceptional children. Performance objectives written, and behavioral intervention strategies implemented. Prereq.: SPED 561. CRD/NCR only. **NCh.**

569F Field Work in Resource Specialist (3). 100 hours supervised field training in problems relating to instruction, supervision, administration, and evaluation. Counseling exceptional children in resource setting. Prereq.: SPED 564 and approval of program chairperson. CRD/NCR only. **NCh.**

Speech Communications (SPCM)

100 Fundamentals of Public Speaking (2 or 3*). Organization and presentation of verbal materials. Emphasizes developing performance skills through graded speaking activities. **GESE.**

175 Interviewing for Mass Media (2). See JOUR 175. Also RDIO/TV 175.

201 Public Speaking (4). Preparation and presentation of conventional, practical forms of public address such as expository and persuasive speaking. Introduces discussion, debate, and the physiology of speech. **GESE.**

260 Oral Communication for the Media (4). Trains student to achieve accepted standards of clear diction, pleasant vocal quality, phrasing, and timing, with proper usage, pronunciation, and enunciation. Emphasizes integration of mind, emotions, and body to accomplish effective oral communication for conversation, interpretation of printed matter, and prepared presentation. **GESE.**

271 Argumentation and Debate I (2-3*). Rhetorical principles of argumentation in theory and practice. Participation in forensics tournaments advised. For law students and those interested in engaging in rational discussion and reasoned advocacy. **GESE.**

311 Oral Communication (2). See THAR 311. **GEFab. GESE. GEA.**

373 A-D Forensics Laboratory (1-4). Argumentative skills and speech categories for tournament competition. Competition through the Pacific Southwest Collegiate Forensic Association. **GESE.**

Television (TV)

112 Radio and TV Audio Controls and Techniques (4). See RDIO 112.

166 Introduction to Mass Media (3). See RDIO 166. Also JOUR 166. **GEHc.**

175 Interviewing for Mass Media (2). See JOUR 175. Also SPCM/RDIO 175.

220A Fundamentals of Video Production (4). Covers basic tools of video production. Examines production techniques and scripting for video. Includes lab and out-of-class individual and group video productions.

220B Intermediate Video Production (4). Applies production tools to student-produced videos. Students work on independent single-camera and group multi-camera productions. Prereq.: TV 220A with C- or better.

232 Lighting Design I (2). See THAR 232.

233 Introduction to Stage Design and Craft (4). See THAR 233. Also ART 221. **GEFAB. GEA. NCh.**

261 Careers in Communications Media (2). See JOUR 261. Also RDIO 261. **NCh.**

305 Radio and TV Newswriting and Editing (4). See RDIO 305. Also JOUR 305.

307 Editorial Writing (2). See JOUR 307. Also RDIO 307.

320A-C Advanced Video Production I-III (2,2,2). Involves independent work to produce news and documentary video productions. Provides opportunities to produce and direct multi-camera productions. Prereq.: TV 220B with C- or better. **NCh.**

328 Media Sales (4). See RDIO 328. Also JOUR 328.

330 Television Editing (4). Covers techniques of editing videotape. Emphasizes history and aesthetics of editing. Includes editing projects. Prereq.: TV 220B.

333 Stage Design Studio (4). See THAR 333. **GEFAB. GEA.**

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316. **GEFAA. GEFAB. GEA. GEH2b. NCh.**

397 Communications Fieldwork (4). See JOUR 397.

400 Designing the Media Message (4). Fundamentals of researching and designing the informational program, emphasizing message content. Audience needs, research, and program structure for documentaries and educational and motivational programs. Also RDIO 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also RDIO 408.

460 Law and the Mass Media (4). See JOUR 460. Also RDIO 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also RDIO 465.

467 Ethics of Mass Media—Printed and Electronic (4). See JOUR 467. Also RDIO 467.

480A-B TV Special Projects I-II (2,2). Students assist instructors in all phases of ULV television operations. Prereq.: instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. **NCh.**

Theatre Arts (THAR)

100 Play Analysis (3). Provides fundamental tools for reading and analyzing plays. May be repeated twice. **GEHa. GEH1, GEFAA.**

110 Introduction to Acting (3*-4). Covers acting theory and practice. Includes scene study, movement and voice dynamics, improvisation, and ensemble work. **GEFAB. GEA.**

120 Introduction to Stagecraft (2). Covers scenic construction, painting, lighting, prop building, costume construction, and computer-aided drafting. Includes attendance at rehearsals and performances. **GEFAB.**

200 Introduction to Theatre (3*-4). Forms of drama, shapes of theatre, styles of acting, historical survey of theatre, and attendance at several productions. **GEFAA. GEH2b.**

210 Acting Studio (3). Continuation of 110. Includes plastiques, condition/impulse, semiotics, and scene work. May be taken twice. Prereq.: THAR 110 or instructor's approval. **GEFAB. GEA. NCh.**

215 Rehearsal and Performance (1). Participation as actor or technician in main stage or

Courses — Theatre Arts (THAR)

studio productions. May be repeated. **GEFab. GEA. NCh.**

220 Stagecraft II (2). Continues 120. Emphasizes advanced techniques, project initiation and supervision, and additional production responsibility. Prereq.: THAR 120. **GEFab. NCh.**

232 Lighting Design I (2). Introduces basic equipment, theory, and procedures in implementing theatrical lighting. Includes lab. Also TV 232. **GEFab. GEA.**

233 Introduction to Stage Design and Craft (4). Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Also ART 221; TV 233. **GEFab. GEA. NCh.**

234 Costume Design I (2). Follows theory and practice of costumer's craft, from initial concept through construction to theatre stage or film set. **GEFab. GEA.**

255 Theatre and Stage Management (1-2). Introduces arts management. Student works as stage manager or with production management team. Includes rehearsals and performances. May be repeated. **GEFab.**

300 Drama on Page and Stage (4). See ENG 344. **GEHa. GEH1. GEFAa.**

310 Acting Studio III (3). Continuation of 210. May be taken twice. Prereq.: THAR 210. **GEFab. GEA. NCh.**

311 Oral Communication (2). Practices impromptu and prepared speeches and interpretation of literature. Includes exercises in breathing, relaxation, voice projection, and articulation. Also SPCM 311. **GEFab. GESE. GEA.**

315 Performance Interterm (4). Performance work during January interterm. May be repeated twice. **GEFab. GEA. NCh.**

320 Stagecraft III (2). Includes independent projects, construction, rigging, painting, and facing other technical problems related to mounting main stage and studio productions. Prereq.: THAR 220. **GEFab.**

332 Lighting Design II (2). Continuation of 232. Emphasizes theory for a variety of theatre spaces and equipment, document design, and organization. Prereq.: THAR 232. **GEFab. GEA.**

333 Stage Design Studio (4). Continuation of 233. Includes design or design assistant work on

studio and main stage productions. Prereq.: THAR/TV 233. Also TV 333. **GEFab. GEA.**

334 Costume Design II (2). Continuation of 234. Includes research, design projects, and construction of costumes for studio and main stage productions. Prereq.: THAR 234. **GEFab. GEA.**

340 Shakespeare (4). See ENG 340. **GEHa. GEH1.**

345 Theatre as Political and Cultural Expression (4). See BHV 345. **NCh.**

355 Directing Studio I (4). Covers theory, practical exercises, and scenes, culminating in production of a one-act play. Prereqs.: THAR 100, 120, and 233, or instructor's approval. **GEFab. GEA. NCh.**

360 Playwriting and Screenwriting I (3*-4). Produces work for performance on stage, radio, and TV. Also ENG 316; RDIO/TV 351. **GEFAa. GEFab. GEA. GEH2b. NCh.**

365 Desktop Publishing for Theatre (1-2). Covers writing and publishing programs, posters, publicity, and newsletters. May be repeated up to four times. Also ENG 315. **GEFab. GEA.**

370 Children's Theatre (4). Develops performance techniques and strategies for leading groups. Includes work with schools or other community groups and exercises in body and voice improvisation, scriptbuilding, and performance. Requires projects away from ULV. **GEFab. GEA.**

380 Theatre Seminar (2). Analyzes contemporary issues in theatre. Includes preparation for senior comprehensive exam and senior project. Must be taken at least twice by all theatre majors. Prereq.: instructor's approval. **NCh.**

400 Study Trip to Ashland, Oregon Shakespeare Festival (2-4). See ENG 449. **GEHa. GEH1. NCh.**

410 Conscious Acting: The Power of Story (3-4). Covers "story pulling," "story circles," writing, personal narratives, play, music, and active listening. Discusses power, class, racism, and sexism. **GEFab.**

440 American Stage—Mirror of Society (4). See ENG 440. **GEFAa. GEHa. GEH1. GEH2b. NCh.**

441 Drama: Comedy and Tragedy (4). See ENG 441. **GEHa. GEFAa. GEH1. GEH2b. NCh.**

Courses — Theatre Arts (THAR)

442 Shakespeare and His Contemporaries (4). See ENG 442. **GEHa. GEH1. GEH2b. NCh.**

443 Twentieth-Century Drama (4). See ENG 443. **GEHa. GEH1. NCh.**

445 Masters of the Drama (3*-4). Studies one or more major playwrights such as Sophocles, Chekhov, Ibsen, or Brecht. May include staged production of a major work. May be repeated once. Also ENG 447. **GEHa. GEFAa. GEH1. GEH2b. NCh.**

455 Directing Studio II (3-4). Analyzes, rehearses, and performs a full-length play for an audience. Prereq.: THAR 355 and instructor's approval. **GEFAb. GEA. NCh.**

460 Playwriting and Screenwriting II (4). Produces work for performance on stage or video. Prereq.: THAR 360. **GEFAb. GEA. NCh.**

470 Creative Drama for Teachers (2).

Develops skill in integrating curriculum through storytelling, movement, voice, improvisation, and playbuilding. Includes strategies for leading and evaluating progress. Also EDUC 433. **GEFAb. GEA.**

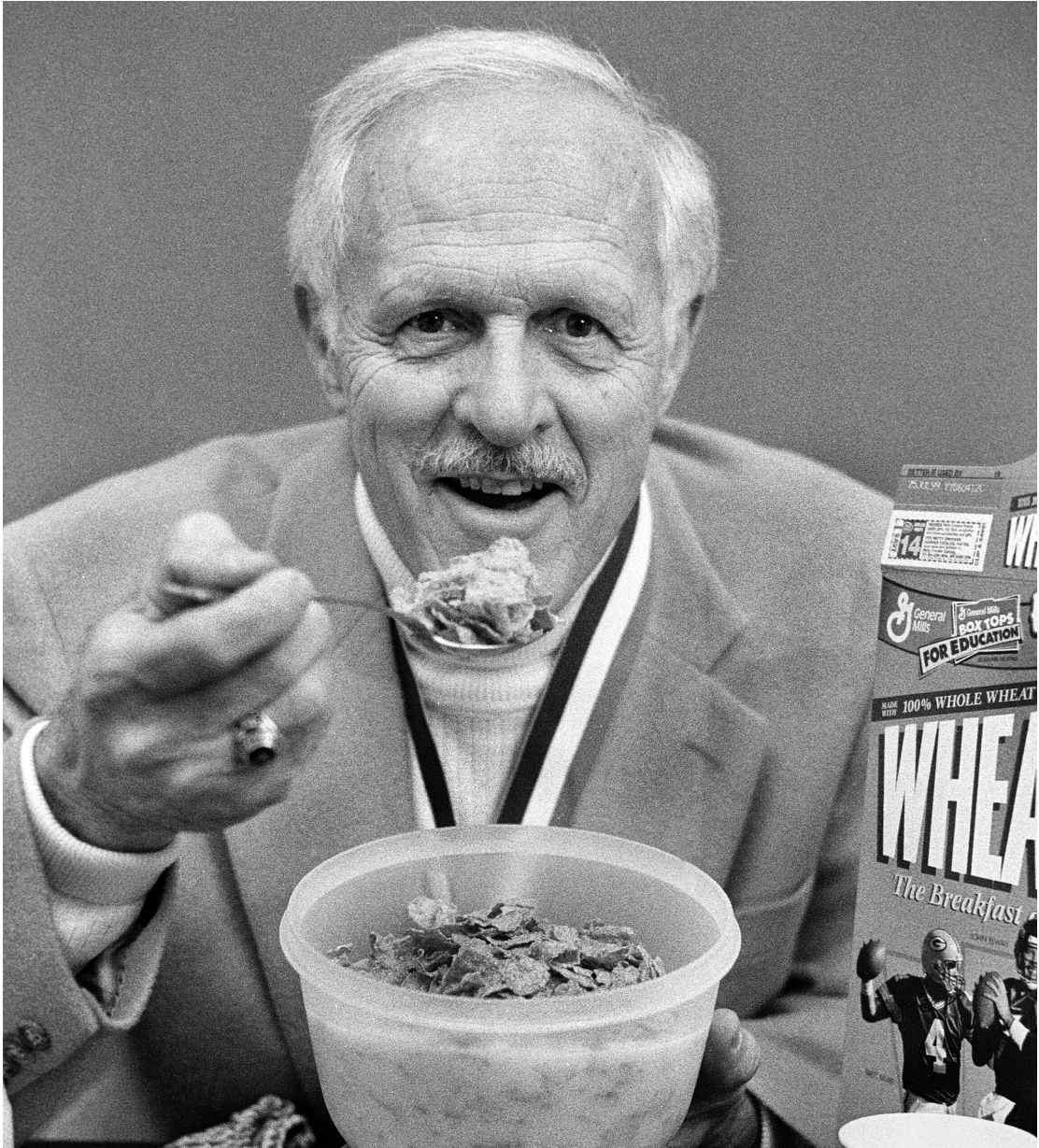
480 History of Drama and Theatre I (4). Analyzes development of world theatre, dramatic literature, criticism, and theory from ancient Greece to the 17th century. **GEHa. GEH1. GEFAa. GEH2b. NCh.**

481 History of Drama and Theatre II (4). Analyzes background of world theatre, dramatic literature, criticism, and theory from the 18th century to the present. **GEHa. GEH1. GEH2b. GEFAa. NCh.**

498 Theatre Internship (2-4). Internship with professional theatre or producing organization. **NCh.**

THIS IS NOT PART OF THE
CATALOG. THIS SECTION
STARTS ON THE NEXT
PAGE.

THIS SECTION IS
SET UP AS FACING PAGES!
SWING LEFT AND RIGHT
AS YOU SCROLL THROUGH
THE FILE.



“Breakfast of Champions” has special meaning for Dr. Harvey Good, Chairperson of the Biology Department. He and his fellow faculty teammates have won several volleyball tournaments.

Photo: *Michael P. Bailey*

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Lesniak, Stephen (1976) B.A., California State Polytechnic University, Pomona; M.S., California State University, Fullerton; Ed.D., University of La Verne. Director, Academic and Student Services, SCE.

Le Sueur, James D. (1997) B.A., University of Montana; M.A., Ph.D., University of Chicago. Assistant Professor of History.

Lewis, Carrie T. (1983) B.A., M.B.A., University of La Verne. Academic Advisor, Orange County Campus.

Lewis, Harvel (1989) B.A., California State University, Fullerton. Coordinator, Minority Affairs.

Lewis, Thomas (1998) B.A., San Jose State University; M.A., California State University, Fresno. Academic Advisor, Bakersfield Center.

Lira, Albert (1998) B.A., Azusa Pacific University. Assistant Director, Financial Aid.

Liu, Xiaoyan (1992) B.S., M.S., Hefei University of Technology; Ph.D., University of South Florida.

Associate Professor of Mathematics.

Loper, William (1974) B.D., San Francisco Theological Seminary; B.S., M.A., Stanford University; Ph.D., University of Manchester, England. Administrator Emeritus

Lopez, Laura (1998) B.A., Mt. St. Mary's College; M.A., Azusa Pacific University. Area Coordinator, Housing and Residence Life.

Lopez, Theresa (1993) B.S., California State Polytechnic University, Pomona; M.S., California State University, Los Angeles. Director, Career Development and Placement.

Lorentziades, Panos (1995) B.Sc., University of Athens, Greece; M.A., Ph.D., University of California, Berkeley. Associate Professor of Business and Economics.

Maack, Stephen C. (1995) A.B., University of Illinois, Urbana; M.Phil, Ph.D., Columbia University. Director, Institutional Research.

Machi, Lawrence A. (1996) B.S., M.A., Ed.D., University of San Francisco. Associate Professor of Educational Management.

Magdalinos, Alkis (1980) LL.B., University of Manchester; M.B.A., Harvard University. Professor of Business Administration, Athens.

Mahoney, Joella Jean (1964) B.S., Northern Arizona University; M.F.A., Claremont Graduate University. Professor of Art Emerita.

Mandabach, Deborah (1993) B.A., California State University, Long Beach; M.A., Claremont Graduate University. Director, Public Relations.

Manolis, James (1974) B.A., Azusa Pacific University; M.Ed., Ed.D., University of La Verne. Professor of Education; Dean, School of Continuing Education.

Maranto, Ingeborg (1984) B.A., Pennsylvania State University; M.A., University of Hawaii; M.B.A., University of Southern California. Marketing Director, SCE.

Marsh, June (1998) B.A., California State University, San Bernardino; M.S., California State University, Fullerton. Assistant Professor of Education.

Martin, Kimberly (1991) B.A., Stanford University; M.A., University of Hawaii; Ph.D., University

Faculty and Professional Staff

of California, Riverside. Associate Professor of Behavioral Science.

Matzaganian, Mark (1997) B.A., California State Polytechnic University, Pomona; M.A., Claremont Graduate University. Academic Advisor, Education.

May, James (1998) B.S., University of Nevada, Reno; M.S., California State Polytechnic University, Pomona. Assistant Athletic Trainer.

McCorry-Andalis, Catie (1998) B.A., M.P.A., College of Notre Dame. Program Coordinator, Housing and Residential Life.

McElwee, John, Jr. (1973) B.S.E.E., Pennsylvania State University; M.S.E.E., University of Southern California; M.B.A., Ph.D., Claremont Graduate University. Professor of Business Administration.

McGuire, Thomas (1975) B.A., University of Northern Colorado; M.A., California State University, San Diego; Ed.D., University of California, Los Angeles. Professor of Education.

Meek, Jack (1985) B.A., University of La Verne; Ph.D., Claremont Graduate University. Professor of Public Administration.

Merritt, S. V. Dan (1969) B.S., M.S., Oregon State University; Ph.D., University of Wisconsin, Madison. Professor of Zoology and Environmental Science.

Mervine, Edward (1998) B.A., M.A. University of Akron. Director, Financial Aid.

Meyer, Lawrence (1995) B.S., Mankato State University; J.D., National University. Director, Law Library, La Verne Campus.

Meyer, Lisa (1998) B.A., Willamette University; M.A., Boston College. Director, Undergraduate Admissions.

Miles, Nancy (1977) A.B., Radcliffe College; M.A., California State University, Northridge. Administrator Emerita.

Miller, Renee (1997) B.A., California State University, Fullerton; M.S., Golden Gate University; M.B.A., University of California, Los Angeles. Assistant Professor of Business.

Mohlengraft, Frankie (1999) Assistant Director, Admissions.

Montaño-Cordova, Ruby (1976) B.A., M.A., University of La Verne. Associate Dean, Student Life.

Morel, Don (1991) B.A., University of La Verne. Head Football Coach.

Morgan, Stephen C. (1985) B.A., University of La Verne; M.A., University of Southern California; Ed.D., University of Northern Colorado. Professor of Educational Management; President.

MorganArmstrong, Brian (1998) B.A., University of Colorado, Boulder. Admissions Representative.

Morrow, Gloria (1997) B.A., University of La Verne; M.A., Azusa Pacific University; Ph.D., Fielding Institute. Assistant Professor of Psychology.

Mulville, Daniel (1998) B.A., University of California, San Diego. Head Coach, Men's Basketball.

Muñoz, Claudio (1994) B.S., M.B.A., California State Polytechnic University, Pomona. Associate Professor of Accounting.

Murray, Colleen (1995) Registrar, College of Law, La Verne Campus.

Nalbantian, Nilva (1987) B.S., Beirut University College; M.P.A., University of La Verne. Academic Advisor, San Fernando Valley Campus.

Neher, Robert (1958) B.S., Manchester College; M.R.E., Bethany Theological Seminary; M.A., Ph.D., Indiana University. Professor of Biology.

Nelson, Mark (1989) B.S., University of California, Santa Barbara; M.S., Ph.D., University of Washington. Associate Professor of Chemistry.

Nicoll, Barbara (1988) B.A., M.A., California State University, Los Angeles; Ph.D., Claremont Graduate University. Professor of Education.

Nonemaker, Jeff (1983) B.S., M.P.A., California State Polytechnic University, Pomona. Associate Dean, Athens.

Noreen, Patricia (1985) B.A., State University of New York, Plattsburgh; M.Ed., St. Lawrence University. Director, CAPA.

Nuevo-Chow, Leah (1998) B.A., Claremont

Faculty and Professional Staff

McKenna College; M.A., Claremont Graduate University. Academic Advisor, Orange County Center.

O'Hearn, Shawn (1998) B.A., University of La Verne. Marketing Director, SCE.

Odum, Kathleen (1993) B.A., M.A., University of San Diego. Associate Director, Financial Aid.

Oliver, Marilyn (1978) B.A., M.S., Chapman University. Professor of Movement and Sports Science; Head Athletic Trainer.

Orr, Verne (1999) B.A., Pomona College; M.B.A., Stanford University. Interim Dean, School of Business and Global Studies.

Ortmayer, Roland (1948) B.S., Northwestern University, M.A., Washington State University. Professor of Physical Education and Coach Emeritus.

Osborne, John W. (1992) B.S., California State University, Los Angeles; M.P.A., University of Southern California. Marketing Director, College of Law.

Overall, Jesse (1990) B.S., US Air Force Academy; M.S., California State College, Dominguez Hills; M.A., Ph.D., University of California, Los Angeles. Professor of Business and Economics.

Parchamazad, Iraj (1987) B.S., M.S., University of Teheran, Iran; D.E.S.T., Ph.D., University of Aix-Marseille, France. Professor of Chemistry.

Park, Gonyung (1995) B.A., M.A., Sung Kyun Kwan University; M.S., Ph.D., Brown University. Associate Professor of Economics/Finance.

Park, Kee Ok (1997) B.A., Chonnam National University, Korea; M.A., Ph.D., State University of New York. Associate Professor of Public Administration.

Paschal, Jimmy (1971) B.S., Eastern New Mexico University; M.A., University of California, Los Angeles. Professor of Movement and Sports Science; Athletic Director.

Perron, Frank (1997) B.S., Springfield College. Development Director.

Paulo, William (1976) B.A., California State University, Los Angeles; M.A., Ed.D., University of Southern California. Professor of Educational

Management Emeritus.

Peters, Mary L. (1989) B.A., Mt. St. Scholastica College; M.L.S., Benedictine College. Professor; Public Services Librarian.

Peterson, Barbara (1988) B.A., University of Arizona; M.A., Ed.D., University of California, Los Angeles. Professor of Educational Management.

Peyton, Brenda (1991) B.S., University of La Verne. Academic Advisor, Pt. Mugu Center.

Pietrzak, Elizabeth (1991) B.A., University of La Verne. Technical Director, Theatre.

Pilafidis, Emile (1993) B.S., Miami University; M.S., M.B.A., University of Cincinnati; Ph.D., Claremont Graduate University. Associate Professor of Economics and Business.

Pilgreen, Janice (1997) B.A., M.Ed., University of California, Los Angeles; Ph.D., University of Southern California. Associate Professor of Education.

Poggi, Lura (1998) B.A., University of La Verne; M.A., Bowling Green State University. Alumni Director.

Poling, Barbara (1996) B.A., California State University, Los Angeles; M.A., University of Redlands; Ed.D., University of La Verne. Associate Professor of Educational Management.

Pollock, Donald (1991) B.A., State University of New York; M.S., University of Hawaii; M.F.A., University of Southern California. Associate Professor of Communications.

Polos, Nicholas (1968) B.A., Pomona College; M.A., Harvard University; Ph.D., University of California, Berkeley. Professor of History Emeritus.

Polychronopoulou, Kalliope (1994) B.A., University of Michigan, Ann Arbor; M.A., Middlebury College. Assistant Professor of English and ESL, Athens.

Potocki, Mark (1999) B.A., University of Chicago; M.A., University of La Verne. Assistant Football Coach.

Prager, Irving (1981) B.A., University of Massachusetts; J.D., Georgetown University; LL.M., University of London. Professor of Law.

Prieto-Bayard, Mary (1994) B.A., University of

Faculty and Professional Staff

California, Santa Barbara; M.A., Ph.D., University of California, Los Angeles. Associate Professor of Behavioral Science.

Purcell, Bill (1998) B.A., University of La Verne. Assistant Director, Graduate Student Services.

Rahmani, Loretta H. (1989) B.A., M.S., California State University, San Diego; Ed.D., University of La Verne. Dean of Student Affairs..

Rassias, Themistocles (1981) Ph.D., University of California, Berkeley. Professor of Mathematics, Athens.

Redman, Margaret D. (1983) B.A., M.A., Ed.D., University of La Verne. Associate Professor of Education.

Reed, Jonathan (1992) B.A., Southern California College; M.A.R., Eastern Baptist Theological Seminary; Ph.D., Claremont Graduate University. Associate Professor of Religion.

Regos, Valerie (1998) Northwestern State University, Louisiana. Academic Advisor, Ventura County Campus.

Reusch, Johann (1998) B.A., M.A., Ph.D., University of California, Los Angeles. Assistant Professor of Art; Gallery Director.

Rivas, Arely (1998) B.S., University of La Verne. Marketing Director, SCE.

Rivera, Robert (1981) B.A., M.A., University of Southern California. Assistant Professor of Speech.

Rizkala, Rizk (1989) B.S., M.B.A., University of La Verne. Assistant Professor of Economics and Business, Athens.

Roberts, Carol (1988) B.A., California State University, Long Beach; M.S., California State University, Fullerton; Ed.D., University of Southern California. Professor of Educational Management.

Roberts, Deborah (1996) B.A., Berea College; M.A., Bethany Theological Seminary; M.Div., Northwestern Theological Union. Campus Minister.

Rodriguez, Christina (1992) B.A., University of La Verne; M.A., California State University, Los Angeles; Ph.D., Michigan State University.

Assistant Professor of Behavioral Science.

Rodriguez, Frances (1983) B.A., University of La Verne. Student Accounts Director.

Rodriguez, Robert (1983) B.A., M.P.A., University of La Verne. Administrator Emeritus.

Root, Dayton (1957) B.A., University of La Verne; M.A., Bethany Theological Seminary; M.A., Whittier College. Professor of Psychology Emeritus.

Rose, Richard (1996) B.A., Pacific Christian College; M.Div., Howard University; Ph.D., Claremont Graduate University. Assistant Professor of Religion and Philosophy.

Roseman, John (1987) B.A., Simpson College; M.A., Arizona State University. Associate Professor of Education.

Rubin, H. Randall (1990) B.A., California State University, Long Beach; M.P.A., University of Southern California; J.D., Southwestern University. Associate Professor of Law; Associate Dean, College of Law, La Verne Campus.

Russell, Heather (1986) B.S., University of Florida; M.A., University of La Verne. Executive Director of Marketing, SCE.

Russell, Roger (1991) B.A., Pomona College; M.A., California State University, Los Angeles; Ph.D., University of Houston. Professor of Psychology; Director, Counseling Center.

Salsedo, Lou Ann (1982) Departmental Business Manager, Movement and Sports Science/Athletics.

San Juan, Vitonio (1990) B.A., Ateneo de Davao College; LL.B., University of the Philippines; LL.M., University of California, Los Angeles. Director, Paralegal Studies.

Sawyer, Carol (1994) B.A., Michigan State University; M.S., Western Michigan University; M.P.A., D.P.A., University of Southern California. Associate Professor of Public Administration.

Sayles, Stephen (1982) B.A., M.A., California State University, Chico; Ph.D., University of New Mexico. Professor of History.

Scambray, Kenneth (1981) B.A., California State University, Fresno; M.A., University of Washington; Ph.D., University of California,

Faculty and Professional Staff

Riverside. Associate Professor of English.

Schiller, Barbara (1998) B.A., M.Ed., University of Arizona; M.S.W., Arizona State University. Director, Academic and Enrollment Management.

Schildt, Keith (1999) B.A., Roosevelt University; M.P.A., Ph.D., Northern Illinois University. Assistant Professor of Public Administration.

Schmutzer, Greg (1998) B.A., University of California, Los Angeles; M.A., California State Polytechnic University, Pomona. Marketing Director, SCE.

Schofield, Gordon (1981) B.A., M.A., California State University, Sacramento; M.F.A., University of Montana. Professor of English, Athens.

Scogin, Ron (1996) B.A., M.A., Ph.D., University of Texas, Austin. Visiting Instructor of Biology.

Scrofani, Emanuel (1994) B.A., New Jersey State College; M.A., California State University, Los Angeles; Ed.D., University of Northern Colorado. Associate Professor of Educational Management.

Scutella, Lonnie L. (1979) B.A., M.S., University of La Verne. Academic Advisor, SCE.

Seraso, Laura (1998) B.A., Wellesley College; J.D., New York University. Associate Professor of Law.

Sexson, Craig (1979) B.A., Whitman College; M.A., Claremont Graduate University. President, La Verne College of Athens.

Sherman, James (1994) B.A., M.L.S., University of Southern California; J.D., University of La Verne. Director, Law Library, San Fernando Valley Campus.

Shoemaker, Emily (1998) B.A., California State University, Sacramento; M.A., California State University, Stanislaus; Ed.D., University of Southern California. Assistant Professor of Education.

Siefken, Jennifer (1994) B.S., University of La Verne. Academic Advisor, San Fernando Valley Campus.

Simon, Rick (1982) B.S., Harvey Mudd College; M.A., Claremont Graduate University; D.A., Idaho State University, Pocatello. Associate Professor of Mathematics.

Simopoulos, Karen P. (1992) B.A., University of Nebraska; M.S., University of Southern Mississippi. Assistant Professor of English and ESL, Athens.

Skondras, Mary (1994) B.A., Queens College; M.A., Columbia University. Associate Professor of English and ESL, Athens.

Snow, Janet (1982) B.S., University of Oregon; M.A., University of Redlands. Assistant Dean, SCE.

Somvichian, Kamol (1987) B.A., Chulalongkorn University; M.A., New York University; Ph.D., University of London. Professor of Political Science.

Soyemi, Bola (1999) M.B.A., University of La Verne. Financial Aid Advisor.

Spatara, Sandra (1988) B.S., Fordham University. Director, Naples Center.

Specter, J. M. (1993) B.A., University of La Verne; M.B.A., Frostburg State University; M.A., George Washington University; J.D., University of Maryland, Baltimore; Ph.D., Claremont Graduate University. Associate Professor of Law.

Spencer, Millicent R. (1985) B.A., California State University, Long Beach. Academic Advisor, Inland Empire Campus.

Stanton-Riggs, Lynn (1989) B.A., California State University, Long Beach; M.S., California State University, Fullerton. Assistant Professor; Director, Learning Enhancement Services; Coordinator, Services for Students with Disabilities.

Stevens, Darryl (1998) B.A., University of Mississippi; M.A., Chapman University; Ph.D., University of Southern California. Assistant Professor of Psychology.

Stillwell, Judi (1994) B.A., California State University, San Bernardino. Registrar, College of Law, San Fernando Valley Campus.

Stokes, Michelle (1999) Financial Aid Advisor.

Stone, George (1994) B.A., California State University, Long Beach; M.F.A., Rhode Island School of Design. Associate Professor of Art.

Stout, Allen (1996) B.S., University of Illinois; M.A., Naval Postgraduate School. Academic Advisor, Inland Empire Campus.

Faculty and Professional Staff

Tamaccio-Pappas, Alice (1994) B.A., Marymount College; M.A., Columbia University; Ed.D., Boston University. Professor of Biology, Athens.

Taylor, Patricia A. (1989) B.A., M.A., California State University, Los Angeles. Assistant Professor of Education.

Tempestoso-Bednar, Gabriella (1998) B.A., University of La Verne. Marketing Director, SCE.

Thakur, Rita (1978) B.S., Gujarat University; LL.B., Saurashtra University; M.B.A., Northwest Missouri State University. Professor of Business and Economics.

Thomas, Lorene (1994) B.A., University of La Verne. Financial Aid Advisor.

Thurman, Julie (1996) B.A., M.A., University of San Diego. Director, Housing and Residential Life.

Townsend, Mary (1988) Departmental Business Manager, Educational Management Department.

Tran, Linh (1997) B.S., University of California, Riverside. Database Administrator/Programmer.

Tresner, Brian (1992) B.S., California State Polytechnic University, Pomona; M.B.A., University of La Verne. Computer Lab and Network Supervisor.

Tripuraneni, Vinaya (1991) B.A., Stella Maris College; B.L.I.S., University of Madras, India; M.S., Drexel University. Assistant Professor; Electronic Services/Reference Librarian.

Trotter, Ruth (1989) B.A., Scripps College; M.F.A., Claremont Graduate University. Professor of Art.

Tsaklanganos, Angelos (1994) B.S., University of Athens; M.B.A., M.A., Ph.D., New York University. Professor of Business and Economics, Athens.

Tsalicoglou, Iacovo (1994) B.A., Dartmouth College; M.A., University of Chicago; Ph.D., Bath University. Professor of Business and Economics, Athens.

Underdue, Yvette (1998) M.A., Cambridge College. Marketing Director, SCE.

Van Zandt, Gary (1972) B.A., California State

University, Long Beach; M.S.L.S., University of Southern California; M.S., University of La Verne. Associate Professor; Cataloging and Reference Librarian.

Vergara, Derek (1995) B.A., M.A., Azusa Pacific University. Director, First Generation Student Success Program.

Vincent, Kitt (1998) B.S., Park College. Director, Vandenberg Residence Center.

Vournas, Stylianos (1985) B.S., University of Athens, Greece; M.S., Concordia University, Canada; Ph.D., Complutense University, Spain. Professor of Economics and Business, Athens.

Wakeling, Robert (1998) B.A., M.S., California State University, Hayward. Assistant Professor of Education.

Walden, Deborah (1988) B.A., M.B.A., University of La Verne. Departmental Business Manager, SCE.

Walecki, Julius (1994) M.S.E., Warsaw School of Economics; Ph.D., University of Ottawa. Marketing Director, School of Business and Global Studies.

Watts, Adalyn (1989) B.A., Georgia State University; M.L.S., Peabody College. Coordinator, Library Services, SCE.

Webster, Regina (1998) B.A., Pitzer College. Development Director.

Weede, Shawn (1997) B.A., University of California, Berkeley. Admissions Representative.

Werner, David (1982) B.A., M.A., San Francisco State University. Associate Professor of English; Coordinator, EPIC Program.

Whitby, Seta (1984) B.S., M.Ed., University of La Verne; M.S., Claremont Graduate University. Assistant Professor of Computer Science.

Wichman, Ann (1987) B.A., Central Michigan University; M.A., Claremont Graduate University; M.A., Ph.D., University of California, Los Angeles. Professor of Sociology.

Widolff, Pat (1991) B.A., Marion College; M.A., Xavier University; M.A., California State Polytechnic University, Pomona. Associate Professor of Movement and Sports Science.

Willoughby, William (1970) B.A., Elizabethtown

College; B.D., Bethany Theological Seminary; Ph.D., Boston University. Professor of Philosophy and Religion Emeritus.

Wilson, Susan (1993) B.A., University of California, Riverside; M.F.A., San Diego State University. Academic Advisor, CAPA.

Worley, R. Brian (1986) B.A., Pomona College. Director, Facilities Management.

Wright, Dorena A. (1989) B.A., M.A., Oxford University; Ph.D., University of Oregon. Associate Professor of English.

Wright, Owen (1983) B.A., Bridgewater College; M.S., University of Illinois; Ph.D., University of Oregon. Professor of Physical Education Emeritus.

Yakovee, Rehavia (1985) B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., Claremont Graduate University. Director of Admissions, Athens

Yordy, Jean (1998) B.A., Taylor University; M.A., Azusa Pacific University. Special Events Director, University Relations.

Young, Leslie (1992) B.S., M.S., University of La Verne. Assistant Professor of Education.

Yousof, Janat (1998) B.A., University of Malaya; M.P.A., Ph.D., University of Southern California. Associate Professor of Public Administration.

Zwissler, Wendy (1992) B.S., California State Polytechnic University, Pomona. Assistant Professor of Movement and Sports Science.

Abdulmumin, E. M. (1991) Ph.D., UC, Irvine. Senior Adjunct Professor, Psychology. *EPIC*.

Adam, John (1996) Ph.D., University of Illinois. Psychology. *North Island*.

Adams, Carol (1998) M.Ed., Fresno Pacific University. *Education, SCE*.

Adams, Jon (1996) Ed.D., University of La Verne. Educational Management. *Main Campus*.

Adamson, Willie (1999) Ph.D., Pepperdine University. Business/Global Studies. *Main Campus*.

Adelman, Robert (1989) J.D., Loyola Marymount Univ. Senior Adjunct Professor. *College of Law*.

Akin, Marjorie (1997) Ph.D., UC, Riverside. Anthropology. *CAPA*.

Albaum, Jean (1985) Ph.D., Claremont Grad. Univ. Senior Adjunct Professor, Psychology. *Main Campus*.

Aldrich, Jim (1997) M.S., CSU, Northridge. Health Services Management. *Inland Empire*.

Allen, Jacquelin (1991) M.S., CSU, Hayward. *Education, SCE*.

Allison, Kerry (1997) M.Div. School of Theology, Claremont. Religion. *ECBCS*.

Allmandinger, Michael (1997) Ed.D., Pepperdine University. *Education, SCE*.

Allred, Jeffrey (1998) M.P.A., CSU, Los Angeles. Public Administration. *Main Campus*.

Alves Jr., Daniel (1998) M.B.A., Golden Gate University. Business/Global Studies. *Vandenberg*.

Amirfathi, Parvaneh (1998) Ph.D., Utah State University. Business/Global Studies. *Orange County*.

Ananiadis, Blanca (1995) Ph.D., University of Essex. Political Science. *Athens*.

Anastasiou, Thomas (1995) Ph.D., University of Essex. Business/Global Studies. *Athens*.

Anderson, Darla (1994) J.D., UC, San Diego. *College of Law*.

Anderson, Patricia (1992) M.A., CSU, San Bernardino. Department Associate, *Education, SCE*.

Anderson, Phillip (1998) M.B.A., Chapman University. Business/Global Studies. *Inland Empire*.

Andrews, David L. (1998) Ed.D., University of Southern California. *Educational Management, SCE*.

Anicich, Christopher (1996) M.S., West Coast University. Business/Global Studies. *Inland Empire*.

Anzivino, Joseph (1994) M.B.A., Chapman University. Business/Global Studies. *Elmendorf*.

Applewhite, Wayne (1998) D.B.M., Colorado Technical University. Business/Global Studies. *Vandenberg*.

Note: Part-Time Faculty listings include the first date of teaching with ULV (in parentheses) followed by the highest degree earned and the degree-granting institution, the ULV faculty title (if any), the subject taught, and the primary teaching location.

Archer, Kraig (1995) M.A., CSU, San Diego. Behavioral Science. *North Island*.

PART-TIME FACULTY

Part-Time Faculty

- Ariessohn, Richard** (1993) M.S., CSU, San Diego. Sociology. *North Island*.
- Armada, Anthony** (1991) M.B.A., Xavier University. Adjunct Professor, *Health Services Mgmt., SCE*.
- Armstrong, David** (1993) Ph.D., University of Southern California. Sociology. *Main Campus*.
- Asheghian, Parviz** (1998) Ph.D., Georgia State University. Business/Global Studies. *Inland Empire*.
- Athanasoulis, Christos** (1995) Ph.D., University of Asten. Business/Global Studies. *Athens*
- Asheghian, Parviz** (1998) Ph.D., Georgia State University. Business/Global Studies. *Inland Empire*.
- Avati, Mohammad** (1999) Ph.D., UC, Los Angeles. Business/Global Studies. *Main Campus*.
- Ayres, Diane** (1990) M.A., CSU, Northridge. Adjunct Professor, Modern Languages. *San Fernando Valley*.
- Ayers, Michael** (1996) M.P.A., University of Southern California. Public Administration. *Main Campus*.
- Backer, Hans** (1998) D.P.M., Calif. College of Podiatric Medicine. Health Services Mgmt. *Orange County*.
- Bakhit, Kathy** (1997) M.S., CSU, Pomona. Business/Global Studies. *Main Campus*.
- Ball, Keith** (1994) M.B.A., University of Wyoming. Department Associate. Bus/Global St. *Vandenberg*.
- Baker, Jace** (1998) M.S., North Texas University. Business/Global Studies. *Main Campus*.
- Banks, Carolyn** (1996) Ed.D., University of La Verne. Management. *Main Campus*.
- Banks, David** (1991) D.P.A., University of La Verne. Adjunct Professor, Public Administration. *Pt. Mugu*.
- Barker, Edward** (1980) Ph.D., Univ. of So. Cal. Senior Adjunct Professor., Bus/Global Studies. *Main Campus*.
- Barkhurst, Michael** (1999) Ed.D., University of Massachusetts. *Educational Management, SCE*.
- Bartlet, John** (1992) Ph.D., United States International University. *Education, SCE*.
- Baugh, Clifford** (1998) M.B.A., University of Redlands. Business/Global Studies. *Main Campus*.
- Bauman, Antonina** (1988) M.B.A., University of Alaska. Business/Global Studies. *Eielson*.
- Baumeister, Donald** (1996) J.D., Western State University. *Education, SCE*.
- Beck, Fred** (1991) M.B.E., Claremont Graduate Univ. Adjunct Professor, Bus/Global Studies. *Main Campus*.
- Becwar, Laurie** (1998) M.B.A., University of Alaska. Business/Global Studies. *Eielson*.
- Bednar, George** (1991) M.S., Naval Postgrad. School. Adjunct Prof., Bus/Global Studies. *Ventura County*.
- Bendat, William** (1992) Ph.D., Nova University. *Education, SCE*.
- Benest, Frank** (1995) Ed.D., Brigham Young University. Public Administration. *Main Campus*.
- Bennett, Addison** (1990) M.S., New York University. Adjunct Professor, *Health Services Management, SCE*.
- Berg, Gregory** (1993) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Berger, Kenneth** (1985) Ph.D., UC, Los Angeles. Biology. *North Island*.
- Berkshire, Steven** (1994) Ed.D., Boston University. Health Services Management. *Elmendorf*.
- Berman, Ronald** (1999) J.D., University of La Verne. *College of Law*.
- Bernard, John** (1996) Ed.D., University of San Francisco. *Educational Management, SCE*.
- Bero, Francesca** (1985) Ph.D., Claremont Graduate University. Adjunct Professor, *Education, SCE*.
- Berry, Robert** (1992) M.A., CSU, San Jose. Music. *EPIC..*
- Bettencourt, Jeffrey** (1993) M.S., University of La Verne. *Education, SCE*.
- Bettner, Tim** (1987) M.B.A., CSU, Long Beach. Senior Adjunct Professor, Bus/Global Studies. *Orange Co*.
- Bias, Katrina** (1994) M.Ed., University of La Verne. *Education, SCE*.
- Blackmore, Lois** (1988) Ed.D., Pepperdine University. Adjunct Professor, *Health Services Mgmt., SCE..*
- Blanck, Walter** (1999) M.A., University of Redlands. Business/Global Studies. *San Fernando Valley*.
- Blek, George** (1997) Ed.D., Western Colorado University. *Educational Management, SCE*.
- Blickenstaff, Todd** (1997) M.A., Claremont Graduate University. Psychology. *Main Campus*.
- Blood, Michael** (1992) M.A., CSU, San Diego. Sociology. *North Island*.
- Bodnar-Plank, Katarine** (1999) J.D., Southern Calif. Institute of Law. Health Services Mgmt. *Ventura Co*.
- Boghikian, Sissag** (1996) D.P.A., University of La Verne. Computer Science. *Main Campus*.
- Bono, Nancy** (1998) M.Ed., University of La Verne. *Education, SCE*.
- Boos, Michael** (1997) D.M.A., Claremont Graduate University. Music. *CAPA*
- Bornmann, Mary Ann** (1991) Ed.D., Rutgers University. *Education, SCE*.
- Boruszko, Samuel** (1996) M.F.A., California Institute of the Arts. Music. *American Baptist Theological Ctr*.
- Bowman, Karen** (1998) Ph.D., Cornell University. Business/Global Studies. *Inland Empire*.
- Boyd, Edwin** (1989) M.B.A., Univ. of So. Cal. Adjunct Professor, Business/Global St. *San Fernando Valley*.
- Boyd, John** (1999) M.A., CSU, San Jose. Educational Management. *Main Campus*.
- Boyle, Robert** (1997) Psy.D., Biola University. Education. *Main Campus*.
- Bradley, Joseph** (1998) E.M.B.A., Claremont Graduate Univ. Business/Global Studies. *Main Campus*.
- Brady, Christine** (1997) M.S., CSU, Pomona. Natural Science. *Inland Empire*.
- Brady, Keith** (1998) M.B.A., National University. Health Services Management. *Inland Empire*.
- Brann, Alton J.** (1988) M.S., CSU, San Luis Obispo. Business/Global Studies. *Ventura Co*.
- Brison, Nancy L.** (1998) Ph.D., Pacific Graduate School of Psychology. *Education, SCE*.

Part-Time Faculty

- Brock, David** (1999) Ph.D., Claremont Graduate University. Music. *Main Campus*.
- Brock, Henry** (1998) M.B.A., CSU, Pomona. Business/Global Studies. *Main Campus*.
- Brod, William** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Brown, Cheryl** (1990) Ph.D., UC, Berkeley. Religion. *American Baptist Theological Center*.
- Brown, Eleanor** (1990) Ph.D., University of Southern California. *Educational Management, SCE*.
- Brown, Eva** (1998) M.S.L.M., University of La Verne. Management. *Main Campus*.
- Brown, Julie** (1990) M.P.P.A., Mississippi State Univ. Adjunct Prof., Bus/Global St. *San Fernando Valley*.
- Brown, Tim** (1996) M.S., CSU, Fullerton. *Educational Management, SCE*.
- Brumm, Caroline** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Bruno, Charles** (1997) M.S., University of La Verne. Health Services Management. *Inland Empire*.
- Buckus, Patrick** (1994) Ed.D., United States International University. *Education, SCE*.
- Burgan, Christopher** (1997) B.A., CSU, Long Beach. Art. *CAPA*.
- Burk, Jerry** (1994) Ph.D., University of Oklahoma. Business/Global Studies. *Eielson*.
- Butler, La Donna** (1994) CSU, Los Angeles. Health Services Management. *Orange County*.
- Cacnis, Demetrios** (1997) Ph.D., New York University. Business/Global Studies. *Athens*.
- Caesar, Vance** (1995) Ph.D., Walden University. Business/Global Studies. *Orange County*.
- Cahill, Karen** (1994) M.Ed., Bowling Green State University. Music. *Main Campus*.
- Caire, Christina** (1998) M.B.A., CSU, Sacramento. Business/Global Studies. *Inland Empire*.
- Calabrese, Patricia** (1998) M.A., CSU, Sacramento. *Education, SCE*.
- Callahan, John** (1971) M.A., UC, Santa Barbara. Sociology. *North Island*.
- Callicott, Toni** (1993) M.A., CSU, San Bernardino. Health Services Management. *Eielson*.
- Campbell, James** (1998) M.B.A., University of Pennsylvania. Business/Global Studies. *Inland Empire*.
- Campbell, Trevor** (1997) M.A., UC, Los Angeles. Sociology. *Main Campus*.
- Capps, Steven** (1999) M.B.A., CSU, Fullerton. Business/Global Studies. *Orange County*.
- Caputo, Linda** (1998) M.S., CSU, Los Angeles. Education. *Main Campus*.
- Carp, Sid** (1993) Ph.D., U.S. International University. Business/Global Studies. *Orange County*.
- Carr, Gregory, Sr.** (1996) M.B.A., University of Pennsylvania. Business/Global Studies. *Elmendorf*.
- Carr, Paul** (1977) Ed.D., Brigham Young University. Adjunct Professor. *Education, SCE*.
- Carter, Bruce** (1996) Ph.D., California Institute of Technology. Natural Science. *San Fernando Valley*.
- Carter, Donald** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Carter, Wayne** (1986) Ed.D., University of Southern California. Senior Adjunct Professor. *Education, SCE*.
- Castruita, Phillip** (1994) M.A., Claremont Graduate University. History. *EPIC*.
- Cavina, Kristan** (1988) Laurea, University of Florence, Italy. Adjunct Professor. English. *Main Campus*.
- Cecil, Christine** (1995) M.A., CSU, Pomona. *Education, SCE*.
- Ceron, Patricia** (1998) J.D., Western State University. Business/Global Studies. *Inland Empire*.
- Chamberlain, Nancy** (1987) M.A., Pepperdine University. Psychology. *American Baptist Theological Ctr*.
- Chambers, James** (1986) M.S., Univ. of Arkansas. Adjunct Professor, Business/Global Stud. *Vandenbergh*.
- Chambers, Steve** (1998) M.S., CSU, Bakersfield. Business/Global Studies. *Inland Empire*.
- Chiasson, Harold** (1999) M.B.T., University of Southern Calif. Business/Global Studies. *Main Campus*.
- Childers, Leroy II** (1995) M.B.A., Loyola University. Business/Global Studies. *Eielson*.
- Chorlian, Jack** (1999) M.B.A., University of La Verne. Business/Global Studies. *San Fernando Valley*.
- Christianson, Karen** (1994) M.A., University of La Verne. *Education, SCE*.
- Christides, Vassilios** (1983) Ph.D., Princeton University. History. *Athens*.
- Cianchetti, Sam** (1999) J.D., University of Southern California. Law. *Main Campus*.
- Cisneros, Richard** (1995) Ed.D., University of Southern California. *Education, SCE*.
- Clark, David** (1992) Ph.D., Arizona State University. *Education, SCE*.
- Clark, Karen** (1986) D.M.A., University of Michigan. Adjunct Professor, Music. *Main Campus*.
- Clark-White, Patricia** (1991) Ed.D., UC, Los Angeles. Adjunct Professor, Educational Mgmt. *Main Campus*.
- Clayton, Mark** (1996) M.B.A., CSU, San Diego. Business/Global Studies. *North Island*.
- Clayton, David** (1993) Ph.D., University of San Diego. English. *North Island*.
- Clemon, Doretha** (1992) Ph.D., University of Mississippi. Computer Science. *North Island*.
- Cleveland, Christy** (1992) M.S., University of La Verne. Adjunct Professor. *Education, SCE*.
- Coe, Mary** (1993) M.A., UC, Los Angeles. *Education, SCE*.
- Cooper, Christine** (1998) Ph.D., University of Southern California. Psychology. *Main Campus*.
- Colvin, Wesley** (1996) M.B.A., Claremont Graduate Univ. Business/Global Studies. *San Fernando Valley*.
- Condon, Kellie** (1997) Ph.D., Brigham Young University. *Education, SCE*.
- Consoli, John** (1997) D.P.A., University of Southern California. Business/Global Studies. *Orange Co*.

Part-Time Faculty

- Coolbaugh, Carrie** (1994) D.P.A., University of La Verne. Public Administration. *CAPA*.
- Cooper-Byram, Dianne** (1998) Ph.D., California Graduate Instit. Health Services Mgmt. *Ventura Co.*
- Corsi, Lucy** (1984) M.A., University of La Verne. Senior Adjunct Professor, French. *Athens*.
- Costello, John** (1995) Ed.D., University of Southern California. *Educational Management, SCE*.
- Coussis, Theodore** (1976) M.A., New School for Soc. Res. Senior Adjunct Prof., Bus/Global St. *Athens*.
- Cowperthwaite, Bill** (1996) M.A., CSU, San Diego. Mathematics. *North Island*.
- Cox, Michelle** (1997) M.A., CSU, San Bernardino. *Education, SCE*.
- Craggett, Alberta** (1976) M.A., Atlanta University. Adjunct Professor, Religion. *ECBCS*.
- Craggett, Foster** (1981) D.Min., Claremont Graduate Univ. Senior Adjunct Professor, Religion. *ECBCS*.
- Crehan, Jacquelyn** (1999) Ph.D., Univ. of Nebraska. Business/Global Studies. *Elmendorf*.
- Crum, Susan** (1994) Ed.D., University of Southern California. *Education, SCE*.
- Csellak, William** (1983) M.A., CSU, Northridge. Adjunct Professor, English. *Pt. Mugu*.
- Culpepper, Anthony** (1998) M.B.A., Pepperdine University. Business/Global Studies. *Main Campus*.
- Cunningham, David** (1996) M.S., CSU, San Diego. Natural Science. *North Island*.
- Custer, Henry** (1987) Ph.D., University of Alabama. Adjunct Prof., Business/Global Studies. *North Island*.
- Daines, Larry M.** (1998) J.D., University of Utah. Business/Global Studies. *Main Campus*.
- Daly, Sybil** (1992) J.D., Western State University. Business/Global Studies. *Pt. Mugu*.
- Dana, Richard** (1998) Ph.D., University of Illinois. Distinguished Scholar, Psychology. *Main Campus*.
- Daniel, Leon** (1995) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Dannenberg, Eric** (1996) M.F.A., University of Southern California. Journalism. *Main Campus*.
- Davidson, Alexis** (1992) B.A., University of Southern California. Business/Global Studies. *North Island*.
- Davis, Annette** (1998) M.B.A., CSU, Sacramento. Business/Global Studies. *Inland Empire*.
- Davis, Clarence** (1986) M.Div., Princeton Theological Seminary. Religion. *ECBCS*.
- Davisson, Marvin** (1997) M.A., University of La Verne. *Education, SCE*.
- Daw, Allan** (1995) J.D., San Joaquin College of Law. Business/Global Studies. *Inland Empire*.
- Dean, Rebecca** (1995) M.A., Webster University. Business/Global Studies. *Eielson*.
- Deaver, Karen** (1997) M.S., CSU, San Jose. *Education, SCE*.
- Decker, Georgia** (1991) M.B.A., Golden Gate University. Business/Global Studies. *Inland Empire*.
- Decker, J. T.** (1991) Ph.D., University of Minnesota, Minneapolis. *Health Services Management, SCE*.
- DeGroot, Carol** (1995) M.S., University of Southern California. *Education, SCE*.
- DeLisle, Frederick** (1996) M.S., Shippensburg University. Business/Global Studies. *Ventura County*.
- Dell'Osso, Linda** (1989) Ph.D., Claremont Grad. Univ. Senior Adjunct Professor, Bus/Global Studies. *CAPA*.
- DeLong, Linda** (1990) M.B.A., Claremont Graduate Univ. Adjunct Professor, Bus/Global Studies. *CAPA*.
- Dettrick, Cheryl Lynn** (1998) M.S., University of La Verne. Business/Global Studies. *Ventura County*.
- DeVroom, William** (1998) M.B.A., Claremont Graduate Univ. Bus/Global Studies. *Inland Empire*.
- Diamond, Jeffrey** (1995) J.D., Loyola University. Law. *College of Law*.
- DiCamillo, Dennis** (1999) M.S., Univ. of Illinois. Business/Global Studies. *Main Campus*.
- Dimpel, Janeane** (1990) Ph.D., Claremont Graduate Univ. Adjunct Professor, *Educational Mgmt., SCE*.
- Dinmore, Ian** (1997) Ph.D., UC, Los Angeles. Health Services Management. *Inland Empire*.
- DiPaolo, Patricia** (1998) M.A., University of La Verne. *Education, SCE*.
- Dirks, Robert** (1999) M.Div., Wartburg Seminary. English. *Main Campus*.
- Ditty, Marilyn** (1993) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *Main Campus*.
- Doherty, Leonard** (1981) M.B.A., Fairleigh Dickinson Univ. Adjunct Professor, Bus/Global St. *Elmendorf*.
- Dominguez, Robert** (1983) Professional Musician. Adjunct Professor, Music. *Main Campus*.
- Donaghy, Tana** (1999) M.A., CSU, Los Angeles. Theatre Arts. *CAPA*.
- Donner, David** (1983) M.B.A., Pepperdine University. Adjunct Professor, *Health Services Mgmt., SCE*.
- Doumas, Christos** (1978) Ph.D., UC, Los Angeles. Senior Adjunct Professor, Political Science. *Athens*.
- Downer, Rande** (1996) M.S., Pepperdine University. *Education, SCE*.
- Downing, Janet** (1996) M.B.A., University of Alaska. Business/Global Studies. *Eielson*.
- Drouillard, Steve** (1993) M.S., University of La Verne. *Education, SCE*.
- DuBois, Joseph** (1992) J.D., University of San Diego. Business/Global Studies. *Orange County*.
- Duffy, Peggy** (1993) M.S., UC, Los Angeles. *Education, SCE*.
- Dugger, Sterling** (1998) M.S., Air Force Institute of Technology. Business/Global Studies. *Vandenberg*.
- Dunham, Judith Ann** (1998) M.A., Fresno Pacific University. *Education, SCE*.
- Dunn, Nancy** (1988) M.Ed., CSU, Bakersfield. Adjunct Professor. *Education, SCE*.
- Dyar, Michael** (1999) M.B.A., Clemson University. Business/Global Studies. *Inland Empire*.
- Dyck, Harold** (1996) Ph.D., Purdue University. Business/Global Studies. *Inland Empire*.

Part-Time Faculty

- Eagleson, Michael** (1995) M.S., University of La Verne. Public Administration. *CAPA*.
- Elizondo, Fernando** (1999) Ed.D., University of Southern Calif. Educational Mgmt. *Main Campus*.
- Emerson, Sandra** (1995) Ph.D., University of Southern Calif. Public Administration. *Main Campus*.
- Engbrecht, Victoria** (1990) M.Ed., University of La Verne. Adjunct Professor. *Education, SCE*.
- England, Melvin** (1994) M.B.A., West Coast University. Business/Global Studies. *Pt. Mugu*.
- Erich, David** (1999) M.A., University of Texas. *Education, SCE*.
- Ervin, Diane** (1983) M.B.A., CSU, Fullerton. Adjunct Professor, Business/Global Studies. *Inland Empire*.
- Evans, Frank** (1996) M.A., CSU, San Diego. *Educational Management, SCE*.
- Evans, Lawrence** (1981) M.S., University of La Verne. Adjunct Professor, Business/Global St. *Ventura Co*.
- Evans, Martha** (1987) Ed.D., University of La Verne. Adjunct Professor, Educational Mgmt. *Main Campus*.
- Ewing, Thomas** (1993) Ph.D., Mississippi State University. *Education, SCE*.
- Faraji, Salim** (1999) M.Div., Claremont School of Theology. Religion. *ECBCS*.
- Farrell, Holly Ann** (1996) B.A., CSU, Fullerton. Theatre Arts. *CAPA*.
- Farrer, Vicki** (1992) M.B.A., Webster University. *Educational Management, SCE*.
- Fasler, John A. Jr.** (1997) J.D., Western State University. Business/Global Studies. *Ventura County*.
- Fasler, Karen S.** (1997) J.D., Western State University. Business/Global Studies. *Ventura County*.
- Faul, David** (1992) M.B.A., University of Michigan. Business/Global Studies. *Point Mugu*.
- Favro, David** (1993) M.A., CSU, San Jose. *Education, SCE*.
- Fekete, Frank** (1997) J.D., Harvard University. Educational Management. *Main Campus*.
- Feldman, Carl** (1999) J.D., University of West Los Angeles. Business/Global Studies. *San Fernando Val*.
- Ferencik, David** (1993) M.S., CSU, Sacramento. *Education, SCE*.
- Ferguson, Robert** (1993) J.D., University of Southern California. Adjunct Professor, Paralegal. *CAPA*.
- Fesmire, Anthony** (1998) B.M., Berkeley College of Music. Music. *Main Campus*.
- Fischer, Klaus** (1992) Ph.D., UC, Santa Barbara. History. *Vandenberg*.
- Fischer, Sara Ann** (1997) M.A., Chapman University. *Education, SCE*.
- Fishburn, Charles** (1987) M.S., George Washington Univ. Adjunct Prof., Business/Global St. *Orange Co*.
- Fitchett, Monte** (1991) M.A., University of La Verne. *Education, SCE*.
- Fittus, Ronald** (1999) M.A., UC, Los Angeles. Business/Global Studies. *Orange County*.
- Fitzgerald, Heather** (1997) M.B.A., CSU, Bakersfield. Business/Global Studies. *Ventura Co*.
- Flannery, Kate** (1996) J.D., University of Southern California. *College of Law*.
- Flippin, Michael** (1996) J.D., University of La Verne. Business/Global Studies. *CAPA*.
- Flores, Deborah** (1989) M.A., CSU, San Bernardino. Adjunct Professor, *Education, SCE*.
- Font, Edwardo** (1989) Ph.D., UC, Los Angeles. Spanish. *American Baptist Theological Center*.
- Fontaine, Victor** (1995) Ph.D., University of Fribourg. Business/Global Studies. *Ventura County*.
- Ford, Terrell** (1984) M.P.A., CSU, Long Beach. Adjunct Professor, *Health Services Mgmt., SCE*.
- Fox, Freda** (1987) M.A., CSU, Los Angeles. Senior Adjunct Professor, Biology. *Main Campus*.
- Freeman, Lois** (1998) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Freers, Shirley** (1996) Ed.D., Pepperdine University. Behavioral Science. *Orange County*.
- Fritch, Roger** (1985) J.D., Western State Univ. Adjunct Prof., Business/Global Studies. *Orange County*.
- Furay, John** (1995) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Gamon, Rachel** (1991) M.H.A., CSU, Bakersfield. *Health Services Management, SCE*.
- Gary, Thomas** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Gatejen, JoAnne** (1996) Ed.D., University of San Francisco. Educational Management. *Main Campus*.
- Gatzonas, Efthimios** (1995) Ph.D., Temple University. Business/Global Studies. *Athens*.
- Gaunt, Thomas** (1999) M.S., University of La Verne. Business/Global Studies. *Orange County*.
- Gemma, Thomas** (1992) Ph.D., University of San Francisco. Adjunct Professor, *Education, SCE*.
- George, Worth** (1995) M.P.A., CSU, Fullerton. *Health Services Management, SCE*.
- Gerson, Walter** (1997) Ph.D., University of Maryland. Communications. *North Island*.
- Gianiotis, Spiro** (1992) M.B.A., University of La Verne. Business/Global Studies. *Athens*.
- Giglione, Joan S.** (1998) Ph.D., University of Texas. Business/Global Studies. *San Fernando Valley*.
- Gillis, Arthur** (1995) B.S., Roosevelt University. Business/Global Studies. *Main Campus*.
- Ginepra, Alfred** (1998) M.B.A., Columbia University. Business/Global Studies. *Main Campus*.
- Giuliano, Gregory** (1994) M.A., University of San Diego. *Education, SCE*.
- Giwertz, William** (1985) M.B.A., National University. Adjunct Professor, *Health Services Mgmt., SCE*.
- Gizelis, Theodora-Ismene** (1998) M.A., Claremont Graduate Univ. Political/Science. *San Fernando Val*.
- Glassman, David** (1989) J.D., Loyola Marymount University. Adjunct Professor. *College of Law*.
- Glazer, Barbara** (1991) M.S., CSU, Sacramento. Senior Adjunct Professor. *Education, SCE*.

Part-Time Faculty

- Glynn, Elizabeth** (1998) M.I.M., Am. Grad. School of Internat. Mgmt. Bus/Global Studies. *Main Campus.*
- Goertzen, Lando** (1993) M.S., University of North Dakota. Mathematics. *Point Mugu.*
- Goines, Roy** (1990) M.B.A., University of Detroit. Adjunct Professor, Business/Global Studies. *CAPA.*
- Gonzales, James** (1999) M.S., University of San Francisco. Public Administration. *Inland Empire.*
- Gonzalez, Laura** (1999) M.A., CSU, Fresno. *Education, SCE.*
- Good, Randall** (1998) M.Ed., University of La Verne. Biology. *Main Campus.*
- Goodman, Marc** (1999) J.D., University of La Verne. *College of Law.*
- Goodson, Gary** (1987) Ed.D., University of Southern California. Adjunct Professor, *Education, SCE.*
- Gordon, Bruce** (1995) M.B.A., Claremont Graduate Univ. Health Services Management. *Inland Empire.*
- Gould, Robert** (1996) M.B.A., University of Nebraska. Health Services Management. *Eielson.*
- Granderson, Gregory** (1990) M.S., University of La Verne. *Education, SCE.*
- Green, Thomas** (1998) M.S., Lehigh University. Business/Global Studies. *Vandenberg.*
- Greenberg, Jonathan** (1996) Ed.D., University of La Verne. *Education, SCE.*
- Greer, Rachelle** (1997) M.P.A., University of Wyoming. Business/Global Studies. *Vandenberg.*
- Gurant, Michael** (1988) Ph.D., UC, Los Angeles. Adjunct Prof., Bus/Global Studies. *San Fernando Valley.*
- Gurnick, David** (1999) J.D., UC, Berkeley. *College of Law.*
- Guynes, Luther** (1992) Ph.D., Claremont Grad. Univ. Adjunct Prof., Bus/Global Studies. *San Fernando Val.*
- Haaraden, John** (1998) Ph.D., UC, San Diego. Business/Global Studies. *North Island.*
- Haase, Renne** (1996) Ph.D., United States International University. Humanities. *North Island.*
- Habib, Nicholas** (1999) Ph.D., Claremont Graduate University. Religion/Philosophy. *San Fernando Valley.*
- Haff, Wallace** (1997) M.S.A., George Washington University. Business/Global Studies. *Vandenberg.*
- Hagar, Deborah** (1981) M.B.A., Calif. Western Univ., Senior Adjunct Prof., *Health Services Mgmt., SCE.*
- Haggard, Dennis** (1990) Ed.D., University of San Francisco. *Educational Management, SCE.*
- Halcrow, Ronald** (1993) M.S., University of Rochester. Business/Global Studies. *San Fernando Valley.*
- Hale, Ronald** (1996) M.B.A., Golden Gate University. Business/Global Studies. *Elmendorf.*
- Hall, Lynne** (1998) Ph.D., University of Southern California. *Education, SCE.*
- Hamm, Rebecca** (1993) M.F.A., Claremont Graduate University, Adjunct Professor, Art. *Main Campus.*
- Hanawalt, Anita** (1983) M.M., Westminster Choir College. Senior Adjunct Professor, Music. *Main Campus.*
- Hanson, Phillip** (1983) M.A., Claremont Graduate Univ. Philosophy. *American Baptist Theological Ctr.*
- Haraden, John** (1998) Ph.D., UC, San Diego. Business/Global Studies. *North Island.*
- Harbottle, Kathleen** (1996) M.B.A., Pepperdine University. Business/Global Studies. *Orange County.*
- Harder, Richard** (1981) M.S., CSU, Los Angeles. Adjunct Professor, *Health Services Mgmt., SCE.*
- Harding, Robert** (1995) M.S., Nova University. Business/Global Studies. *Orange County.*
- Harrigan, James R.** (1998) M.A., University of Connecticut. Political Science. *Main Campus.*
- Harrington, Arthur** (1999) M.A., CSU, Los Angeles. *Educational Management, SCE.*
- Hart, Roxine C.** (1998) M.S., Chapman University. Business/Global Studies. *Ventura County.*
- Hartfield, Anne** (1997) M.A., University of Denver. History. *Main Campus.*
- Hartling, Douglas** (1997) M.B.A., Loyola-Marymount University. Business/Global Studies. *Point Mugu.*
- Hatch, Patricia** (1997) M.A., CSU, San Bernardino. *Education, SCE.*
- Hayes, Jonathan** (1988) J.D., Loyola Marymount University. Senior Adjunct Professor. *College of Law.*
- Hazerian, Thomas** (1992) M.B.A., University of La Verne. Adjunct Prof., *Health Services Mgmt, SCE.*
- Hecht, Noel** (1989) M.P.H., UC, Los Angeles. Adjunct Prof., *Health Services Management, SCE.*
- Hedekin, Andrew** (1990) Ph.D., University of Michigan. Adjunct Professor, Psychology. *North Island.*
- Hemenway, Elaine** (1994) M.S., University of Santa Clara. Mathematics. *Main Campus.*
- Hemker, Robert** (1988) M.H.A., Univ. of La Verne. Adjunct Professor, *Health Services Mgmt., SCE.*
- Henderson, James** (1989) M.Ed., CSU, Bakersfield. *Educational Management, SCE.*
- Henkelman, Wayne** (1990) M.S., Univ. of La Verne. Adjunct Professor., Psychology. *Main Campus.*
- Henry, Jim** (1993) Ph.D., Southern Illinois University. Psychology. *North Island.*
- Hertig, Paul** (1994) M.Div., Fuller Theological Seminary. Religion. *American Baptist Theological Center.*
- Hewitt, John** (1982) M.A., CSU, Fullerton. Adjunct Professor. Public Administration. *Orange County.*
- Hibdon, Alfred** (1981) J.D., University of La Verne. Senior Adjunct Professor. *College of Law.*
- Higgins, Thomas** (1996) Ph.D., University of Southern Calif. Business/Global Studies. *San Fernando Valley.*
- Hiigel, John** (1993) M.Div., Fuller Theological Seminary. Music. *American Baptist Theological Center.*
- Hill, Robert E.** (1997) M.P.A., Golden Gate University. Public Administration. *Main Campus.*
- Hill, Wayne** (1990) M.B.A., CSU, Los Angeles. Adjunct Prof., Bus/Global Studies. *San Fernando Valley.*
- Hinger, Ward** (1998) M.B.A., Wayland Baptist University. Health Services Management. *Elmendorf.*
- Hirai, Debra** (1994) University of Southern California. *Education, SCE.*

Part-Time Faculty

- Hirschberg, Leslie** (1998) J.D., University of Southern California. *College of Law.*
- Hitchcock, Damon** (1984) M.A., CSU, San Diego. Adjunct Professor, Art. *North Island.*
- Hoffman, Jay** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Hoffman, Susan** (1995) M.A., University of Minnesota. Art. *Main Campus.*
- Hogrefe, Richard Jr.** (1999) M.A., Eastern Michigan University. Business/Global Studies. *Education, SCE.*
- Holmes, Robert** (1985) J.D., Southwestern University. *College of Law.*
- Holsenbeck-Smith, Candace** (1998) M.A., CSU, Northridge. *Education, SCE.*
- Hopkins, Jerry** (1994) M.S., Oklahoma State University. Business/Global Studies. *Vandenberg.*
- Hopkins, Patricia** (1998) Ph.D., Claremont Graduate University. Business/Global Studies. *Main Campus.*
- Hornbuckle, James** (1996) Ph.D., Claremont Graduate Univ. Business/Global Studies. *San Fernando Val.*
- Horowitz, Jordon** (1994) Claremont Graduate University. Health Services Management. *Orange County.*
- Hosford, Venita** (1998) D.P.A., University of La Verne. Public Administration. *Main Campus.*
- Hovav, Anat** (1997) M.S., Loyola Marymount University. Computer Science. *Main Campus.*
- Howard, Lori** (1994) Ph.D., University of Southern California. Public Administration. *Main Campus.*
- Howell, Kathleen** (1991) M.A., CSU, Pomona. *Education, SCE.*
- Huff, Laurence** (1996) M.B.A., University of La Verne. Health Services Management. *Inland Empire.*
- Hughes, William** (1993) M.S., University of La Verne. *Education, SCE.*
- Huh, Sung-Koo** (1996) Ph.D., Kent State University. Business/Global Studies. *Inland Empire.*
- Hwang, Hae Kyung** (1998) M.M., UC, Los Angeles. Music. *Main Campus.*
- Ide, Linda** (1997) M.S., University of La Verne. *Education, SCE.*
- Ingersoll, James** (1981) M.A., University of Missouri, Columbia. Senior Adjunct Professor, Math. *Pt. Mugu.*
- Jackson, William** (1992) M.S., University of Southern California. *Educational Management, SCE.*
- Jackson, William** (1998) M.B.A., Golden Gate University. Business/Global Studies. *Inland Empire.*
- Jacobs, Don E.** (1997) M.S., University of La Verne. Business/Global Studies. *Ventura County.*
- Jacobs, Jacqueline** (1996) Ph.D., University of Washington. Biology. *San Fernando Valley.*
- Jagannathan, Christine** (1998) B.S., University of La Verne. English. *Main Campus.*
- Jashni, Vera** (1997) Ed.D., Brigham Young University. *Educational Management, SCE.*
- Jeffery, David S.** (1997) M.B.A., Embry-Riddle Aero. Institute. Business/Global Studies. *Vandenberg.*
- Jelly, Joann** (1993) Ed.D., University of San Francisco. *Education, SCE.*
- Johar, J. S.** (1997) Ph.D., McGill University. Business/Global Studies. *Main Campus.*
- Johnson, Melissa** (1991) Ph.D., Univ. of Southern Cal. Senior Adjunct Prof., Psychology. *Main Campus.*
- Johnson, Norman** (1987) M.Div., Claremont School of Theology. Religion. *ECBCS.*
- Johnson, Steven** (1994) M.Div., Interdenominational Theological Center. Religion. *ECBCS.*
- Jordan, Robert** (1996) M.B.A., University of Alaska. Business/Global Studies. *Eielson.*
- Joseph, Sandy S.** (1998) M.A., Pacific Oaks College. Health Services Management. *Ventura County.*
- Joyce, Robert** (1980) M.S., Illinois Institute of Tech. Adjunct Prof., Business/Global Studies. *Orange Co.*
- Juergens, Michael** (1997) M.B.A., UC, Irvine. Business/Global Studies. *Orange County.*
- Kahn, Harold** (1997) Ed.D., University of San Francisco. *Educational Management, SCE.*
- Kambouris, George** (1994) M.B.A., St. John's University. Business/Global Studies. *Athens.*
- Katen, James** (1998) M.B.A., University of Montana. Public Administration. *Ventura County.*
- Kazan, Anthony** (1995) M.Ed., University of La Verne. *Education, SCE.*
- Keady, John** (1998) M.B.A., Harvard University. Business/Global Studies. *San Fernando Valley.*
- Keith, Jesse** (1985) M.B.A., Columbus College. Adjunct Professor, Business/Global Studies. *Eielson.*
- Kelly, Edward** (1987) M.B.A., Univ. of Southern Calif. Adjunct Prof., Business/Global Studies. *Main Campus.*
- Kent, Steven** (1995) B.A., University of Southern California. Adjunct Professor, Theatre. *Main Campus.*
- Kenworth, Kurt** (1997) M.B.A., Harvard University. Business/Global Studies. *Main Campus.*
- Ketola, Darlene** (1997) M.S., CSU, Northridge. Business/Global Studies. *Ventura County.*
- Kettner, Robert** (1996) M.B.A., Harvard University. Business/Global Studies. *Inland Empire.*
- Khazzan, Bashir** (1997) D.P.H., Loma Linda University. Health Services Management. *Inland Empire.*
- Khosraviyani, Firooz** (1999) Ph.D., University of Wales. Mathematics/Physics. *Main Campus.*
- King, Suzanne** (1996) M.A., CSU, Sacramento. *Educational Management, SCE.*
- Kinsinger, Billie** (1990) Ed.D., Brigham Young Univ., Adjunct Professor, *Educational Management, SCE.*
- Kinzie, Steve** (1997) M.A., University of Washington. English. *Main Campus.*
- Kipp, Kenneth** (1986) M.P.A., University of La Verne. Adjunct Professor, Public Administration. *Ventura Co.*
- Kircher, Patricia** (1996) M.P.A., University of La Verne. Management. *Main Campus.*
- Kirgan, James** (1991) M.B.A., California Lutheran Univ. Adjunct Prof., Bus/Global Studies. *Ventura Co.*
- Knapp, Daniel** (1997) M.Ed., Kent State University. *Educational Management, SCE.*

Part-Time Faculty

- Knego, Thomas** (1991) J.D., Calif. Western School of Law. Adjunct. Prof., *Health Services Mgmt., SCE.*
- Knell, Robert** (1971) J.D., Harvard University. Senior Adjunct Professor. *College of Law.*
- Knudsen, Dee** (1994) M.S., University of La Verne. Health Services Management. *Inland Empire.*
- Ko, Sung Won** (1992) Ph.D., New York University. Adjunct Professor, ESL and Japanese. *Main Campus.*
- Kohler, Donald** (1998) M.B.A., CSU Bakersfield. Business/Global Studies. *Inland Empire.*
- Kohler, James** (1997) M.H.A., Baylor University. Health Services Management. *Eielson.*
- Koon, Gene** (1990) J.D., Whittier College. Adjunct Professor. *College of Law.*
- Krikorian, Hovig** (1996) M.A., CSU, Pomona. Business/Global Studies. *Inland Empire.*
- Krohne, Kay** (1991) Ph.D., Southern Illinois University. Business/Global Studies. *North Island.*
- Kroll, C. Douglas** (1998) M.A., University of San Diego. History. *Main Campus.*
- Kumar, Usha** (1997) Ph.D., University of Wellington. Health Services Management. *Main Campus.*
- Kushins, Harold** (1998) Ed.D., UC, Berkeley. *Educational Management, SCE.*
- Laird, Judy P.** (1998) M.Ed., University of La Verne. *Education, SCE.*
- Landon, John** (1978) M.S., Univ. of La Verne. Adjunct Prof., Business/Global Studies. *San Fernando Valley.*
- Lange, Tim** (1997) M.A., CSU, Fresno. *Education, SCE.*
- Lara, Joleen** (1997) M.A., Claremont Graduate University. Public Administration. *Main Campus.*
- Lark, Melody** (1998) Ph.D., Claremont Graduate University. Business/Global Studies. *Inland Empire.*
- Larick, Keith** (1991) Ed.D., University of La Verne. Adjunct Professor, Educational Management. *Ed.D.*
- Laub, Jean** (1991) M.S., CSU, Fullerton. Adjunct Professor. *Education, SCE.*
- Lawson, Alan** (1996) M.B.A., CSU, Los Angeles. Business/Global Studies. *Inland Empire.*
- Lazarre, Jack** (1983) M.P.A., CSU, Long Beach. Adjunct Prof., Health Services Management. *Orange Co.*
- Leedy, Susan** (1998) M.B.A., CSU, Bakersfield. Business/Global Studies. *Inland Empire.*
- Lengefeld, Chris** (1986) Ph.D., University of Iowa. Music. *EPIC.*
- Leo, Luis** (1988) J.D., University of Michigan. Business/Global Studies. *Inland Empire.*
- Lepper, Terry** (1995) D.V.M., University of Illinois. Biology. *Main Campus.*
- Levin, Barry** (1995) J.D., University of La Verne. *College of Law.*
- Lewallen, Willard** (1993) Ph.D., UC, Los Angeles. *Education, SCE.*
- Lewis Robert** (1992) M.S., University of La Verne., Adjunct Professor, Behavioral Science. *Main Campus.*
- Lieberman, William** (1991) Ph.D., Washington Univ. Adjunct Professor, Behavioral Science. *Pt. Mugu.*
- Lieu, Man Van** (1998) M.S., Claremont Graduate University. Computer Science. *Main Campus.*
- Lin, Frank** (1997) Ph.D., State University of New York. Business/Global Studies. *Inland Empire.*
- Infesty, Julia** (1991) M.S., California Lutheran University. Adjunct Professor, *Education, SCE.*
- Linscomb, Phil** (1993) Ed.D., Brigham Young University. *Education, SCE.*
- Lipson, Ashley** (1998) J.D., Wayne State University. *College of Law.*
- Loeffler, Donald** (1991) M.B.A., St. Louis University. Business/Global Studies. *Pt. Mugu.*
- Lombardo, Raymond** (1997) M.S., Worcester State Univ. Health Services Management. *Inland Empire.*
- Lomeli, Susan** (1992) D.P.A., University of La Verne. Adjunct Professor, Management. *Main Campus.*
- Long, Hal** (1986) J.D., California Western School of Law. Senior Adjunct Professor. *College of Law.*
- Longo, Ellen O'Neil** (1999) Ph.D., UC, Riverside. *Education, SCE.*
- Lopez, Joseph** (1994) Ed.D., Pepperdine University. *Education, SCE.*
- Lord, Duane** (1994) B.A., CSU, Sacramento. Behavioral Science. *EPIC.*
- Lorentziadis, Panagio** (1995) Ph.D., UC, Berkeley. Public Administration. *Athens.*
- Loveall, Richard** (1991) M.A., CSU, Sacramento. Adjunct Professor, *Education, SCE.*
- Lund, Robert** (1991) M.P.H., UC, Berkeley. *Health Services Management, SCE.*
- Lunsford, Jeanne** (1993) J.D., Oklahoma City Univ. Health Services Management. *Inland Empire..*
- Lynn, David C.** (1999) M.H.A., Duke University. Health Services Management. *Inland Empire.*
- Lyon, Donald** (1995) M.A., University of Northern Colorado. Business/Global Studies. *Elmendorf.*
- Lyons Jr., Ivory** (1999) Ph.D., Claremont Graduate Univ. Religion. *American Baptist Theological Center.*
- Mackey, Claudia** (1991) M.A., CSU, Pomona. *Educational Management, SCE.*
- Mackin-Getzoff, Eileen** (1998) J.D., Santa Barbara College of Law. Business/Global Studies. *Ventura Co.*
- MacMillan, Kenneth** (1999) M.B.A., Suffolk University. Business/Global Studies. *Inland Empire.*
- Maldonado, Ernie** (1998) Ph.D., Claremont Graduate University. Public Administration. *Inland Empire.*
- Maltin, Phillip** (1999) J.D., DePaul College of Law. Health Services Management. *San Fernando Valley.*
- Mandis, Donna** (1993) M.S., Central Michigan University. Business/Global Studies. *Vandenberg.*
- Mann, Richard** (1999) Ph.D., University of Southern Calif. Business/Global Studies. *San Fernando Valley.*
- Manolis, Janis** (1998) M.B.A., University of La Verne. Business/Global Studies. *Inland Empire.*
- Marc-Aurele, Heidi** (1998) M.L.S., University of Hawaii. *Education, SCE.*

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Marth, Marjorie (1986) M.A., Claremont Graduate University. Music. *Main Campus*.

Martin, Craig (1999) M.B.A., University of Denver. Business/Global Studies. *San Fernando Valley*.

Martin, Jack (1990) J.D., UC, Los Angeles. Adjunct Prof., Business/Global Studies. *San Fernando Valley*.

Martin, Robert (1991) Ph.D., University of Southern California. Adjunct Professor, *Education, SCE*.

Martin, Robert W. (1998) M.B.A., Univ. of Southern Calif. Business/Global Studies. *San Fernando Valley*.

Marudarajan, Anaikuppan (1992) Ph.D., Univ. of Illinois. Adjunct Prof., Computer Sci. *Main Campus*.

Marzwell, Neville (1978) Ph.D., Calif. Instit. of Tech., Sr. Adj. Prof., Bus/Global Studies. *San Fernando Val.*

Mason, William (1998) M.B.A., New York University. Business/Global Studies. *San Fernando Valley*.

Mathews, Gwen (1993) M.A., University of Southern California. *Educational Management, SCE*.

Maunakea, Pam (1997) M.A.T., University of La Verne. Movement and Sports Science. *Main Campus*.

Mautz, Ed (1982) M.P.A., University of San Francisco. Adjunct Prof., Public Administration. *Main Campus*.

Mays-Griffith, Andrea (1988) M.A., UCLA. Adjunct Professor. Bus/Global Studies. *San Fernando Valley*.

McAteer, Terence (1992) Ed.D., University of San Francisco. *Educational Management, SCE*.

McCann, Matthew (1991) Ph.D., United States International University. Adjunct Prof., *Education, SCE*.

McClellan, Russell (1984) M.B.A., Univ. of Southern Calif. Adjunct Professor, *Health Services Mgmt., SCE*.

McCord, Linnea (1990) J.D., University of Houston. Business/Global Studies. *San Fernando Valley*.

McCracken, Harry (1998) J.D., Western State Univ. Business/Global Studies. *San Fernando Valley*.

McCray, Elizabeth (1998) Ed.D. University of La Verne. *Educational Management, SCE*.

McCune, Cameron (1997) Ed.D., University of La Verne. *Education, SCE*.

McDermid, Carolyn (1998) M.B.A., CSU, San Bernardino. Business/Global Studies. *Inland Empire*.

McDonald, Kenneth (1997) M.A., UC, Riverside. History. *Main Campus*.

McGaw, Helen (1994) Ed.D., Baylor University. Health Services Management. *Elmendorf*.

McGinnis, Roger R. (1998) M.B.A., CSU, Long Beach. Business/Global Studies. *Orange County*.

McGowan, Hugh (1993) Ed.D., CSU, Bakersfield. Adjunct Professor, *Education, SCE*.

McKee, William (1986) M.B.A., Golden Gate Univ. Adjunct Prof., Business/Global Studies. *Vandenberg*.

McKillip, John (1994) M.Ed., Fresno-Pacific College. *Educational Management, SCE*.

McQuillan, Nancy (1998) M.S., CSU, Fullerton. *Education, SCE*.

McTomney, William (1982) M.S., Naval Postgraduate Sch. Adjunct Prof., Bus/Global Studies. *Ventura Co.*

McVay, Dean (1999) J.D., Vanderbilt University. Law.

Main Campus.

Meaney, David (1992) Ed.D., Brigham Young University. *Educational Management, SCE*.

Meddleton, Daniel J. (1998) M.H.A., University of Minnesota. Health Services Management. *Elmendorf*.

Medeiros, Steven (1995) M.A., Middlebury College. English. *Athens*.

Meek, Christine (1998) M.Ed., University of La Verne. Education. *Main Campus*.

Meek, Lorinda (1998) M.S., University of La Verne. *Education, SCE*.

Melton, Cheryl (1999) M.S., Nazareth College. *Education, SCE*.

Mendelsohn, Helen (1999) MA., UC, Los Angeles. Health Services Management. *Main Campus*.

Menocher, Charles (1996) Ed.D., Brigham Young University. *Education, SCE*.

Merkert, Richard (1991) M.A., Chapman University. *Education, SCE*.

Michon, Janet (1998) M.A., Claremont Graduate Univ. Health Services Management. *Inland Empire*.

Milchiker, Michael (1983) M.Ed., John Carroll Univ. Adjunct Prof., Business/Global Studies. *Orange Co.*

Miles, Ben (1991) M.S., University of La Verne. Adjunct Professor, *Education, SCE*.

Miles, Marilyn (1998) M.A., Arizona State University. *Education, SCE*.

Millares, Luis (1998) M.S., Lesley College. Business/Global Studies. *Vandenberg*.

Miller, Nancy (1995) M.B.A., University of La Verne. Business/Global Studies. *Ventura County*.

Miller, Norman (1991) Ed.D., Brigham Young University. *Educational Management, SCE*.

Mimikos, James (1978) J.D., Wayne State University. Senior Adjunct Professor, Bus/Global Studies. *Athens*.

Miro, Arlene (1993) M.A., University of La Verne. *Education, SCE*.

Mithers, Mark (1998) M.A., Redlands University. Business/Global Studies. *San Fernando Valley*.

Moloi, Alosi (1997) Lit.D., University of the North, South Africa. History. *Main Campus*.

Molony, Jeffrey (1997) Ph.D. Claremont Graduate University. Mathematics. *Point Mugu*.

Montante, Angelo (1978) Ph.D., UC, Los Angeles. Senior Adjunct Professor, History. *Pt. Mugu*.

Montgomery, George (1992) M.S., CSU, Sacramento. Adjunct Professor, *Education, SCE*.

Monyé, Bennett (1993) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *Main Campus*.

Mooney, Rick (1993) B.A., University of Southern California. Music. *Main Campus*.

Moore, Gary (1993) M.Ed., Univ. of Missouri, Columbia. Adjunct Professor, *Education, SCE*.

Moore, Lynette (1997) J.D., Loyola University. Mathematics. *Main Campus*.

Morgan, Christopher (1999) M.Ed., Claremont Graduate University. Natural Science. *Main Campus*.

Part-Time Faculty

- Morgan, Dee** (1995) M.A., CSU, Sacramento. *Educational Management, SCE.*
- Moret, Louis** (1998) D.P.A., University of La Verne. Public Administration. *Main Campus.*
- Morris, Mary** (1980) Ed.D., Brigham Young University. Adjunct Professor, *Education, SCE.*
- Morrison, William** (1991) J.D., University of Baltimore. Business/Global Studies. *North Island.*
- Morrow, Ron** (1997) M.S., West Coast University. Mathematics. *Main Campus.*
- Mossaver-Rahmani, Ali** (1998) Ed.D., University of La Verne. Business/Global Studies. *Inland Empire.*
- Moustafa, Karen** (1998) M.A., University of Auckland. Health Services Management. *Ventura County.*
- Mullings, Jerry** (1991) M.S., CSU, Bakersfield. *Education, SCE.*
- Mundt, Valerie V.** (1997) M.B.A., St. John's University. Business/Global Studies. *Eielson.*
- Murphy, Anna** (1997) M.S., University of La Verne. Public Administration. *Main Campus.*
- Murphy, John** (1976) M.A., Claremont Graduate University. Adjunct Professor, Political Science. *EPIC.*
- Murphy, Paul M.** (1998) Ph.D., UC, Santa Barbara. Business/Global Studies. *Vandenberg.*
- Myers, Adam J. III** (1998) J.D., Harvard University. *College of Law.*
- Nagler, Steve** (1977) M.F.A., Claremont Graduate Univ. Senior Adjunct Professor, Art. *Orange County.*
- Neil, Lois** (1994) Ed.D., University of La Verne. *Educational Management, SCE.*
- Nelson, Christine** (1998) M.S., University of La Verne. Health Services Management. *Inland Empire.*
- Nelson, Marsha** (1992) M.B.A., University of Phoenix. *Health Services Management, SCE.*
- Niemeier, Byron** (1999) M.S., University of Southern California. Business/Global Studies. *Main Campus.*
- Ninh, Binh** (1990) M.S., University of Washington. Mathematics. *Pt. Mugu.*
- Noonan, Heinz** (1996) M.B.A., University of Alaska, Anchorage. Business/Global Studies. *Elmendorf.*
- Norwood, Robert** (1991) M.S., University of Northern Colorado. Department Associate, *Education, SCE.*
- Nouhi, Akbar** (1995) Ph.D., Syracuse University. Computer Science. *Main Campus.*
- Novotny, Adrian** (1991) Ph.D., University of Oregon. Adjunct Professor, Anthropology. *EPIC.*
- Núñez, Betty** (1997) M.S., CSU, Los Angeles. Health Services Management. *Inland Empire.*
- Okada, Richard** (1989) D.B.A., Univ. of Southern Calif. Adjunct Prof., Business/Global Studies. *Ventura Co.*
- Olmstead, Paul** (1994) M.S., Arizona State University. Business/Global Studies. *Pt. Mugu.*
- O'Neill, Margaret** (1993) Ph.D., United States International University. *Education, SCE.*
- Ono, Daryl** (1998) M.B.A., Claremont Graduate University. Business/Global Studies. *San Fernando Val.*
- Ortega, Tony** (1998) Ph.D., Univ. of Nebraska. Business/Global Studies. *Main Campus.*
- Osborn, Susan** (1998) Ph.D., The Fielding Institute. Business/Global Studies. *Inland Empire.*
- Osman, Marshall** (1988) Ph.D., Claremont Graduate Univ. Adjunct Professor, Philosophy. *Main Campus.*
- Ostrom, Elizabeth** (1998) Ed.D., University of Southern California. *Education, SCE.*
- Padilla, Charles** (1995) M.P.H., UC, Los Angeles. Health Services Management. *Orange County.*
- Pagan, John** (1988) M.S., CSU, Sonoma. Business/Global Studies. *Elmendorf.*
- Pal, Pooma** (1996) Ph.D., Osmania University. Business/Global Studies. *Main Campus.*
- Paliwal, Rajiv** (1999) M.B.A., University of La Verne. Health Services Management. *Inland Empire.*
- Paris, Anastasia** (1997) Ph.D., University of Bath. Business/Global Studies. *Athens.*
- Paro, Georgij** (1987) M.F.A., Zagreb Theatre Academy, Croatia. Adjunct Prof., Theatre. *Main Campus.*
- Parsons, Chris Ann** (1994) M.Ed., University of La Verne. *Education, SCE.*
- Patel, Vijaykumar** (1997) Ph.D., State University of New York. *Education, SCE.*
- Peal, Norma** (1992) Ph.D., University of Southern California. *Health Services Management, SCE.*
- Pell, Steve** (1998) M.A., CSU, Pomona. English. *Main Campus.*
- Pendley, Phil** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Peppas, George** (1988) Ph.D., Texas Technical University. Senior Adjunct Professor, History. *Athens.*
- Perdue, James** (1995) M.A., University of Redlands. Business/Global Studies. *Inland Empire.*
- Perez, Valerie** (1995) M.S., CSU, San Bernardino. Behavioral Science. *American Baptist Theological Ctr.*
- Perkins, Betty** (1994) M.S., CSU, Sacramento. *Education, SCE.*
- Perlman, Stephen** (1996) M.A., CSU, Northridge. Health Services Management. *San Fernando Valley.*
- Peters, William** (1998) M.S., Cornell University. Business/Global Studies. *San Fernando Valley.*
- Pettis, Stephen** (1997) Ph.D., Fuller Theological Seminary. Anthropology. *Amer. Baptist Theological Ctr.*
- Phillips, Elizabeth** (1998) M.A., CSU, Northridge. *Education, SCE.*
- Phillips, Mark** (1986) LL.M., New York University. *College of Law.*
- Phillips, Sallie** (1992) M.Ed., University of La Verne. Adjunct Professor, *Education, SCE.*
- Piazza, Giovanna** (1996) M.Div., Yale University. Health Services Management. *Orange County.*
- Pierucci, Richard Jr.** (1998) M.Ed., University of La Verne. *Educational Management, SCE.*
- Pilcher, Larry** (1987) D.P.A., University of La Verne. Senior Adjunct Prof., *Health Services Mgmt, SCE.*
- Pillsbury, Peter** (1993) M.A., Princeton Seminary. *Educational Management, SCE.*

Part-Time Faculty

- Platt, Kenneth** (1996) M.B.A., University of La Verne. Business/Global Studies. *Point Mugu*.
- Pollard, Richard** (1998) University of South Pacific. Business/Global Studies. *Ventura County*.
- Port, Ruth** (1991) M.A., University of Southern California. *Educational Management, SCE*.
- Porrazzo, Joseph** (1997) M.S.A., Central Michigan University. Business/Global Studies. *Eielson*.
- Poulsen, Kenneth** (1995) M.A., CSU, Sacramento. *Educational Management, SCE*.
- Powers, Michael** (1994) M.A., University of Wisconsin, Madison. Health Services Management. *Eielson*.
- Prendergast, Jane** (1991) M.A., CSU, Pomona. *Education, SCE*.
- Price, Susan** (1998) M.A., Western Kentucky University. Business/Global Studies. *Ventura County*.
- Purvis, Carole** (1999) M.A., CSU, San Luis Obispo. *Education, SCE*.
- Quigle, James** (1987) M.A., National University. Adjunct Prof., Business/Global Studies. *Orange Co*.
- Quigley, Phillip** (1993) M.B.A., Southern Methodist University. Business/Global Studies. *Main Campus*.
- Quincey, Robert** (1989) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *CAPA*.
- Rambow, David** (1993) M.A., Webster University. Business/Global Studies. *Eielson*.
- Raskin, Marcia** (1991) M.P.A., CSU, San Diego. Business/Global Studies. *North Island*.
- Raymond, Ann** (1991) M.A., CSU, Los Angeles. Adjunct Professor, Mathematics. *Main Campus*.
- Reddick-Smith, Kimberly** (1993) M.S., University of La Verne. *Education, SCE*.
- Reeves, Nile** (1997) M.B.A., Pepperdine University. Health Services Management. *Inland Empire*.
- Reider, Larry** (1992) Ed.D., University of Southern Calif. *Educational Management, SCE*.
- Reiner, James** (1983) B.S., CSU, San Luis Obispo. Adjunct Prof., Business/Global Studies. *Vandenberg*.
- Ricchio, LaVerne** (1999) Ph.D., Claremont Graduate University. *Educational Management, SCE*.
- Ricci, Dennis** (1998) M.B.A., Wayne State University. Business/Global Studies. *San Fernando Valley*.
- Rich, William** (1996) M.A., CSU, Chico. *Educational Management, SCE*.
- Richmond, Miles** (1993) M.S., CSU, Sacramento. Senior Adjunct Professor, *Education, SCE*.
- Ritter, Victor** (1986) Ph.D., Claremont Graduate University. Business/Global Studies. *CAPA*.
- Roberts, Mark** (1999) Ed.D., Virginia Polytechnic Instit. & State Univ. *Educational Management, SCE*.
- Robinet, Marie** (1991) M.S., University of La Verne. Adjunct Professor, *Education, SCE*.
- Robinson, Muriel** (1999) M.Ed., California Lutheran University. *Education, SCE*.
- Robinson, Stephan** (1998) M.B.A., Averett College. Business/Global Studies. *Inland Empire*.
- Rogers, Richard** (1988) Ph.D., University of Arizona. Senior Adjunct Professor, Psychology. *Main Campus*.
- Rogers, William** (1994) M.A., CSU, Pomona. *Behavioral Science, SCE*.
- Rokaw, Sue** (1999) J.D., University of San Francisco. *College of Law*.
- Román-Porcayo, David** (1997) B.A., Escuela Partic. Normal Sup., Morelos. Spanish. *Main Campus*.
- Roskam, William** (1999) Ph.D., University of Southern Calif. Business/Global Studies. *San Fernando Valley*.
- Ross, Lauren** (1987) J.D., Georgetown University. Senior Adjunct Professor. *College of Law*.
- Ross, Robert** (1995) J.D., Pepperdine University. *College of Law*.
- Rothe, Jonathan** (1987) M.A., University of La Verne. Adjunct Professor, Music. *Main Campus*.
- Roupe, Marilyn** (1990) M.A., University of Redlands. Adjunct Prof., *Health Services Management, SCE*.
- Rowan, Elizabeth** (1982) M.B.A., UCLA. Adjunct Prof., Business/Global Studies. *San Fernando Valley*.
- Rubine, Ron** (1993) M.A., University of La Verne. *Education, SCE*.
- Ruffell, Marion** (1991) M.A., CSU, Northridge. *Education, SCE*.
- Russell, Cinda** (1998) Ed.D., University of Arizona. *Educational Management, SCE*.
- Rutherford, Garrett** (1995) Ed.D., University of La Verne. *Educational Management, SCE*.
- Ryan, Michael** (1981) M.A., CSU, Chico. Adjunct Professor, Music. *Main Campus*.
- Sabet, Mark** (1991) M.A., CSU, Los Angeles. Adjunct Professor, Business/Global Studies. *CAPA*.
- Sagherian, Artin** (1986) M.D., Amer. Univ. of Beirut. Senior Adjunct Prof., *Health Services Mgmt., SCE*.
- Saikali, Sam** (1998) Ph.D., University of Southern California. Business/Global Studies. *Inland Empire*.
- Salby, Robert** (1996) Ed.D., University of Southern California. *Education, SCE*.
- Sanchez, Gabriel** (1998) M.Ed., University of La Verne. *Education, Main Campus*.
- Santa Elena-Hindes, Victoria** (1998) M.A., CSU, Chico. *Education, SCE*.
- Santorufu, Anthony** (1994) Ed.D., University of La Verne. Business/Global Studies. *SCE*.
- Santos, Palmira** (1997) M.A., Brandeis University. Health Services Management. *Eielson*.
- Sayler, John** (1993) M.A., CSU, Sacramento. *Education, SCE*.
- Scali, Tom** (1978) M.A., Chapman University. Behavioral Science. *Education, SCE*.
- Scanlon, Jerome** (1997) J.D., University of La Verne. Business/Global Studies. *Vandenberg*.
- Schaefer, James** (1998) M.B.A., Univ. of Southern Calif. Business/Global Studies. *San Fernando Valley*.
- Schenck, Robert** (1978) M.P.A., CSU, Long Beach. Adjunct Prof., Bus/Global Studies. *San Fernando Val*.
- Schimbor, Mark** (1998) J.D., UC, Berkeley. Business/Global Studies. *Inland Empire*.

Part-Time Faculty

- Schrock, Martha** (1997) M.B.A., Arizona State University. Health Services Management. *Eielson*.
- Schroll, Edward** (1997) Ed.D., University of San Francisco. *Education, SCE*.
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Georgij Paro, Director of the Croatian National Theatre and Adjunct Professor of Theatre, University of La Verne. Photo: Juan Garcia

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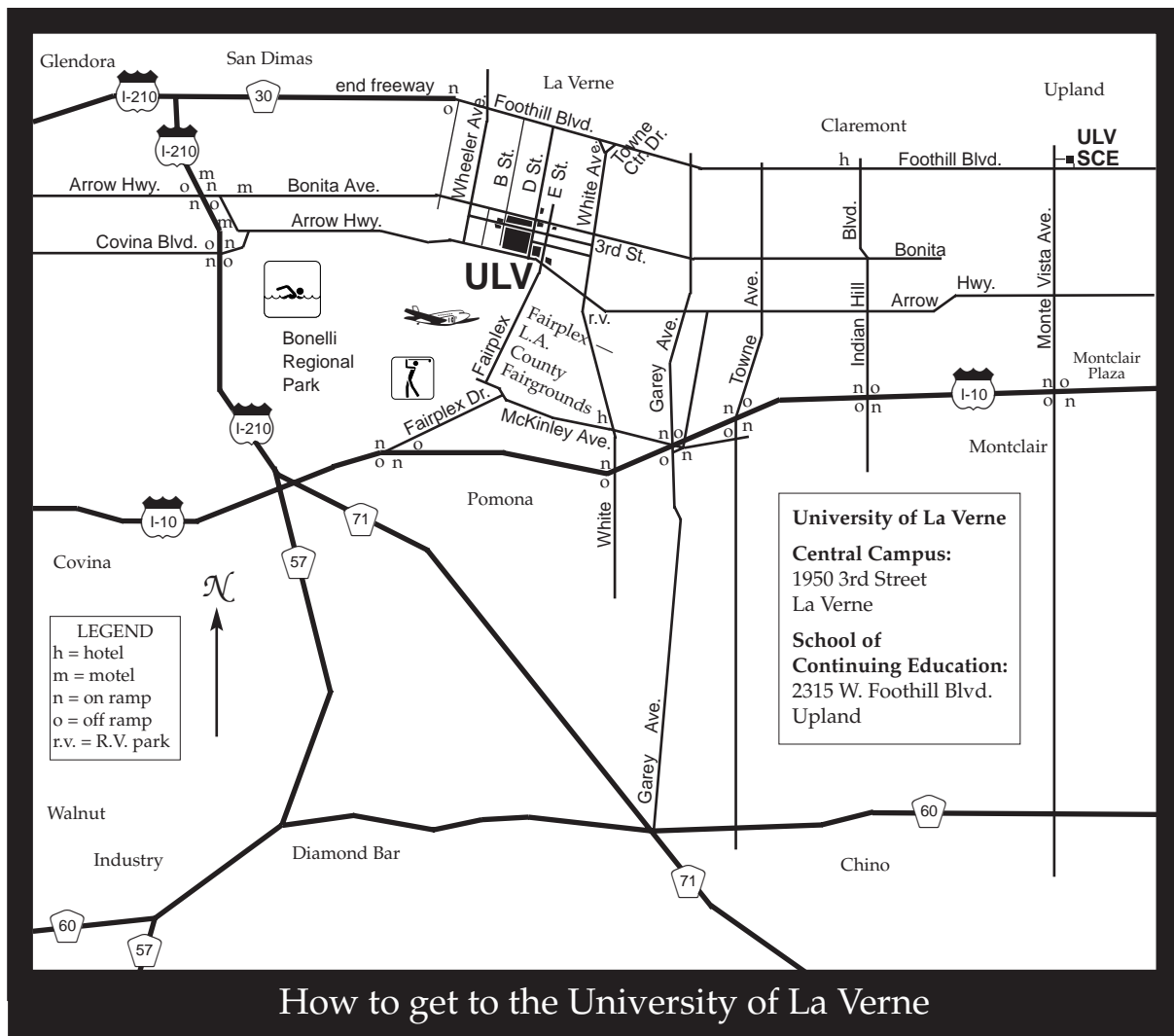
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From the east or west:

San Bernardino Fwy. (I-10) to Fairplex Dr. exit. (from the east, look for Fairplex/Dudley exit). Go north (right from the east; left from the west) on Fairplex to the L.A. County Fairgrounds. Turn left (west) and follow Fairplex Dr. along the perimeter of the fairgrounds, continuing north to 3rd St. Turn left (west) to the campus. Alternate Routes from I-10: Garey, Towne, or White Aves. north to Arrow Hwy. or Bonita Ave., then west to the campus.

From the south:

Orange Fwy. (57) north to San Bernardino Fwy. (I-10). East on I-10 to first exit (Fairplex Dr.) and follow same directions as for "east or west." Alternate route: 57 to I-210 to Covina Blvd. exit or Arrow Hwy. exit. Then east (right) on Bonita Ave. or Arrow Hwy. to the campus.

