



UNIVERSITY OF LA VERNE

2009-2010
CATALOG

Central Campus: 1950 3rd Street, La Verne, California 91750

Telephone: (909) 593-3511

Fax: (909) 392-2703 (Registrar)

Home Page: www.laverne.edu

Telephone, email, and office directory: www.laverne.edu/phonebook/

Locations, contacts, and maps: www.laverne.edu/locations/

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 July 2009. 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, 2009 through August 31, 2010.



Greetings from President Steve Morgan '68

Welcome to the University of La Verne. I am pleased you have chosen to review our catalog and I encourage you to visit us further through our Web site, www.laverne.edu, a virtual window to our university. I invite you to also come visit our campus so you can fully appreciate its beauty and encounter the active and engaging life that awaits all who attend La Verne.

Our university's mission to provide a people-centered, values-based, quality education has remained unchanged since 1891. Whether you are a recent high school graduate, a transfer student, an advanced degree seeker or an adult learner, you are a welcome and valued member of our student community.

The faculty at La Verne brings experience and expertise into the classroom with a commitment to interactive teaching as they help students to learn, develop and realize their potential. Our graduates enter society equipped with the ability to think critically and prepared for the challenges and opportunities they will face, endowed with time-tested values and instilled with a sense of responsibility to contribute to their community and their chosen professions.

At La Verne, we encourage our students to enjoy the entire college experience. We urge them to embrace the marvelous diversity here mirroring that found throughout Southern California. And we exhort them to learn more about themselves and others through participation in co-curricular activities such as athletics, the arts, student government, service projects, and a wide variety of student clubs and organizations.

As a graduate of this exceptional institution, I can personally speak to the benefits I gained during my time at La Verne. While there have been many changes and advancements since my student days, the personalized learning I received remains a fundamental part of the educational experience we provide.

Our intent is for this university to be recognized as a source of lifelong learning and as a regional resource. La Verne is proud of its 50,000-plus alumni serving their professions and their communities with distinction in all 50 states and 33 nations around the world.

I encourage you to explore this catalog and the university's Web site, where you will find detailed information on everything our university has to offer. I again invite you to visit the campus to best experience the people, places and programs that make us special and to discover how you can become part the extended La Verne family.

A handwritten signature in black ink that reads "Steve Morgan". The signature is written in a cursive, flowing style.

Steve Morgan
President

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CALENDARS 2009-2010

TRADITIONAL SEMESTERS calendar (16 weeks) — Central Campus only

Fall Semester 2009: August 31 - December 20, 2009

August 31, Monday	Classes begin at 8:00 a.m.
September 7, Monday	Labor Day — academic holiday
October 18, Sunday	Last day to apply for Winter commencement
Nov. 26-27, Thursday-Friday	Thanksgiving Recess — academic holiday
December 14-19, Monday-Saturday	Final examinations
December 20, Sunday	Fall Semester ends

January Interterm 2010: January 4-31, 2010

January 4, Monday	Classes begin at 8:00 a.m.
January 18, Monday	Martin Luther King, Jr. Birthday — academic holiday
January 31, Friday	January Interterm ends
January 30, Saturday	Mid-Year Commencement

Spring Semester 2010: February 1 - May 30, 2010

February 1, Monday	Classes begin at 8:00 a.m.
February 15, Monday	Last day to apply for Spring commencement
February 15, Monday	Presidents Day — academic holiday
March 15-21, Monday-Sunday	Spring Break — academic holiday
April 2, Friday	Good Friday — academic holiday
May 24-29, Monday-Saturday	Final examinations
May 28-29, Friday-Saturday	Commencement Weekend
May 30, Sunday	Spring Semester ends

Summer Terms 2010

June 7 - July 4	Summer Session I*
July 12 - August 8	Summer Session II*
June 7 - August 15	Summer Session III
July 5, Friday	Independence Day Observation — academic holiday

*Summer Session I and Summer Session II are not eligible for financial aid.

CAPA SEMESTER Calendar

Fall 2009 (August 31, 2009 – December 20, 2009)

Cycle I

September 4-5, 11-12, 25-26
October 9-10, 23-24

Cycle II

October 30-31
November 6-7, 20-21
December 4-5, 18-19

Accelerated Sunday

November 1, 8, 15, 22
December 6, 13, 20

Accelerated Evening

October 5 - December 20, 2009

Spring 2010 (February 1 - May 30, 2010)

Cycle I

February 5-6, 12-13, 26-27
March 12-13, 26-27

Cycle II

April 9-10, 16-17, 30-May 1
May 14-15, May 21-22

Accelerated Sunday

April 11, 18, 25
May 2, 9, 16, 23

Accelerated Evening

March 22 - May 30

Summer 2010 (June 7 - August 15, 2010)

Cycle I

June 11-12, 25-26
July 9-10, 23-24
August 6-7

Accelerated Sunday

June 13, 20, 27
July 11, 18, 25
August 1

Accelerated Evening

June 7 - August 15

COLLEGE OF LAW

LAW SEMESTERS calendar (18 weeks)

August 17- December 19, 2009

September 7
November 26-27

January 11 - May 22, 2010

January 18
February 15
March 8-12
April 2
May 23

June 7 - July 30, 2010

July 5

Fall Semester 2009

Labor Day — holiday
Thanksgiving — holiday

Spring Semester 2010

King Birthday — holiday
Presidents Day — holiday
Spring Break
Good Friday — holiday
Commencement

Summer Semester 2010

Independence Day Observation — holiday

AMERICAN BAPTIST THEOLOGICAL CENTER CALENDAR

August 15 - December 19, 2009

September 7
November 26-28

January 9 - May 22, 2010

March 29 – April 4

Fall Term 2009

Labor Day — holiday
Thanksgiving Recess

Spring Term 2010

Spring Recess

TERMS CALENDAR (10 weeks)

Central Campus Programs:

M.B.A., Master of Business Administration

M.H.A., Master of Health Administration

M.P.A., Master of Public Administration

M.S., Gerontology

M.S., Leadership and Management

Central Coast Campus

High Desert –Victorville Campus

Inland Empire Campus

Kern County Campus

La Verne Online

Orange County Campus

Point Mugu Campus

San Fernando Valley Campus

Vandenberg Campus

Ventura County Campus

October 5 - December 20, 2009

November 23-29

January 4, 2010 - March 14, 2010

March 22 - May 30, 2010

June 7 - August 15, 2010

July 5

Fall Term 2009

Thanksgiving — holiday

Winter Term 2010

Spring Term 2010

Summer Term 2010

Independence Day Observed — holiday

EDUCATION TERMS CALENDAR (10 weeks)

M.Ed., Reading

Off-campus Education Master's degrees

Off-campus Education credentials

Off-campus Teacher Education

August 31 - November 8, 2009

November 9, 2009 - December 20, 2009

January 4, 2010 - March 14, 2010

March 22 – May 30, 2010

June 7 - August 15, 2010

July 5

Fall Term 2009

Mini Fall Term 2009

Winter Term 2010

Spring Term 2010

Summer Term 2010

Independence Day Observed — holiday

EPIC PROGRAM CALENDAR

September 8 - December 18, 2009

January 4 – April 23, 2010

March 15-21, 2010

May 10 - August 20, 2010

Fall Term 2009

Spring Term 2010

Spring Break — academic holiday

Summer 2010

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. 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 and to sound, values-oriented education. In 1955 the Western College Association accredited La Verne. A decade later the College 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, the College reorganized in 1977 as the University of La Verne. In 1981 the University founded its Orange County Campus and in 1983 a campus in the San Fernando Valley. A decade later it created campuses in Ventura County and San Bernardino/Riverside Counties and in 2000 it created a law campus in Ontario, California. Continuing the trend of improving services to students, it developed campuses in Kern County, San Luis Obispo, and Victorville. The University is an Hispanic and minority serving institution.

Academic Organization

The University of La Verne is a Carnegie Doctoral/Research University in Southern California enrolling over 8,500 students in four colleges: the College of Arts and Sciences, the College of Business and Public Management, the College of Education and Organizational Leadership, and the College of Law. The University has several regional campuses in central and southern California administered through Regional Campus Administration.

College of Arts & Sciences

Jonathan Reed, Interim Dean

Felicia Beardsley, Interim Associate Dean

The college continues the traditions, programs, and general education of the historical liberal arts college founded in 1891.

Full description:

www.laverne.edu/academics/arts-sciences/

College of Business & Public Management

Abe Helou, Dean

Rita Thakur, Associate Dean

Richard Simpson, Coordinator of Undergraduate Programs

Jack Meek, Coordinator of Graduate Programs

The college provides a demanding, relevant, and practically oriented curriculum to meet the diverse and changing needs of business, government, and the non-profit sector.

Full description:

www.laverne.edu/academics/business-management/

College of Education & Organizational Leadership

Mark Goor, Dean

Barbara Poling, Associate Dean

The college prepares professional educators with credential and graduate programs in Reading, Special Education, Educational Counseling, and Teacher Credentials and offers graduate programs in Child Life, Child Development, Educational Management, and School Psychology. The Ed.D. in Organizational Leadership is one of the most respected programs of its kind in the nation.

Full description:

www.laverne.edu/academics/education/

College of Law

Allen K. Easley, Dean

John Linarelli, Associate Dean for Academic Affairs

Alexis Thompson, Associate Dean of External Affairs

Vitonio San Juan, Assistant Dean of Students

August Farnsworth, Assistant Dean of Career Services and Professional Development

The college offers systematic and thorough instruction in the law to prepare students to enter the legal profession.

Full description: law.laverne.edu/

Regional Campus Administration (RCA)

Stephen Lesniak, Dean

Carrie Lewis Hasse, Assistant Dean, Student Services

Regional Campuses provide an opportunity for people to take La Verne programs at geographic locations convenient to their homes or work places as well as through the internet. The Regional Campuses are listed below; the degrees offered through them, on page 11. Degree requirements are the same at the central campus and all other locations.

Full description:

www.laverne.edu/locations/regional-campus-locations/

Telephone: (800) 695-4858

Regional Campuses:

Central Coast Campus

4119 Broad Street, Suite 200

San Luis Obispo, CA 93401

Tel.: (805) 542-9690

High Desert Campus-Victorville

15447 Anacapa Road, Suite 100

Victorville, CA 92392

Tel.: (760) 843-0086

Inland Empire Campus

10535 Foothill Blvd., Suite 400

Rancho Cucamonga, CA 91730

Tel.: (909) 484-3858

Kern County Campus

1201 24th Street, Suite D-200

Bakersfield, CA 93301

Tel.: (661) 328-1430

Orange County Campus

2855 Michelle Drive, Suite 200

Irvine, CA 92606

Tel.: (714) 534-4860

Point Mugu Campus

P.O. Box 42264

Port Hueneme, CA 93044

Tel.: (805) 986-1783

San Fernando Valley Campus

4001 W. Alameda, Suite 300

Burbank, California 91505

Tel.: (818) 846-4008

Vandenberg Campus

P.O. Box 5578

Vandenberg AFB, CA 93437

Tel.: (805) 734-1306

Ventura County Campus

2001 Solar Drive, Suite 250

Oxnard, CA 93036

Tel.: (805) 981-8030

Other RCA Programs

Campus Accelerated Program for Adults (CAPA),

a central campus program designed for working adult students, offers classes in the evenings and on weekends.

La Verne Online. This program offers courses online leading to selected La Verne degrees.

Centers for Educators. A statewide program that offers courses leading to graduate degrees and credentials in education at selected locations throughout California.

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 provisionally approved by the American Bar Association. The Doctor of Psychology Program is accredited by the American Psychological Association. The Masters of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Legal Studies Program is approved by the American Bar Association.

*985 Atlantic Ave., Suite 100, Alameda, CA 94501 • (510) 748-9001

Memberships

The University of La Verne maintains memberships in many organizations. Among them are the American Association of Colleges and Universities, the American Council on Education, the Association to Advance Collegiate Schools of Business, the Association of Independent California Colleges and Universities, the College Board, the Council for Higher Education Accreditation, the Hispanic Association of Colleges and Universities, the National Association of Independent Colleges and Universities, the National Association of Schools of Public Affairs and Administration, the National Collegiate Athletic Association, the National Collegiate Honors Council, and the National Council of Colleges of Arts and Sciences.

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.

DEGREE PROGRAMS OFFERED AWAY FROM THE MAIN CAMPUS AND BY ULV ONLINE

	Central Coast	Education La Verne Online	High Desert Inland Empire	Kern County	Orange County	SFVC/Burbank Point Mugu	Vandenberg Ventura County		
B.A., Business Administration	CC		HD	IE	KC	OC	PM	SF	VN
B.S., Child Development	CC		HD	IE		OC		SF	VC
B.S., Criminology							PM		
B.S., Health Administration			HD	IE		OC		SF	VC
B.A., Liberal Studies	CC		HD	IE	KC	OC		SF	VC
B.S., Organizational Management		OL	HD	IE	KC	OC	PM	SF	VN
B.S., Psychology							PM		
B.S., Public Administration		OL		IE	KC	OC		SF	VN
M.B.A. for Experienced Professionals	CC	OL	HD	IE	KC	OC		SF	VN
M.Ed., Educational Management			ED		KC			SF	VC
M.Ed., Special Emphasis	CC		ED	HD	KC				VC
Master of Health Administration (M.H.A.)				IE		OC		SF	VC
M.S., Gerontology				IE		OC		SF	VC
M.S., Leadership and Management				IE	KC	OC	PM	SF	VN
M.S., Educational Counseling	CC		ED	HD	KC			SF	VC
Multiple and Single Subject Credentials	CC		ED	HD	KC				VC
Pupil Personnel Services Credential	CC		ED	HD	KC			SF	VC
Prelim Administrative Services Credential			ED		KC			SF	VC

MISSION STATEMENT

Mission:

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community.

This is accomplished by offering high quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The university provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The University encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional, and individual resources.

Values:

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

- 1. A Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.
- 2. Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
- 3. Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.
- 4. Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

STUDENT SERVICES

Note: Full descriptions of all services and activities are provided at the website indicated.

Division of Student Affairs

Loretta Rahmani, Dean of Student Affairs
Ruby Montañó-Cordova, Associate Dean,
Student Affairs
Byron Howlett, Assistant Dean, Student Affairs
www.laverne.edu/students/student-affairs/

Campus Activities Board (CAB)

CAB, the Campus Activities Board coordinates a variety of social activities throughout the academic year. Activities include concerts, intramural events, movie nights, nights and other offerings.
www.laverne.edu/students/campus-activities-board/

Career Services

Career counseling and job search assistance is available for all Main Campus and RCA students and for La Verne alumni in the Career Services Center.
www.laverne.edu/careers/

Commencement Services

The Office of Commencement Services provides information on the Winter and Spring ceremonies.
www.laverne.edu/commencement/

Commuter Program

The Office of Student Life sponsors programs especially designed for commuter students.
www.laverne.edu/students/

Counseling Center

Psychological counseling services are available for free to all Central Campus, full-time undergraduates and for a nominal fee to graduate, CAPA, and Regional Campus students.
www.laverne.edu/academics/arts-sciences/psychology/counseling-center/

Dining Services

Davenport Dining Hall is located on the Central Campus for residence students and all faculty, staff, and commuter students. Barbara's Café is located in the Campus Center.
www.laverne.edu/dining/

Emergency Student Loans

Emergency Student Loans are available to eligible students, and may be obtained through the office of the Dean of Student Affairs.
www.laverne.edu/financial-aid/

Health Services

The Health Center provides medical services and consultation for eligible students.
www.laverne.edu/health-services/

International and Student Abroad Services (ISAS)

The ISAS assists with personal orientation, adjustment, and support; immigration advising; living arrangements; and social-cultural activities.
www.laverne.edu/students/international-study-abroad-center/

Leadership Education and Development (LEAD)

The LEAD program offers support, theory, and practical skill training through workshops and retreats aimed at traditional-age students interested in leadership.
www.laverne.edu/students/leadership-opportunities/

New Student Orientation and Parent Orientation

These complementary orientations take place during the summer and include a variety of programs geared to help students and their families make a successful transition to college life at ULV.

Office of Multicultural Services (OMS)

OMS creates programs about ULV's socio-cultural identities and areas of diversity that impact the community and globe. It supports student cultural clubs, faculty/staff diversity committees, and cultural alumni associations to engage ULV's rich diversity.
www.laverne.edu/students/multicultural/

Student Housing and Residential Education

On-campus housing is available for all students (undergraduate, graduate, Law, CAPA) in three residence halls. Residential Life provides an environment for academic and co-curricular experiences for personal development.

www.laverne.edu/students/housing/

Students with Disabilities

Services for students with learning, physical and/or psychological disabilities are coordinated by the Director of the Student Health Center.

www.laverne.edu/students/students-with-disabilities/

Study Abroad

Traditional-age students can study abroad for a semester or year on four continents; all students can participate in short courses during January and summer.

www.laverne.edu/students/international-study-abroad-center/study-abroad/

Transitions Program

The Transitions Program is a four-year supportive effort to guide students as they navigate the transitional issues from freshmen through senior years.

Other Services and Activities

Associated Students of the University of La Verne (ASULV)

ASULV is the traditional-age undergraduate student body on the main campus and is the student government for the students.

www.laverne.edu/students/student-government/

Bookstore

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

www.laverne.edu/bookstore/

Campus Ministry

La Verne is a church-related university with a strong Christian heritage. At the Central Campus the Campus Minister coordinates a varied program of activities including Protestant, Catholic, and ecumenical activities.

www.laverne.edu/campus-ministry/

Campus Safety and Transportation

The University maintains its own security department to patrol the campus 24 hours a day, seven days a week. It is the central repository for all lost and found property.

www.laverne.edu/safety-parking/safety/

Child Development Center

The Child Development Center is located two miles south of the Central Campus.

www.fairplex.com/fp/foundations/ChildDevelopmentCenter/

Clubs and Organizations

The Office of Student Life recognizes a range of clubs and organizations that are active at the main campus.

www.laverne.edu/students/clubs/

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.

Sports Science and Athletics Pavilion

The pavilion hosts indoor intercollegiate athletics, intramurals, and recreational sporting events.

Summer Service

This program provides an opportunity for Central Campus undergraduate students to learn through service during summer.

www.laverne.edu/campus-ministry/summer-service/

ATHLETICS

Julie Kline, Interim Athletic Director
Julie Smith, Assistant Athletic Director/Senior
Women's Administrator

The University of La Verne Athletic Department provides athletics programs that emphasize the spirit of competition guided by the educational mission of the University of La Verne: a values orientation, community & diversity, life-long learning and community service. Seeking to cultivate sound mind and body, intercollegiate athletics at the University of La Verne provides an engaging educational experience that transforms a student's life.

The women have intercollegiate squads in basketball, cross country, soccer, softball, swimming and diving, tennis, track, volleyball, and water polo. The men enter into intercollegiate programs in baseball, basketball, cross country, football, golf, soccer, swimming and diving, track, and water polo. In addition to fine facilities and equipment, the athletic department is staffed with qualified and enthusiastic coaches and certified athletic 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 maintain full compliance with NCAA Division III and Southern California Intercollegiate Athletic Conference standards, only full-time regular students (to be defined as traditional undergraduates, admitted through the Office of Admissions) shall be eligible for participation in intercollegiate athletics at the University of La Verne. For continued participation, a student must be enrolled in a full-time academic program and be making satisfactory progress toward a degree. Freshmen student-athletes shall be eligible during their first full academic year of attendance at the University of La Verne. Thereafter, a minimum of 24 semester hours must be completed during the year prior to participation. A transfer student-athlete, in order to participate and maintain satisfactory progress

in the second semester of attendance, must have successfully completed a minimum of twelve units in the first semester at the University of La Verne. January interterm units completed may be added to either the fall or the spring term total in the determination of satisfactory progress. In the event a student-athlete has eligibility remaining following completion of his/her undergraduate degree at the University of La Verne, he/she may participate in intercollegiate athletics if he/she meets all requirements for participation as defined by the institution and NCAA guidelines.

ADMISSIONS **INFORMATION**

Chris Krzak, Dean of Admissions

UNDERGRADUATE ADMISSION

Ana Liza Zell, Associate Dean

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.

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 or 8 semester hours in any term without making formal application for 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 Graduate Admission section of this catalog.

Main Campus Admission

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

Freshman/Advanced Freshman Admission. In

keeping with the above philosophy, an admission decision emphasizes the academic course of study, marks in coursework during grades 10, 11 and the first semester of grade 12, SAT I or ACT scores, the applicant's personal statement (essay), and a letter of recommendation. In addition, consideration is given to the applicant's involvement in school and community activities, leadership abilities, special talents, and character. Students classified as Advanced Freshmen are high school graduates with less than 28 transferable college credits.

Honors at Entrance. Students who have earned a cumulative high school academic GPA of 3.5 or above in college preparatory classes with SAT I scores of at least 1150 (or ACT scores of at least 25) may be accepted with Honors at Entrance. Such students are considered for Honors scholarships and are invited to apply for the La Verne Honors Program, described in the Honors Program section of this catalog.

First-Year Resource Program. The Admission Committee may choose to grant admission through the First-Year Resource Program (FRP). The First-Year Resource Program is described in the "Student Acceptance through the First-Year Resource Program (FRP)" section of this catalog.

Application Procedures. Students may apply for admission after completion of their junior year of high school. In some cases a decision may be delayed until grades from the first semester of the senior year of high school are submitted. Freshman candidates are encouraged to apply by February 1 for the Fall Semester and by December 1 for the Spring Semester. Applicants for admission will be considered after these dates on a space-available basis. La Verne subscribes to the National 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.

Main Campus Undergraduate Admission

To apply for admission to the University, the following documents must be submitted to the Office of Admission. *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, personal statement, and the non-refundable

\$50 application fee, the Office of Admission will notify the applicant of any missing documents necessary to complete the application process.

2. **High School Transcripts.** Applicants must request that their high school transcripts be sent directly to the Office of Admission. A transcript is not considered official if sent or delivered by the student.
3. **SAT I or ACT Scores.** The applicant must have an official SAT I or ACT score report sent from the appropriate testing agency or a score reported on the official transcript.
4. **One letter of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

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 April 1. 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.

Students who have completed 28 or more semester hours of academic credit will be evaluated based on college work, a letter of recommendation, special talents, character, and school and community involvement. Students with fewer than 28 semester hours of academic credit will be evaluated on college work, high school transcripts, letters of recommendation, and SAT I or ACT scores. Special talents, character, and school and community involvement will also be considered.

Honors at Entrance. Students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.3 or above may be granted Honors at Entrance.

First-Year Resource Program. The Admission Committee may choose to grant admission through the First-Year Resource Program (FRP) to transfer students. The First-Year Resource Program is described in the Student Acceptance through the First-Year Resource Program (FRP) section of this catalog.

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

1. **Application for Admission.** Upon receipt of the completed and signed application form, personal statement, and the non-refundable \$50 application fee, the Office of Admission will notify the applicant of any missing documents necessary to complete the application process.
2. **Official transcripts.** Applicants must have official transcripts sent to the Office of Admission from each college or university previously attended. Applicants with fewer than 28 semester hours of acceptable transfer credit must also submit official high school transcripts. All previous college work must be evaluated for transfer.
3. **SAT I or ACT scores.** SAT I or ACT scores may be requested as supporting evidence. All applicants with fewer than 28 semester hours of transfer credit must submit official scores from one of these tests.
4. **One letter of recommendation** addressing the applicant's record from a school official where the applicant is currently enrolled or has most recently attended. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

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 La Verne is approximately \$42,366. This

includes tuition, fees, room/ board, books, and personal expenses (summer school tuition and transportation are NOT included). The University 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 Main 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 Admission. All application materials become the property of the University upon receipt.

1. **Application for Admission.** Upon receipt of the completed and signed application form, personal statement, and the non-refundable \$50 application fee, the Office of Admission will notify the applicant of any missing documents necessary to complete the application process.
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) A minimum score of 61 iBT/173cb/500pb on the Test of English as a Foreign Language (TOEFL);
 - (b) A minimum score of 480 on the critical reading section of the Scholastic Aptitude Test (SAT);
 - (c) A minimum score of 5.0 on the International English Language Testing System (IELTS);
 - (d) Completion of the equivalent of WRT 110 (English composition) and 32 transferable semester units with a grade of C or better;
 - (e) Passing score on the University of La Verne English Proficiency Test (EPT); or,
 - (f) Successful completion of ELS Language Centers level 112

4. **One letter of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

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

Additional Admission Information

Information Sessions and Tours. Prospective students and parents are invited to visit the University of La Verne. Information Sessions and tours are held on campus by appointment at 10:00 a.m. and 2:00 p.m. weekdays. The Office of Admission is open from 8:00 a.m. to 5:00 p.m. on weekdays and is open on selected Saturdays during the Spring Semester. Please call the Office of Admission at (800) 876-4858 for more information or to schedule a visit.

Candidates Reply Date. Freshman and transfer candidates are considered for admission upon receipt of the application for admission, all official transcripts, appropriate test scores, the personal statement (essay), and letters of recommendation. Once accepted, candidates are expected to submit a \$200 nonrefundable tuition deposit by May 1 (postmark deadline). Students admitted after this date will be expected to submit the tuition deposit within two 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 Financial Aid for information and forms. For complete information, see the Financial Aid section of this catalog.

Residence Hall Reservations. Admitted students can access Residence Hall Application and License Agreement at www.ulv.edu/housing. Students must return the application and license agreement, along with a \$250 housing reservation/security deposit and a \$50 activity fee to the Office of Residential Life. Rooms will be reserved for students on a space available basis.

Student Acceptance through the First-Year Resource Program (FRP). This program is designed to assist selected students as they begin their careers at the University of La Verne. FRP students may enroll in a maximum of 15 semester hours during their first semester and are assigned an advisor in the Learning Enhancement Center. Additionally, they must enroll in a one-unit Learning Enhancement Seminar, register for an appropriate English class, and make satisfactory academic progress as defined in the Normal Academic Progress section of this catalog.

Returning Student Readmission. Main campus undergraduates who have attended La Verne as matriculated students but who have not been in attendance for two consecutive semesters must reapply by filing a Readmission Application for Admission. Readmission will be based on the current admission 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.

Readmission of Academically Disqualified Students. The readmission of a previously disqualified student is by special approval of the appropriate Dean. La Verne 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 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 Regional Campus Administration (RCA) Undergraduate Programs

The nine regional campuses, CAPA, and La Verne Online provide educational opportunities for mature adults with varied educational backgrounds. Applicants will be considered for admission based on several factors: applicant's age (CAPA and other programs may require applicants to be of 25 years of age or older), number of college-level semester hours completed, cumulative college GPA, work experience, and the degree program being pursued. 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.

Students are eligible to enroll in a cumulative total of no more than 8 semester hours in a term-based system or 12 semester hours in a semester-based system prior to official admission. For additional degree program requirements and enrollment policies, please refer to RCA program brochures.

Guidelines. To apply for admission to La Verne through RCA, students should submit the necessary admission documents to the Regional Campus 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. Application for Admission.** The application form may be obtained from the regional campus where the student plans to study. Upon receipt of the completed and signed application form and the non-refundable \$50 application fee, the regional campus will notify the applicant of any missing documents necessary to complete the application process.
- 2. Official Transcripts and Certificates of Prior Work.** Official transcripts from all colleges and universities previously attended must be submitted. If applicable, military documents, college level test scores (CLEP/DANTES), and documentation for Educational Credit for Training or non-collegiate sponsored programs must be submitted for evaluation of potential transfer credit. All previous college work must be evaluated for transfer. Any transcripts of coursework completed prior to admission that are not submitted will not be considered for transfer credit after admission has been granted. In addition, failure to list this coursework could result in academic dismissal.

Applicants with fewer than 28 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 RCA 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.

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

3. International Students. International students on F or J visas may apply to and attend only La Verne's Main Campus and La Verne College of Law. They are not eligible for the CAPA program. Applicants who do not hold a US high school degree and who have completed less than 28 semester hours of transfer credit, or who have not completed the equivalent to WRT 110, College Writing A, must submit a score of 500 or above (paper based) or 173 (computer based) on the Test of English as a Foreign Language (TOEFL) or a minimum score of 3.0 on La Verne's English Proficiency Test (EPT) to qualify for admission. Foreign nationals serving in the US Armed Forces are exempt from this policy.

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

Evaluations. RCA academic advisors 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.

Degree Time Limits and Readmission. The University recognizes that RCA students may not be able to attend full time every term. For this reason, RCA students need not reapply after a break in enrollment unless the break was due to academic disqualification, or unless specified in one of the two conditions that follow:

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.

Students who do not complete their degrees within seven years of the date of their admission letter

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.

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.

Matriculated students who have not been enrolled at La Verne for more than one year will be classified as Inactive and will not be eligible to register via the web. Inactive students who wish to register should contact their academic advisor to change their student status.

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. All previous college work must be evaluated for transfer.
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.

Transfer Credit for Undergraduate Students

The following section describes the different transfer credit options that are acceptable towards fulfilling undergraduate degrees within approved Office of the Registrar policies:

General Transfer of Courses: There is no limit to the number of transfer credits that will be evaluated by the University of La Verne, but no transfer course will be accepted unless a grade of C- or better was received with the exception of courses completed within a certified Associate Degree (see Associate Degree and Other General Education Transfer Options for Breadth Requirements below). The process for reviewing individual coursework to determine course comparability rests with the faculty and will be facilitated through the Office of the Registrar. All coursework will be evaluated on a course-by-course basis if certification is not completed. Junior or Community College courses transfer to La Verne as lower-division credit. Traditional four-year college courses transfer at the same level, lower- or upper-division, as they were designated at the sending institution.

California Community College Articulation Agreements: The University of La Verne establishes formal partnerships at the California Community College system. The agreements support the principle that transfer students should not be required to repeat competencies already achieved. The purpose is to enable students who have completed transfer course work at a Community College to carry with them the credit they have already earned towards fulfilling all relevant University degree requirements. Articulation Agreements outline Community College courses that have been approved to meet specific General Education Area requirements at La Verne. Articulated courses are not viewed as “equivalent,” but rather comparable or acceptable in lieu of a La Verne course. Transfer Plans are available online. (www.ulv.edu/registrar)

Associate Degree: Students admitted and enrolled at La Verne who earned an associate degree at an accredited California Community College with general education (IGETC or CSU-GE) certification honored by the University will be credited with fulfilling all of La Verne’s General Education requirements. Courses that are completed at accredited community, state,

and private colleges, which meet bachelor’s level general education requirements within a statewide college or university system and are documented in the college catalog, will be articulated to fulfill like general education requirements as recognized by the University of La Verne. Students must provide proof of certification when the final transcript is sent to La Verne. Transfer students will be required to complete the appropriate University Values (UV) requirements outlined in the General Education Transfer Policy. Students with an associate degree are not guaranteed completion of La Verne’s GE Breadth Area requirements (see General Education Transfer Policy Breadth Requirements below).

General Education Transfer Policy—Breadth Requirements: At the time of matriculation, students who have completed one of the following three certifications will be credited with fulfilling all of La Verne’s General Education Breadth Requirements with the exception of the Foreign Language requirement depending on the student’s declared major:

1. An associate degree at a regionally accredited California college with transfer major options acceptable to the University of California or California State University systems.
2. The California State University General Education Breadth Certification (CSU-GE). Students must provide proof of certification when the final transcript is sent to La Verne.
3. The Intersegmental General Education Transfer Curriculum (IGETC).

Other General Education Transfer Options for Breadth Requirements: At the time of matriculation, students who have not earned a regionally accredited California associate degree, but who have completed a minimum of 28 semester hours of transferable coursework will be evaluated for fulfillment of La Verne’s General Education Breadth Requirements according to the following guidelines:

1. Students certified as having met all area requirements in the California State University General Education Breadth Certification or in the Intersegmental General Education Transfer Curriculum (IGETC) with a C- or better will be credited with fulfilling all of La Verne’s General

Education Breadth requirements with the exception of the Foreign Language requirement depending on the student's declared major. Students must provide proof of certification when the final transcript is sent to La Verne.

2. Community college courses that partially fulfill selected UC, CSU, or IGETC general education options completed at a college prior to admission at La Verne will be credited toward partial fulfillment of the like General Education Breadth requirement at La Verne. Students may be required to fulfill a Foreign Language requirement depending on their declared major.
3. Courses completed at regionally accredited public colleges and universities outside the state of California which meet bachelor's level general education requirements within a statewide college or university system and are documented in the college catalog, will be articulated to fulfill like general education requirements at La Verne. Students may be required to fulfill a Foreign Language requirement depending on their declared major.
4. All other coursework will be evaluated on a course-by-course basis.
5. No transfer course will be considered for general education fulfillment unless a C- or better was received.

General Education Transfer Policy— Values Requirements: Students who transfer 0-28 semester hours at the time of matriculation are required to complete two designations each in Values Orientation (UVVO), Community and Diversity (UVCD), and Lifelong Learning (UVLL), and one designation in Community Service (UVCS), while students who transfer 28-59.99 must complete one designation in each of the four areas. Students who transfer 60-91.99 semester hours must complete three designations in three different areas, and students who transfer 92 or more semester hours must complete two designations in two different areas.

Transfer Credit for Exams and Testing

International Baccalaureate (IB) Transfer Credit. The Office of the Registrar will accept the IB diploma for students who have earned 30 points or more, and

grant 32 semester hours of transfer credit (sophomore standing). Students who do not successfully achieve the IB diploma will have the subjects individually evaluated as listed on their certificate. La Verne will award 4 semester hours for each subject in which a score of 4 or greater was earned for a maximum of 24 semester hours.

Advanced Placement Exam (AP) Transfer Credit. The Office of the Registrar articulates up to 44 semester hours of credit in subject area examinations offered by the College Board's Advanced Placement Program. Exams are articulated during the evaluation of the student's file upon matriculation. Credit can only be reviewed at the time the Office of the Registrar receives an official score report provided by the College Board and or scores that are indicated on a student's official high school transcript.

CLEP Exam Transfer Credit. Credit may be granted by the University for subject areas in which the student has earned a passing score (C equivalent) on College Level Examination Program (CLEP). The Office of the Registrar articulates up to 44 semester hours of credit for CLEP subject areas.

DANTES Exam Transfer Credit. DANTES credit is granted by the American Council on Education (ACE). The ACE recommended passing score for select exams will be used to articulate courses that meet General Education Breadth requirements. Students may earn up to a combined total of 44 semester hours.

Additional Transfer Credit Options

High School Diploma and Transfer Credit. All traditional undergraduate students entering La Verne may receive up to 32 semester hours of credit for college courses taken before graduation from high school. These courses must appear on an official college transcript and the name of the accredited college must be disclosed on the University of La Verne Admissions Application.

Vocational/Technical Transfer Credit Policy. The Office of the Registrar articulates up to 21 semester hours of vocational and or technical credit into an Associate Degree program and up to 44 semester hours of vocational/technical credit into a Bachelor's Degree program. This transfer credit option includes community college certificate

programs, military courses, and courses offered by non-collegiate institutions.

Correspondence and Extension Courses.

Within the guidelines of the Vocational/Technical Transfer Credit policy, La Verne accepts up to 12 semester hours of correspondence work and up to 15 semester hours of extension work. To qualify for transfer credit, correspondence and extension courses must be acceptable for undergraduate degree credit at the institution where the credit was earned.

Military Transfer Credit. 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 La Verne policy. Acceptance of credit is limited by the Vocational/Technical Transfer Credit policy.

Transfer Credit for ESL and English Composition Courses. La Verne will grant transfer credit for courses articulated to fulfill the Written Communication A sub-area stated within the GE Breadth Requirements. The course must be completed prior to acceptance into La Verne. The Office of the Registrar will not grant credit for similar courses completed after a student has been accepted to La Verne until all prerequisite ESL courses required by placement criteria have been completed. ESL and Writing courses which the placement test indicates are needed must be taken at La Verne, but the University may grant elective credit for transferable ESL courses and English composition courses not equivalent to WRT 110 that was completed elsewhere prior to acceptance.

GRADUATE ADMISSIONS

Central Campus and Regional Campus Administration (RCA)

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. Candidates are evaluated on the strength of their GPA, Statement of Purpose, letters of recommendation, and standardized test scores (where applicable). Additional admission requirements beyond those described below are listed with the individual programs in the Programs section of this catalog. Each academic department balances all these measures in considering admission eligibility. The general guidelines for all graduate programs follows:

1. A bachelor's degree from a regionally accredited college or university. (Doctoral programs may 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 La Verne-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 preferred 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. Letters of recommendation attesting to academic/professional competency.
4. Demonstrated ability to write at an acceptable level for graduate study.

Some programs prefer 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 RCA, 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, all coursework completed in the last two years of undergraduate study (i.e., the last 60 semester hours or the last 90 quarter hours), and all graduate coursework. All transcripts must be sent by the degree granting institution directly to La Verne. Applicants to Central Campus programs should have the transcripts sent "Attention: Graduate Office." Applicants to RCA programs will be provided with forms which indicate the proper return address.
4. Two or three letters of recommendation, as specified by the department. Upon admission to the University, all letters of recommendation will be destroyed and are not a part of the student's permanent record.
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 La Verne English Proficiency Test (5.0 or higher in most programs).
 - c. Satisfactory completion of prerequisite ESL courses as indicated by placement criteria.
 - d. Completion of English 112 at the ELS Language Center.Note: These scores are minimum admissions requirements only.

International Students. La Verne is authorized to issue an I-20 only after international applicants have been accepted for admission and have submitted the \$200 non-refundable 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 based upon the applicant's qualifications and potential for success in a graduate program. Departments may take any of the actions listed below. Admissions decisions are valid only for the academic year for which the applicant has applied and only if the applicant enrolls in courses during that academic year.

1. Grant admission to students who satisfy all requirements.
2. Grant admission to students who demonstrate academic and professional promise. These students must meet the stipulations required by the department, including prerequisites. Students who do not meet these stipulations may be withdrawn from the University.
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 La Verne's Education Department Office or through the Regional Campus Administration. Admission requirements are described in the Programs section of this catalog.

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 up to \$50 for each unit accepted beyond the program minimum requirement 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 for course work completed since leaving La Verne and other documents as required by the department, if applicable.

Readmission will be based on the current ad-missions policies, and the student will be required to meet current program requirements. Any coursework previously completed at La Verne 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 La Verne for ethical or behavioral reasons will not be readmitted.

Transfer Credit. Students must request transfer credit for courses previously completed at another college or university at the time of application. Students receiving Veterans Administration (VA) funding are eligible to receive transfer credit for previously completed courses only if they make their request during the semester/term of their admission. The following conditions must exist for transfer credit to be approved:

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.
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. (A grade of B- is not acceptable.)
4. The course must be sufficiently related to the student's degree program at La Verne 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 La Verne transcript.
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 RCA. 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 RCA 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 La Verne and wish to earn a second master's degree at the University must apply for the second degree by submitting an application with a statement of purpose and all supporting documents required for admission by the second degree program. For courses to count toward both degrees, they must be common to both approved programs. A maximum of 21 semester hours approved by the Program Chairperson may be used from the first degree to meet requirements for the second degree. A new "culminating activity" must be a part of a second degree program.

Adding a Concentration After a Master's Degree Has Been Granted. A concentration may be added to a student's transcript after a La Verne master's degree has been granted, subject to the program chairperson's approval. The concentration that is to be added must be listed in the current La Verne catalog as being an approved concentration for the degree previously granted to the student.

A formal Application for the Addition of a Concentration to a Completed La Verne Master's Degree must be submitted to add a concentration after a degree has been granted. La Verne course work completed within five years preceding the date of application may be applied to the concentration. A student has three years from the date of application to complete all concentration requirements. A grade of B or better is required for each course applied to the concentration with a minimum cumulative concentration GPA of 3.0. Financial aid funds are not available to students pursuing a concentration after a degree has been posted.

FINANCIAL INFORMATION

TUITION AND FEES

Financial Arrangements

Students must complete their financial arrangements no later than one week prior to the start of the term/semester. Students who do not make financial arrangements one week prior to the start of the term/semester will be assessed a fee of \$100. Students who have not made financial arrangements after 30 days from one week prior to the term/semester will be assessed an additional \$200. Financial arrangements include payment in full or enrollment in a payment plan. The university offers the payment options listed below, which must be completed 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.** Payment plans are available for courses lasting six weeks or more. Short-term courses of up to five weeks in length must be paid in full one week prior to the start of the term.

All deferred payment plans require the completion of a formal written agreement. 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	\$75
Term Based Programs	\$50

All students electing a deferred payment plan who do not meet their payment dates will also be assessed a monthly late payment fee of \$25. The University

reserves the right to impose finance charges on all unpaid balances.

3. Payment Methods. The University of La Verne accepts payments by cash, check, money order, traveler's check, wire transfer, or by electronic check through the web at MyLaVerne. No payments are accepted at the Regional Campuses. Credit card payments are only accepted online through TouchNet PayPath, a third party payment service. TouchNet PayPath only accepts Mastercard, American Express and Discover; Visa is not accepted. A convenience fee of 2.5% will apply to tuition and fees. Credit card payments will not be accepted in person, over the phone, or by mail.

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

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	\$14,125
Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour	\$800
Summer Sessions, per semester hour	\$640
Paralegal Certificate, per semester hour	\$315
Religion Program (off-campus), per course	\$490

Fees

Academic Services (not charged to full-time, traditional-age students), per course	\$20
Appeals	\$50
Application	\$50
Auditing, per semester hour	\$400
Chemistry laboratory breakage deposit, per course (refundable)	\$125
Community Service Assessment	\$50
Course Challenge, per course	one semester hour of tuition
Graduation	\$110
Journalism, Radio, and TV Lab Fee(s)	\$100
Laboratory Fee, per course	\$125

Late Financial Arrangement.....	\$100-300
Late Registration/Change of Program	\$50
Legal Studies Certificate	\$35
Legal Studies Association (one time charge).....	\$25
Legal Studies, online research, per course.....	\$10
Lost ID card.....	\$5
Lost Parking Permit, semester/year.....	\$20/\$30
Make-up Examination	\$40
Missed Payment Fee	\$25
Music Lessons, per semester hour	\$200
Parking, per semester; per year.....	\$20; \$30
Photography Laboratory	\$175
Replacement of Diploma.....	\$60
Returned Check/Rejected Credit Card	\$25
Student Orientation	\$50
Student Tuition Deposit.....	\$200
Teacher Performance Assessment.....	\$50-100
Transcript, per copy	\$6
Transcript (24-hour turnaround), per copy	\$15
Written Composition (will be applied toward challenge if passed)	\$50

Residence Hall Charges

Room Rates

Main Campus - Students, Per Semester

Room, Brandt/Studebaker/Hanawalt Halls, double occupancy	\$2,525
Room, Brandt/Studebaker/Hanawalt Halls, triple occupancy	\$2,135
Room, Oaks Hall, double occupancy	\$2,810
Room, Oaks Hall, triple occupancy.....	\$2,285
Room, single	\$3,285

Main Campus - Students, Per Term

Room, double occupancy,.....	\$1,875
Room, single occupancy,	\$2,500

College of Law - Students, Per Semester

Room, double occupancy	\$2,810
Room, single occupancy.....	\$3,750

Board Rates

Residential Undergraduate Students, Per Semester

10 meals per week.....	\$2,300
12 meals per week.....	\$2,410
14 meals per week.....	\$2,505
19 meals per week.....	\$2,745

Residential Graduate or Non-Residential Students, per term/semester

75 meals, per term/semester	\$495
125 meals, per term/semester	\$820

150 meals, per term/semester	\$985
175 meals, per term/semester	\$1,150

Housing Reservation/Security Deposit—

first time students	\$250
Returning resident application fee	\$100
Residence Halls student activities fee	\$50
Replacement Residence Hall Access Card	\$10

Study Abroad Programs. The costs listed below include tuition, room, and board. These must be paid before departure. Travel costs are the responsibility of the student.

per semester	\$19,555
per year	\$38,900

Insurance Requirement for International Students in All Programs. All full-time students with F-1 or J-1 visas secured with documentation provided by ULV are required to pay ULV Health Center and Medical Services fees. Coverage thus secured meets the requirements specified by U.S. Federal Regulations. The costs of these fees are included in full-time, traditional-age undergraduate tuition, but graduate students must pay the separate Health Center and Medical Services fees as listed. Students with J-2, H-1, or H-4 visas are not required to purchase ULV insurance, but J-2 visa holders must show that they have coverage that meets U.S. Federal Regulations.

Graduate Programs

Graduate Tuition (per semester hour)

Master's in Ed.Mgmt. Prelim. Admin Services Credential, Prof. Admin. Services Credential.....	\$520
All other Master in Education & Organizational Leadership Programs & Credentials	\$575
Master's in Business, Public Management, and Arts & Sciences	\$595
D.P.A., Ed.D., & Psy.D., per semester hour	\$820

Graduate Fees

Academic Services, per course	\$20
Appeals	\$50
Application, doctoral.....	\$75
Application, master's and credential	\$50
Auditing, per semester hour ..one-half normal tuition	
Continuous Registration, doctoral, 1-2 semester hours of tuition	\$820–\$1,640
Course Challenge.....one semester hour of tuition	
Dissertation completion.....	\$450

Graduation, doctoral	\$250
Graduation, master's	\$110
Health Center (mandatory for all who purchase Accident and Health Insurance)	
per semester	\$70
per term	\$40
International Student Tuition Deposit	\$200
Late Financial Arrangement	\$100-300
Late Registration/Change of Program	\$50
Lost ID card	\$5
Lost Parking Permit, semester/year	\$20/\$30
Make-Up Examinations	\$40
Medical Services (mandatory for all international students), per semester	\$200
per term	\$125
Missed Payment Fee	\$25
Parking, per semester; per year	\$20; \$30
Placement, Ed.D.	\$50
Returned Check/Rejected Credit Card	\$25
Teacher Performance Assessment	\$50-100
Transcript, per copy	\$6
Transcript (24-hour turnaround), per copy	\$15

College of Law

Tuition

Students entering in or after Fall 2006:

Full time, per semester

Part time, per semester

Students entering before Fall 2006:

Per semester

Approved academic overload,

per semester hour

Fees

Application	\$60
Change of Program	\$50
Graduation	\$250
Late Financial Arrangement	\$100-300
Late Registration	\$100
Library (Fall/Spring)	\$120
Library (Summer)	\$60
Lost ID card	\$5
Lost Parking Permit, semester/year	\$20/\$30
Missed Payment Fee	\$25
Multipurpose (Fall/Spring)	\$240
Multipurpose (Summer)	\$120
Parking, per semester; per year	\$20; \$30
Returned Check/Rejected Credit Card	\$25
Student Bar Association, per semester	\$50
Transcript, per copy	\$6
Transcript (24-hour turnaround), per copy	\$15

Regional Campuses, ULV Online, and CAPA

Tuition (per semester hour)*

<u>Program</u>	<u>Undergraduate</u>	<u>Graduate</u>
Regional Campuses	\$475	\$595
ULV Online degree programs	\$475	\$595
Corporate rate	\$425-450	\$545-570
Education Program	\$405-515	
Military base Regional Campuses	\$250	\$305

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

Fees

Academic Services, per course	\$20
Appeals	\$50
Application	\$50
Auditing, per semester hour ..one-half normal tuition	
Course Challenge	one semester hour of tuition
Graduation	\$110
Late Financial Arrangement	\$100-300
Late Registration/Change of Program	\$50
Missed Payment Fee	\$25
Professional Development Courses (700-level, non- degree credit), per semester hour	\$95
Returned Check/Rejected Credit Card	\$25
School Counseling Field Work Doc.	\$150
Teacher Performance Assessment	\$50-100
Transcript, per copy	\$6
Transcript (24-hour turnaround), per copy	\$15

CAPA Professional Development Center

Tuition, per semester hour	\$505
Academic Services Fee, per course	\$20
Appeals Fee	\$50
Application Fee	\$50
Auditing, per semester hour	\$250
Course Challenge Fee, per course	\$505
Graduation Fee	\$110
Health Center Fee (mandatory for all who purchase accident and health insurance), per semester	\$70
Late Financial Arrangement Fee	\$100-300
Late Registration/Change of Program Fee	\$50
Lost ID card	\$5
Lost Parking Permit, semester/year	\$20/\$30
Medical Services Fee (optional), per semester	\$200
Missed Payment Fee	\$25
Parking, per semester; per year	\$20; \$30
Returned Check Fee	\$25
Transcript Fee, per copy	\$6
Transcript Fee (24-hour turnaround), per copy ..	\$15

REFUND/TUITION CREDIT POLICIES

It is the student's responsibility to officially notify the Registrar, or the regional campus where the student is enrolled, if he or she withdraws from classes at any point during the semester or term. Failure to attend class or informing the instructor does not constitute official withdrawal from a course. Students who have received (or whose accounts have been credited with) financial aid funds will have these funds returned to the appropriate financial aid programs before any refunds will be issued to the student. Policies and procedures on withdrawal are covered in the "Tuition Credits/Refunds" section below as well as in the sections entitled "Withdrawal from ULV by Financial Aid Recipients" and "Withdrawal from the University."

Room and Board Refunds. Refunds for the residence halls will be made according to the terms and conditions outlined on the Residence Hall License Agreement. The amount of refund will be determined by the Housing Office. Board refunds during the Fall, Winter and Spring terms/ semesters will be calculated on a prorated basis. There will be no refunds for January Interterm.

Tuition Credits/Refunds. To be eligible for tuition credits, a student must complete a Program Change Form before the tuition credit deadline for the semester or term. The date of withdrawal for purposes of tuition credit shall be the date on which the Office of the Registrar (or the office of the student's regional campus) receives the official Program Change Form. Tuition credits will only be granted for students who officially drop or withdraw in writing before the deadline. If eligible, a refund will be generated within 14 days of the date your student account reflects a credit status. Checks are mailed to your mailing address.

Tuition Refund/Credit Policy

Withdrawal during	Enrollment Period		
	Semester	Term	Other
1st week of classes	100%	100%	100%
2nd week of classes	75%	75%	75%
3rd week of classes	50%	50%	0%

Fees are not refundable.

Students who receive federal financial aid are subject to a pro-rata return of federal funds through the 60% period of each term or semester, as described in the Withdrawal from ULV by Financial Aid Recipients section of this catalog. The 60% period is calculated by dividing the number of days enrolled in the term by the total number of days within the term. The amount of funds that must be returned is determined by dividing the number of days in the term or semester that the student was not enrolled by the total number of days in the term or semester. The Financial Aid Office will calculate the amount of the refund to the financial aid programs.

If a student drops classes after the tuition credit period, but before the 60% period of a term, the student will be charged for the entire amount of tuition, but a prorated portion of the financial aid will be returned to the Title IV Program.

Petitions to the stated policy, for medical reasons or reasons beyond the control of the students, should be in writing and addressed to the Director of Student Accounts. Any exceptions to the policy must also be approved by the Associate Vice President of Finance.

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 beginning or completion of a semester of enrollment may 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 may become interest bearing at the rate of 10% per annum. Interest on the outstanding balance may be computed and 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 fee up to 35% will be added to the existing balance. The student will also be responsible for all legal fees incurred.

FINANCIAL AID

Leatha Webster, Director of Financial Aid

All students admitted to a degree or certificate program may apply for financial assistance. The student's financial aid (institutional, federal, and state aid) will be determined and awarded by the Office of Financial Aid:

800-649-0160

www.laverne.edu/financial-aid/

school code: 001216

Basic Eligibility for Federal Student Aid:

- Be a US citizen or an eligible non-citizen
- Submit a Free Application for Federal Student Aid (FAFSA)
- Demonstrate financial need
- Be enrolled, or accepted for enrollment, in a degree or certificate program
- Have a high school diploma or GED (General Educational Development) certificate, pass a test approved by the US Department of Education, or complete a high school education in an approved home-school setting
- If required, be registered with the Selective Service

A student who has a drug record may not be eligible for federal student aid. To find out status, call 1-800-433-3243.

Types of Assistance. Financial aid is money awarded to assist a student to attend college who would otherwise not have the opportunity. There are two types of assistance a student may be awarded: gift financial aid and self-help financial aid. Gift financial aid is money the recipient does not have to pay back, such as University grants and scholarships and federal and state grants. Self-help financial aid includes Federal and private loans, which must be repaid, and the Federal Work-Study program, which requires the student to work.

Determination of Financial Aid Awards. Eligibility for need based financial aid is the difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC):

COA - EFC = Need (Eligibility for need based Financial Aid)

The COA is the cost for a student to attend the University of La Verne for the academic year. The COA includes allowances for tuition and fees, room and board, transportation, books/supplies, and personal expenses. However, only the cost of tuition and fees (or on campus housing, if applicable) must be paid directly to the University. The total financial aid awarded cannot exceed the total Cost of Attendance. The EFC is calculated from the income and asset information a student and his/her family have provided on the FAFSA. The EFC is the dollar amount the Federal government has determined that a student and his/her family are expected to contribute toward educational costs for the academic year.

The Office of Financial Aid will determine financial aid eligibility and award the student institutional, federal, and state financial aid. Once a student's financial aid for the academic year is determined, the Office of Financial Aid will send the student, through email notification or regular mail, a Financial Aid Award Letter along with other important information and instructions.

Priority Deadlines. Many financial aid sources are limited. Failure to meet priority deadlines may result in the loss of financial aid funds a student may otherwise be eligible to receive.

FAFSA: March 2. If the FAFSA is submitted after March 2, a student may still be eligible to receive a Federal Pell Grant and Federal student loans.

Grade Point Average Verification: March 2. The California Student Aid Commission (CSAC) will not accept GPA Verification after the March 2 deadline.

To prevent delay in the processing of the FAFSA or GPA Verification, a student should read and follow the instructions carefully.

How To Apply for Financial Aid

The 2009-2010 Award Year FAFSA must be used to apply for financial aid in the 2009-2010 academic year. La Verne's academic year begins at the start of Fall 2009 and runs through Summer 2010.

1. Complete the online Free Application for Federal Student Aid (FAFSA) starting January 1. The fastest and most efficient way to complete the FAFSA is online at www.fafsa.ed.gov.

Online FAFSA and Online Renewal FAFSA: A new or renewal FAFSA must be completed on the web. If a student does not have a Personal Identification Number (PIN) issued by the federal student aid programs, a PIN may be requested online at www.fafsa.ed.gov.

Financial Aid Renewal for Returning Students. All students must reapply for financial aid annually. Renewable financial aid is conditionally based on a student's ability to maintain academic and financial aid eligibility. Students who filed an electronic FAFSA the previous year and have a PIN will, starting January 1, find their Renewal FAFSA at www.fafsa.ed.gov.

FAFSA Results. After the Federal processor has processed a student's FAFSA, the student will receive a Student Aid Report (SAR). This summarizes the information on the student's FAFSA and indicates the family's Expected Family Contribution (EFC), the amount the family is expected to contribute towards the student's educational expenses for the academic year. The Office of Financial Aid will receive the FAFSA results as long as the student has listed the University of La Verne on the FAFSA or SAR and has been officially admitted into a degree or certificate program at the University of La Verne. The school code is 001216.

2. Submit the Grade Point Average Verification Form. (Non-California residents may skip this step.) The University of La Verne strongly encourages all California residents to apply for a Cal Grant. To apply, a student must submit a GPA Verification to the California Student Aid Commission (CSAC) by March 2. "California resident" is defined at www.calgrants.org. The following grades are included in the GPA calculations for Cal Grants:

High School Seniors. All grades from sophomore and junior years, including summer school grades earned following sophomore and junior years, with a few exceptions listed at www.calgrants.org.

High School Graduates. All grades from sophomore, junior and senior years of high school, including summer sessions. PE, ROTC, and remedial courses are excluded.

Transfer Students. For a student who is not enrolled in high school and who has completed fewer than 24 college semester units, 36 quarter units, or the

equivalent, all grades from sophomore, junior and senior years of high school, except for PE, ROTC, and remedial courses. If such a student has taken at least 16 semester units the California Community College GPA will be used, but only for the Cal Grant B Competitive award. For transfer students who are not enrolled in high school and who have completed at least 24 college semester units, 36 quarter units or the equivalent, all college grades received by the date the college certifies the student's GPA will be used.

Continuing La Verne Students. The Registrar automatically submits GPA information to CSAC for continuing students.

It is the student's responsibility to ensure that the GPA verification information is submitted to CSAC by March 2.

3. Submit any Document Requested to La Verne's Office of Financial Aid. Failure to turn all requested documents in to the Office of Financial Aid by the deadline specified in the request may result in the loss of financial aid for which the student may otherwise have been eligible.

A student may be selected for "verification." This means the student has been selected by the Federal processor to provide specific documents verifying income information or other supporting documents. If so, the student will be notified on the Student Aid Report (SAR), and the Office of Financial Aid will send the student a written request to submit a completed Verification Worksheet (downloadable at www.laverne.edu/financial-aid/), copies of the first and second pages of signed and dated Federal Tax Returns, W-2's, and other necessary documents. Additional documentation (such as selective service or citizenship documents) may be requested to complete a student's file. The student's file is not complete until all required documents, properly filled out, have been received by the Office of Financial Aid. Financial aid cannot be awarded until a student's financial aid file is complete.

4. Obtain official admission to La Verne. An applicant may complete the FAFSA and GPA Verification before he/she is officially admitted to La Verne. However, financial aid will not be awarded until the student is officially admitted.

Additional Information

Satisfactory Academic Progress Policy. The Federal government requires universities to develop and enforce an internal system to monitor the academic progress of financial aid recipients. A student must maintain Satisfactory Academic Progress (SAP) in order to be awarded and remain eligible for financial aid. The SAP policy includes procedures through which a student may appeal a determination that satisfactory academic progress is not being met. The full SAP policy is available at www.laverne.edu/financial-aid/ and at the La Verne Office of Financial Aid.

Financial Aid Disbursements. Financial aid funds are disbursed through the Office of Student Accounts. The total amount of financial aid for the academic year is divided among semesters or terms for which the student is enrolled. Students must meet eligibility requirements before financial aid is disbursed. Eligibility requirements include, but may not be limited to the following: being officially admitted into an eligible program, enrolling in the correct number of units in classes leading toward the student's degree, maintaining satisfactory academic progress, and completing necessary documentation. The disbursement schedule is listed on the Student Accounts website at www.laverne.edu/resources-services/finance/student-accounts/student-refunds.

Disbursement for first-time La Verne Federal Stafford Loan student borrowers. As well as meeting the above criteria, a new borrower must complete a Federal Stafford Loan Program Master Promissory Note (MPN) with the lender of their choosing and loan entrance counseling online at www.laverne.edu/financial-aid/ before receiving student loan funds.

Each semester/term, Federal Stafford and PLUS loan funds are forwarded to La Verne. The funds are disbursed after the add/drop period. The net loan amount (gross loan amount minus the loan origination fee) is forwarded to Student Accounts each semester/term after the student's enrollment and satisfactory academic progress have been verified. If a student is not enrolled at least half time, loan funds will be returned to the lender. The student is responsible for repaying only the amount of student loan funds disbursed.

Cal Grant B Access Authorization. The Office of Financial Aid mails to all Cal Grant B Access recipients an authorization form. The Cal Grant B recipient's "access" portion of the Cal Grant award cannot be applied to his or her student account unless the student completes and submits a Cal Grant B Access Form to the Office of Student Accounts.

Repayment of Federal Loans. Repayment of the Federal Stafford Loans begins six months after the student graduates, drops below half-time enrollment status, or withdraws from school. A variety of repayment options and loan assumption programs are available to borrowers, and the information about these options may be obtained from the lender. Repayment information is also available in the financial aid award packet and at the La Verne Office of Financial Aid. Repayment of the Parent PLUS Loan can begin 60 days after the last disbursement if the Parent chooses. However, parents are now eligible to defer their PLUS Loan payments until after their dependent graduates. The lender can provide specific information regarding this new benefit.

Withdrawal from La Verne by Financial Aid Recipients. A student receiving Federal Pell Grants, Academic Competitiveness Grant, National SMART Grant, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, and/or Federal Supplemental Educational Opportunity Grants (SEOG) who withdraws from La Verne is subject to the Return of Federal Funds provision included in the regulations governing the administration of Federal Student Aid Funds. The determination of the amount to be returned is given on the chart on the next page. Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order:

- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Parent PLUS Loan
- Federal Grad PLUS Loan
- Federal Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV grant funds

Federal Student Aid Programs

La Verne participates in the Federal Campus-Based financial aid programs. Federal grants received and Work-Study funds earned do not have to be repaid; however, loans must be repaid. Graduate students are not eligible to receive grants. The Federal Perkins Loan and Federal Work-Study programs are available to graduate students.

Federal Pell Grants are awarded to undergraduate students on the basis of financial need. Students enrolled in the fifth-year Teacher Credential program are not eligible to receive Federal Pell Grants. During the 2009-2010 academic year, Federal Pell Grant awards will range from \$400 to \$5,350. A student cannot receive Federal Pell Grant funds from more than one institution for the same period of enrollment.

If more than one institution submits a request for payment to the Federal Pell Grant Program for the same period of enrollment, one of the schools will be required to withdraw the Federal Pell Grant award from the student's financial aid. The student will ultimately be responsible for any balance resulting from the duplicate enrollment.

A Federal Academic Competitiveness Grant (ACG) will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who meet the grant eligibility requirements, receive a Federal Pell Grant and who have had successfully completed a rigorous high school program as determined by the state and local education agency and recognized by the Secretary of Education. Second year students must have a minimum

Total Withdrawal from School – Return of Federal Funds

Regulation	Requirement	Options
<p>All students receiving federal financial aid who completely withdraw within the first 60% of a term or semester are subject to the Return of Federal Funds provision.</p> <ul style="list-style-type: none">• The responsibility to repay unearned aid is shared by La Verne and the student.• During the first 60% of the term/semester, the student "earns" federal aid in direct proportion to the length of time he or she remains enrolled.• A percentage is calculated by dividing the number of days completed in the term by the number of calendar days in the term.• The percentage is applied to the amount of aid the student is eligible to receive for that term.	<p>The student shares in repayment of Title IV Funds awarded that are unearned. The student's share is the difference between the total unearned amount and La Verne's share of unearned aid. The student must repay his/her share of the unearned funds within 45 days after being billed by La Verne or set up a repayment schedule with the US Department of Education.</p> <p>La Verne shares in the repayment of Title IV funds for the unearned portion of tuition and fees. Its share is the lesser of (1) the total amount of unearned aid or (2) the institutional charges multiplied by the percentage of aid that was unearned. La Verne must make post-withdrawal disbursements to eligible students who earned more aid than was disbursed prior to withdrawal.</p>	<p>The Student must either repay the funds in full within 45 days of notification or set up repayment schedule with the US Department of Education.</p> <p>La Verne must return its share of unearned federal aid funds no later than 45 days after it determines that the student withdrew.</p> <p>La Verne must offer post-withdrawal disbursements to eligible students who earned more aid than was disbursed prior to withdrawal.</p>

Note 1: Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order: Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, and Federal Supplemental Educational Opportunity Grant.

Note 2: If a student drops classes after the tuition refund period but before the 60% period of a term, the student will be charged for, and will owe to La Verne, the entire amount of tuition; however, La Verne will prorate and return a portion of the student's financial aid to the Title IV Program(s).

cumulative grade point average (GPA) of 3.0 at the end of their first academic year.

A Federal National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who meet the grant eligibility requirements, receive a Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, engineering or in a foreign language determined critical to national security. Students must maintain a minimum cumulative grade point average (GPA) of 3.0 each semester. The amount of the National SMART Grant, when combined with a Federal Pell Grant, may not exceed the student's cost of attendance.

The Secretary of Education may revise the ACG and National SMART Grant scheduled award amounts in any award year depending on the availability of funds for the programs.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. Students enrolled in the fifth-year Teacher Credential program are not eligible to receive Federal SEOG Grants. During the 2009-2010 academic year, FSEOG awards will range from \$500 to \$2,000. Students must be enrolled at least half-time to receive FSEOG Grants. Federal Perkins Loans are awarded to students with exceptional financial need. During the 2009-2010 academic year, Federal Perkins Loan awards will range from \$375 to \$1,000. Students must be enrolled at least half-time to receive Federal Perkins Loans.

Federal Work-Study (FWS) funds are awarded to students with the greatest financial need. Federal Work Study is a paid work opportunity to eligible applicants, allowing students to earn money to pay for educational expenses. Employment may not exceed 20 hours per week during periods when school is in session in the fall and spring semesters. Every effort is made to place students in work related to their studies, career plans, or community service.

Federal Stafford Loans are available to eligible students. There are two types of Stafford Loans: Subsidized, for which the government pays the interest while students are in school, and during grace and deferment periods; and Unsubsidized, for which

students pay all the interest on the loan. Students may defer the interest while enrolled at least half-time. Students may receive both types of loans at the same time, if eligible. For loans made to undergraduate students, the interest rate is reduced to 5.6 percent on the unpaid principal balance of the loan for Subsidized Stafford Loans originated between July 1, 2009 and June 30, 2010. The interest rate for all others remains at 6.8%.

Federal Stafford Loan Limits. Dependent undergraduates and fifth-year Teacher Credential students may be eligible to borrow up to \$31,000 of which no more than \$23,000 may be in subsidized loans. Independent undergraduate Students: \$57,500 of which no more than \$23,000 may be in subsidized loans. Graduate, professional program and College of Law students may be eligible to borrow up to \$138,500 of which no more than \$65,500 may be in subsidized loans. Clinical Psychology (Psy.D.) students may be eligible to borrow up to \$224,000 of which no more than \$65,500 may be in subsidized loans.

The annual Stafford Loan limits are as follows:

Year In School	Subsidized & Unsubsidized	Additional Unsubsidized Dependent	Additional Unsubsidized Independent
Freshman	\$3,500	\$2,000	\$6,000
Sophomore	\$4,500	\$2,000	\$6,000
Junior	\$5,500	\$2,000	\$7,000
Senior	\$5,500	\$2,000	\$7,000
5th Year	\$5,500	\$2,000	\$7,000
5th Year Teaching Credential	\$5,500	\$6,000	\$6,000
Graduate-Law	\$8,500		\$12,000
Clinical Psychology	\$8,500		\$25,212

Federal PLUS Loans are offered to the Parent or Stepparent of dependent undergraduate students. "Dependent student" is defined under "Announcements" on "The Student Guide and Funding your Education" at www.studentaid.ed.gov. Parent borrowers in this program may borrow up to the total cost of attendance minus other financial aid offered. PLUS loan origination fees are 3.5%, and the interest rate on the funds borrowed will not exceed 8.5%. A parent borrower's credit record will be checked prior to the lender's approval of the loan, and credit-worthy applicants will be required to complete a PLUS loan application and promissory note.

A dependent applicant whose parents are denied the PLUS Loan by the lender will automatically be considered for an Unsubsidized Stafford Loan. Interested students should contact the Office of Financial Aid for further details.

Federal PLUS Loans for Graduate or Professional Students (Grad PLUS). Students enrolled in graduate (masters or doctoral program) or professional programs (law school) are eligible to borrow under the Grad PLUS Loan Program up to their cost of attendance minus other financial assistance. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent in the FFEL program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA) and must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before being considered for a Grad PLUS Loan.

California Grant Programs

For detailed information on specific state programs, see the California Student Aid Commission's website at www.calgrants.org

Cal Grants A and B, the largest scholarship source for undergraduate work funded by the state of California, are administered by the California Student Aid Commission. Cal Grants A and B do not need to be repaid and may be received for up to four years. California residents who are La Verne undergraduates or applicants for undergraduate admission should apply for these grants. The tentative maximum award for new Cal Grant recipients for the 2008-2009 academic year was \$9,708.

Cal Grants A and B extended benefits provide an additional year of assistance for recipients who are enrolled in a teaching credential program. To extend benefits a student must complete a G-44 form, Request for Cal Grant Teaching Credential Program Benefits, available in the "Participants Forms and Applications" section under "Publications" at www.csac.ca.gov.

California Specialized Programs

Assumption Program of Loans for Education (APLE) assumes up to \$19,000 in education loans in exchange for teaching service at a designated school or in a designated subject. APLE participants must commit to teach at least four consecutive years at a California public school, either in a designated subject or a designated school. To qualify, students must have completed at least 60 units and have received, or be approved to receive, a Federal Stafford, Perkins, or Consolidation Loan, or any private loan associated with obtaining a bachelor's degree or an initial teaching credential. To view the entire eligibility criteria go to www.laverne.edu/financial-aid/ and click on the APLE Program link. The Office of Financial Aid announces application deadlines.

Child Development Grants are for outstanding students who are pursuing a child development permit as a teacher, master teacher, site supervisor, or program director to work at a licensed children's center. Selected students attending a four-year university may receive \$2,000 each year, for up to two years. The maximum amount awarded is \$6,000. Grant recipients must work full time at an eligible California children's center for one year for each year they receive grants. To qualify, students must be enrolled at least half-time in coursework leading to their permit during the 2008-2009 academic year. Contact the Office of Financial Aid for more information. This program is subject to the availability of California state funds.

California Chafee Grants offer up to \$5,000 a year for foster youth and former foster youth for college or vocational training. To qualify, foster youths must have been in foster care on their 16th birthday, not yet reached their 22nd birthday, attend school at least half time, and be enrolled in a course of study at least one year. Youth who have "aged out" of another state's foster care program and who now live in California are eligible to apply. Applicants must file the FAFSA and submit a California Chafee Grant Application, available at www.chafee.csac.ca.gov

University of La Verne Programs

La Verne Grants: To be eligible for consideration for La Verne grants, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. La

Verne Grants are awarded based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and the student's high school grade point average and SAT/ACT scores.

La Verne Academic Scholarships: To be eligible for consideration for a La Verne academic scholarship, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. Academic (merit) scholarships are not need based and are annually renewable based on full-time enrollment and satisfactory academic progress. La Verne academic scholarships are awarded to first-time college students based on high school grades in college preparatory coursework only and SAT I scores at the time of admission. La Verne academic scholarships are awarded to transfer students based on the college GPA at the time of admission. Award requirements are available through the Office of Undergraduate Admission.

La Verne Performance Awards: To receive consideration for a La Verne Performance Award, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. Audition or some other work is required as determined by the academic department. The La Verne Performance Award is a financial need based award. A La Verne performance Award is not awarded as an additional source of gift aid but is substituted to replace an existing La Verne Grant.

International Student Scholastic Awards: To be eligible for consideration for an International Student Scholarship Award, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. La Verne International Student Scholastic Awards are awarded to first-time college students or to transfer students at the point of admission to La Verne. Award requirements are available through the Office of Undergraduate Admission.

ULV Loans: To be eligible for consideration of a ULV Loan, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. ULV Loans are interest free during the student's enrollment. Recipients must have a minimum 2.5 GPA, and have graduated from a California high school. Repayment begins after graduation or withdrawal from La Verne.

Graduate Scholarships and Assistantships: Based on merit, these awards are made to 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: To be eligible for consideration for an Honors Program Scholarship, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. These renewable scholarships are offered to undergraduate students enrolled in the Honors Program. They are \$1,000 per year and may be offered in addition to other La Verne scholarships.

BENEFITS OTHER THAN FINANCIAL AID

Veterans Administration Benefits: Students who meet the definition of a "veteran" may be eligible for Veterans Administration (VA) benefits. Prior to enrolling, veterans should contact the La Verne campus they wish to attend to determine if the site is VA approved for educational benefits. Students wishing to receive VA benefits at an approved site should contact the Registrar or the local La Verne campus director at or before the time of registration in order to complete the necessary paperwork.

The Veterans Administration requires all entering veterans to be formally admitted to the University before becoming eligible to receive VA benefits. All prior transcripts and military documents must be received and evaluated by the Office of the Registrar prior to the second semester of attendance. Once veterans have been admitted and evaluated, they must notify the certifying official of their program each term or semester of enrollment.

To maintain eligibility, veterans must successfully complete all units enrolled. Veterans who fail to maintain Satisfactory Academic Progress for two semesters (or three terms) will be disqualified and will have their benefits terminated. For an explanation of grading policy, see the Grades section of this catalog, or contact the Registrar's Office.

ACADEMIC INFORMATION

Academic Communication

MyLaVerne contains the University's official Course Catalog as well as course schedules for every term. MyLaVerne can be accessed from the University's homepage at www.laverne.edu. Registration, grade reporting, and course evaluation are all accomplished through MyLaVerne, and both financial aid and payment of accounts may be processed through MyLaVerne. For information on MyLaVerne see www.laverne.edu/registrar/mylaverne-info/

Any official communication between the University and students conducted electronically is sent to students' La Verne e-mail addresses (@laverne.edu). Students are responsible for all information communicated via their @laverne.edu e-mail address. Students using other e-mail addresses should have mail forwarded from the La Verne e-mail address so that official messages are not missed. All active students are issued a La Verne e-mail address.

Academic Advising

The University of La Verne values academic advising as an important part of the unique La Verne experience. The Office of Academic Advising facilitates individualized advising for traditional undergraduate students. The office 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 programs. Graduate students seeking academic advising should contact the appropriate academic department or the Graduate Office.

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

By signing the registration form, or by gaining a pin number from the student's primary major advisor in web registration, the student signifies that he or she takes responsibility for classes selected. The academic advisor's signature on the registration form, or the issuing of a pin number to traditional age undergraduates and Central Campus graduate students, indicates that the advisor has reviewed the student's class choices and has offered appropriate advice.

Registration

Registration is the process by which a student selects a course or courses for academic credit for a term or semester. The registration process is the responsibility of the student which includes (1) selecting courses, (2) reserving space in the courses by making financial arrangements, and (3) paying for the courses. The awarding of academic credit, including the issuance of final grades, can only be done after all three steps are completed for the specified term or semester. Students are not allowed to attend classes for which they have not officially registered. Students who do not attend the first class session or log in as described above may be administratively dropped (see the Class Attendance section of this catalog).

A student adding a course to his or her initial schedule needs to follow all three steps listed above. Students are expected to complete their registration/adds by the first day of classes. To assure their seats, students must attend all of their classes during the first week of each term or semester.

Registration for the traditional 16 week Fall Semester begins in the spring and continues through the end of the first week for those classes that meet 2 days a week or more, or the end of the second week for classes that only meet 1 day a week. Registration for the Spring Semester begins in the fall and continues through the end of the first week for classes that meet 2 days a week or more, or the end of the second week for classes that meet 1 day a week.

Registration for 10- or 11-week terms begins three weeks prior to the first day of the enrollment term. Registration continues through the end of the first week of classes without a late fee.

Registration for the January Interterm begins in the fall and continues through the fourth day of classes. Registration for 4-week summer terms begins in the spring and continues through the third day of classes for each term. Registration for classes that meet 1-6 days only must be completed prior to the first class meeting.

Students enrolling in CAPA cycle classes must be enrolled prior to the first class meeting on the Friday of the first full weekend.

Registration dates are available at www.laverne.edu/registrar for Main Campus semesters. Registration dates for Main Campus terms can be obtained from the appropriate academic department. Registration dates for regional campuses can be obtained from the appropriate regional campus. Contact numbers are included in the catalog and online.

The Change of Program period begins when registration opens and ends on the last day of the first week of the semester or term. Adds at locations where classes meet one day a week will be allowed during the second week of the semester or term. A late fee will be assessed the second week of the semester or term.

Registration for special courses such as independent studies and directed studies are permitted for CAPA and graduate students through 60% of the term or semester. A late fee will be assessed beginning the second week of the term or semester. All special courses need to be processed in person.

All La Verne students register and make program changes through MyLaVerne. The La Verne Course Catalog and all schedules of courses are available on MyLaVerne. All students will be informed that the courses they have selected have been reserved in their name, and they will be obligated to make payment. A student who registers but then decides not to attend the course(s) must follow the Drops and Withdrawals policy on this page. Complete registration information and procedures are available at www.laverne.edu/registrar

Late Registration/Adds. Students desiring to register or add in any of the following circumstances can only do so through appeal to the Undergraduate or Graduate Appeals Committee, as appropriate, receiving Committee permission, and paying a late fee:

1. Enrolling the second week of a 16 week semester for a class that meets two or more days per week, or enrolling the third week of a 16 week semester for a class that meets one day per week, or enrolling the second week of a 16 week semester in a combination of classes that meets one or more days per week.
2. Enrolling in a 10-week term during the second week of classes.
3. Enrolling in a January Interterm course on the 4th day of class or later.
4. Enrolling in a 4-week summer course on the 4th day of class or later.
5. Enrolling in a weekend cycle class on the Saturday of the first full weekend or later. Appeal is not required on the Saturday of the first full weekend, but payment of the late fee is.

Drops and Withdrawals. Dropping a class is the process through which a student officially notifies the Registrar or regional campus of the intention not to attend a class or classes. The drop period for terms or semesters that are five weeks in length or longer begins on the first day of open enrollment for the term or semester and continues through the first seven days (Sunday through Saturday) of the term or semester, excluding university holidays. The drop period for terms that are four weeks or less is the first four days of the term. Classes dropped are not recorded on the official transcript.

Withdrawal is the process through which a student officially notifies the Registrar or regional campus of the intent to not attend a class or classes after the drop period is over. The withdrawal period for terms and semesters that are five weeks in length or longer begins the first day of the second week of the term or semester and continues through the 60% point of the term or semester. The withdrawal period for terms and semesters that are four weeks in length or shorter begins the 5th day of the first week. Students enrolled in a class that meets 2-6 consecutive days must

withdraw before the second class meeting commences. Students enrolled in a class that meets for one day only cannot withdraw. Withdrawals are recorded on the official transcript as a W.

Notification from the student to drop or withdraw can be submitted in person or by phone, e-mail, letter, or fax to the Registrar or regional campus. A student who fails to withdraw officially from a registered course will receive a grade of NCR, WF, or F depending on the grade option and the student's last date of attendance.

The University assumes that the student who drops or withdraws during a term or semester will return the following term or semester. A student not intending to return to La Verne in the following term or semester needs to follow the Withdrawal from the University or Leave of Absence procedures outlined in the appropriate section below.

Complete Drop and Withdrawal procedures can be found at www.laverne.edu/registrar/, including applicable deadlines.

Leave of Absence. A student who finds it necessary to interrupt his or her studies at the University of La Verne and desires to return may apply to the Registrar for a leave of absence prior to leaving the University. The leave of absence form requires signatures from student accounts, a financial aid officer, and the Office of Academic Advising. With a leave of absence, an undergraduate student may be absent from La Verne for no more than two semesters and a graduate student may be absent from La Verne for up to four 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.

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, student accounts, a financial aid officer, and the Office of Academic Advising. Students who are transferring to another institution must fill out a Notice of Withdrawal form. 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. Students withdrawing from the University must also withdraw from University housing if they live in the residence halls.

Cross-Enrollment Policy. Undergraduate and master's degree students are admitted into programs either with semester schedules or with term schedules. They may not cross-enroll in both term and semester courses. Doctoral students may cross enroll in term and semester courses as long as they maintain full-time enrollment as designated for their primary degree program. College of Law students may only cross enroll during the summer.

Academic Resources

University Libraries. The Elvin and Betty Wilson Library, the University's central library, owns more than 250,000 physical volumes, 34,000 journals (print and electronic), 25,000 electronic books, and over 2,700 audio-visual items. The library provides access to an online catalog (LEOpac) and over 60 electronic databases for scholarly research. The library houses special collections and archives on the history of the University, the City of La Verne, and the Church of the Brethren. The 53,000 square foot, four-level, Wilson Library provides five group study rooms, ample individual study spaces, over 40 computer terminals, and a wireless network. The library is open daily, except during university holidays. Research assistance is available to all La Verne students in person and via telephone, online chat, or e-mail. Access to additional libraries and materials is possible through various service agreements, including LINK+, LEODelivers, IEALC). Additional information can found at www.laverne.edu/library/

The Law Library, located on the first floor of the College of Law building in Ontario, has a collection of over 300,000 volumes in print or microformat. Students may access additional resources electronically through online services, including Lexis and Westlaw, in the library's 30-seat computer lab or via their own laptops anywhere in the College of Law through the wireless network. The expanding collection includes over 28,000 titles, consisting of a wide range of practice aids, law reviews, statutes and case law from all fifty states and the federal level, encyclopedias, digests, citators, treatises and other

research materials. The Law Library is open daily, except holidays. During exam periods extended hours are observed.

Learning Enhancement Center. Located in the Abraham Campus Center, the Learning Enhancement Center (ext. 4342) serves the entire University 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, and 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.

Center for Teaching and Learning (CTL). The CTL supports faculty in creating curricula based on instructional strategies to maximize student achievement. It provides instructional technology design and development through individual and small group workshops, faculty showcases, Blackboard course development sessions, and a multimedia lab. The CTL also supports faculty and student use of the Blackboard course management system.

Office of Information Technology. The Office of Information Technology (OIT) provides support for the University's technology infrastructure. This support includes Applications Support, Desktop/User Support, Systems Support and Network Support. In addition, OIT provides the technical support for the campus smart classrooms and microcomputer laboratories (which are open to the students seven days a week).

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 January Interterm. To be considered full time, an undergraduate must enroll in a minimum of 12 semester hours each semester. 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.

For undergraduate students enrolled in accelerated 10-week semesters, eight semester hours constitute full-time status; four semester hours constitute half-time status.

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

Regional campus and CAPA students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus two weeks prior to registration week. Approvals are based on extenuating circumstances. Students wishing to enroll in courses at other institutions should obtain the approval of their academic advisor before enrolling.

Course Load—Graduate. To be considered full time, a graduate student in the 16-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 January 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.

For graduate students enrolled in accelerated 10-week terms, six semester hours constitute full-time status; three semester hours constitute half-time status. Students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus or Program Chair two weeks prior to registration week. Approvals are based on extenuating circumstances.

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 and enrolled in their final courses of completing their bachelor’s degree and may take no more than eight semester hours of graduate credit. The approval form must be completed prior to the beginning of the semester with appropriate signatures (undergraduate program advisor, instructor, Registrar, and appropriate Dean for the graduate courses). 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.

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. Students receiving veterans benefits who fail to maintain the 2.0 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

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. Students receiving veterans benefits who fail to maintain the 3.0 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Academic Warning. An academic warning is given to an undergraduate student in good standing who fails to earn a 2.0 GPA in a given term. An academic warning is posted on the transcript and grade report for that term.

Academic Probation. Academic probation is a serious warning to the student that his/her scholastic record is unsatisfactory. 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 La Verne GPA falls below 2.0.
2. A graduate student whose cumulative GPA falls below 3.0.

Academic standing is determined after every term for students enrolled in 10-week terms. For all other students academic standing is calculated after fall and spring semesters only.

Undergraduate students on academic probation must obtain a La Verne GPA of 2.0 or above for each term until their cumulative La Verne GPA reaches 2.0. Undergraduate students will remain on academic probation until their cumulative La Verne 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. Graduate students 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 who fail to earn a 2.0 La Verne GPA in any term after being placed on academic probation will be academically disqualified. Graduate students on academic probation who fail to earn a 3.0 La Verne GPA in any term will be academically disqualified. Extenuating circumstances may be reviewed by the Dean of the student's college and, in the case of graduate students, reported to 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. Should a reinstated student not meet the conditions specified at the time of reinstatement, academic disqualification will result. 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 La Verne 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 La Verne.
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 La Verne 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 La Verne 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 La Verne. 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 La Verne after matriculation at the University.

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 and www.laverne.edu/registrar/. The forms must be signed by the instructor and the department chairperson before they are submitted with the registration form to the Registrar. Traditional undergraduates may register for directed studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period; RCA students, until the last day to withdraw from a course.

Independent Study. An independent study course is a course initiated and written by a student that deals with material not covered in 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. An independent study form, available from the Registrar and www.laverne.edu/registrar/, must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at La Verne. Traditional 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; RCA students, until the last day to withdraw from a course. 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 for credit, but only matriculated students may challenge them. To challenge a course, a student must complete the following steps in this order: (1) contact the department chairperson, (2) receive notification from the department chairperson of assignment of an instructor to give the challenge exam, and (3) submit a challenge application and pay

a fee equivalent to one semester hour of tuition. The student must complete the challenge within two weeks after submission of the challenge application and payment of the fee. 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 that cannot be challenged are marked not challengeable in the Course Catalog on MyLaVerne. In addition, a student may not challenge any courses in which he/she has received tutoring from a La Verne instructor, was formerly enrolled, or has audited formally or informally. Any student who has received secondary or higher education in a country where the native language of instruction is not English may not challenge beginning or intermediate courses in this language. Any student who has received credit for high school courses in foreign languages may not challenge those courses at La Verne. 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.

Certification Options. Students have the option of fulfilling certain General Education requirements by showing competency through prior learning or experience. The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Fitness. If a student successfully demonstrates competency in a particular area, the general education area will be fulfilled, but no course credit will be given. For Written Communication and Community Service, students are required to pay a fee in order to enter the certification process (see "Tuition and Fees"). Students certified in Written Communication or Community Service have the additional option of paying the Course Challenge

Fee and receiving course credit. Payment for course credit must be completed within one semester or term after completing the certification or no course credit will be given. Students who wish to meet a requirement through certification should contact the appropriate department for information.

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. Students do not receive semester hours nor meet any University requirements. Audited courses will appear on a student's transcript with a grade of Audit. 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 January 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.

C+2.3 quality points per semester hour.

C2.0 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.

D1.0 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.

WF0 quality points per semester hour.

Designates an unofficial withdrawal from a course.

CRDExcluded from GPA (see below).

Equivalent to C- work or better.

NCRExcluded from GPA (see below).

Equivalent to D+ work or poorer.

WNC.....Excluded from GPA (see below).

Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.

INCExcluded from GPA (see below).

IPExcluded from GPA (see below).

NGExcluded from GPA (see below).

WExcluded 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 subject 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.
	Quality and quantity of work in and out of class are unacceptable.
WF	0 quality points per semester hour.
	Designates an unofficial withdrawal from a course.
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.
WNC.....	Excluded from GPA (see below).
	Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.

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 one class of CRD/NCR per semester, elect the CRD/NCR option in a course required for a major, or apply more than 32 semester hours of La Verne CRD grades toward a degree. Exceptions to these limitations are courses listed as "CRD/NCR only." Selection of the grade option is done at the time of registration. Students can change their grade options in the Office of the Registrar up to 60% of the semester. Changes after the 60% time period can only be approved by the appropriate appeals committee.

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 has successfully completed all work up to the last day to withdraw. The student must initiate a request for an incomplete, and, if able, complete a formal petition available on MyLaVerne. The Request for Incomplete can be found on the Student Record Menu. By completing the contract, the student agrees to complete the work specified in the contract. The completed contract must be filed prior to the last day of the term. The faculty member will review the contract at the time of grading and can reject or amend it. It is the student's responsibility to check his or her MyLaVerne account to view the status of the incomplete contract.

Students who receive an INC in Fall Term must complete their courses by the end of Winter Term. Students who receive an INC in Fall Semester, January Interterm, or Winter Term must complete their courses by the end of Spring Term. Students who receive an INC in Spring Semester, Spring Term, or any Summer Term must complete their courses by the end of Fall Term. The instructor has the option of requiring an earlier deadline by specifying it in the Incomplete Contract. INC grades not completed by the appropriate deadline will become NCR or F grades depending on the grading option for the course.

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 that 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. Students who receive IP grades are considered to be maintaining satisfactory academic progress for financial aid purposes. 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. NG grades issued in Fall Term will become NCR or F grades, depending upon the grade option, unless the instructor submits an official grade by the end of Winter Term. Similarly, NG grades issued in Fall Semester, January Interterm, or Winter Term will become NCR or F grades unless the instructor submits an official grade by the end of Spring Term, and NG grades issued in Spring

Semester, Spring Term, or any Summer Term will become NCR or F grades unless the instructor submits an official grade by the end of Fall Term.

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 is available through MyLaVerne;
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 made available on MyLaVerne.

A student may elect to repeat a La Verne course for the purpose of improving a grade if repeated at La Verne. The student must enroll in the same La Verne 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.

Notification of final grades for each course is made through each student's MyLaVerne account. A student who has a hold on his or her account must clear the hold to view final grades.

Appeals of Final Grades. 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 grades are issued. A student dissatisfied with the instructor's response may appeal to the program chair and department chair. Subsequently, an appeal may be made to the

appropriate college Dean and finally to the Provost. 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.

Official Cumulative Record/Transcript. The Registrar maintains each student's official record which includes a complete academic history. All courses attempted at La Verne 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. La Verne has chapters of several national honor societies including Alpha Chi (all fields), Alpha Kappa Delta (Sociology), Alpha Lambda Delta (all fields), Alpha Psi Omega (Theatre Arts), Lambda Alpha (Anthropology), Lambda Epsilon Chi (Legal Studies), Pi Gamma Mu (Social Science), Psi Chi (Psychology), Sigma Delta Pi (Spanish), and Sigma Tau Delta (English).

Application for Graduation. Undergraduate students should file an Application for Graduation with the Registrar two semesters or three terms prior to their anticipated completion date. Any student with a major in International Business and Language, Liberal Arts, Music, Social Science, or one not listed in the catalog must also submit a major contract. Any student with a minor not printed in the catalog must submit a minor contract. 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. This fee covers the costs associated with the completion of a degree program.

Commencement Ceremony. La Verne holds commencement ceremonies at the Central Campus each year in Winter and in Spring. A candidate qualifies to participate in the Winter ceremony (usually in January) upon successful completion of all degree and program requirements during the preceding Summer or Fall terms, or when he or she has enrolled in all final courses during the current January Interterm. A candidate qualifies to participate in the Spring ceremony (in May) upon successful completion of all degree and program requirements during the preceding Winter Term, or when he or she has enrolled in all final courses during the current Spring term.

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 La Verne, 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 La Verne, 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 completes 60 semester hours or more at La Verne, 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. Departmental honors are printed on the official transcript but not on the diploma.

RIGHTS AND 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 La Verne services and facilities for which he or she is qualified. Access may be denied to persons who are not University 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. La Verne 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. The University'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 La Verne's 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); La Verne 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 the student of the date, place, and time of the hearing before a panel selected by La Verne. 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 La Verne'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 La Verne may have access to, nor will the University disclose, any information from a student's education record without the written consent of the student. Exceptions are La Verne 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 La Verne 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 Provost, the Executive Vice President, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic personnel within the limitations of their need to know.

At the discretion of University officials, the following directory information will be provided: student's name, enrollment status (full time or part time and class level), major field of study, dates of attendance, degrees and awards received, email address, permanent address, current phone number, participation in officially recognized activities, photographs, and, for student athletes, weight and height. A student wishing to withhold this directory information must complete the Privacy Request Form in La Verne's Registrar's Office or at their center of registration. The privacy request will be valid until the student directs the Registrar's Office or campus of registration to remove the request.

Americans With Disabilities Act. University policies and procedures concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 4441).

Confidentiality and Institutional Research. La Verne is committed to maintaining confidentiality.

Data published contain no personally identifiable information and adhere to guidelines outlined in FERPA regarding the disclosure of education records and directory information.

Protection of Human Participants in Research. La Verne complies with the mandates of Title 45, Code of Federal Regulations, Part 46 (Protection of Human Subjects), effective August 9, 1991, as amended. Violation of the University's policies and procedures to safeguard the rights and welfare of human participants in research projects, administered by the Institutional Review Board for the Protection of Human Participants Policies and Procedures, is equivalent to plagiarism and misconduct. For further information contact the University Research Coordinator.

Drug-Free Schools and Communities Act. La Verne complies with the mandates of the Drug-Free Schools and Communities Act (34 CRF Part 86) of federal regulations. The University of La Verne certifies that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. For further information visit www.laverne.edu/students/student-affairs/substance-abuse

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 September 1 of the year published. The official Course Catalog is online at MyLaVerne and is updated continuously.

Class Attendance. The University of La Verne faculty require regular and prompt attendance in all University courses. Students who do not attend the first class session without prior consent of the faculty member will not be guaranteed a space in the course. A faculty member can give a student's space away to another student if the student 1) does not attend the first class session of the term/semester for a course or 2) does not electronically log into his or her online course during the first week of the term/semester. Students who do not attend the first class session or log in as described above may be administratively dropped, unless they make arrangements with the instructor prior to the first day of the course. Note: students should not assume that non-attendance will automatically result in an administrative drop. Students have the responsibility to drop the course from their schedule. This needs to be done before the end of the first week of the term/semester to avoid a failing grade, financial obligations, or late fees.

Students should refer to the course syllabus of each course registered for the attendance policy of their instructor. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course based on the number of class sessions missed.

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.

Only students registered in the course, University staff, and guests invited by the instructor may attend class sessions. All others, including children of registered students, will be asked to leave. If a minor child is present, both the parent and the child will be asked to leave.

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 Campus/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 Provost (through the Campus/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 Provost about whether academic honesty has been violated. The Provost 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 Provost by the Department Chair, Academic

Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost 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 Procedures.

Demonstration Policy. The University of La Verne is absolute in the belief of the right of free speech, and the intellectual development and self-definition of students, faculty, and staff. Demonstrations are often a part of the expression of ideas and beliefs. Experience leads us to believe that campus activities function better when there are policies to assure that demonstrations and the educational environment can exist side by side. La Verne's Demonstration Policy is as follows:

1. *Access to Building and Offices.* Participants may enter campus buildings for the purpose of conducting orderly and peaceful demonstrations. Exterior doorways and interior doorways that open into the office of administrative officials, faculty, or staff or into any other essential facility or building may not be blocked. Participants may stand or sit in the hallways but may not block the hallways or stairs. Participants may not enter or occupy any room or office without the permission of the faculty or staff member or administrative official in charge of that office.
2. *Noise Level.* Noise in the building shall not be so loud as to prevent office workers from carrying on their normal business or so loud as to interfere with classes that meet in the building.
3. *Placards.* Placards used by demonstrators inside or outside the building may be made of poster board or other similar material, but not out of material of a hard substance. Placards may be carried or worn on the person, but not tacked, or nailed to trees or lampposts or to the walls and windows of the building. Placards may be affixed by tape or string to these structures and remain in place for the duration of the demonstration so long

as they do not damage the structures to which they are affixed.

4. *General Conduct.* Students shall abide by the Behavior Standards of the University. Participants who are not affiliated with the University shall conduct themselves as guests and will be asked to leave the campus if their conduct is, in the judgment of University officials, disruptive or otherwise contrary to the mission of the University.
5. *Hours.* Participants in the demonstration may be present in building(s) only during the normal hours of operations (i.e., when the buildings are open for business).
6. *Amplifying Equipment.* No loudspeaker or other amplifying equipment is permitted inside or outside the building. Participants may use hand held megaphones outside the building, but these may not be connected to any type of electrical amplifying device. Electrical amplifying devices are subject to confiscation. Exceptions are not allowed.
7. *Care of University Property.* Reasonable care must be taken to reduce as much as possible any damage to University buildings and lawn and turf areas. Trash must be collected and placed into trash containers. Participants who damage University property will be subject to financial restitution.
8. *Reservations.* Student, faculty, or staff groups wishing to reserve the Quad, the Mall, or rooms for a demonstration may do so using the appropriate reservation procedures for these areas.
9. *Sanctions.* Violations of this policy will be subject to University Judicial Procedures.

Behavior Standards. When students enroll at La Verne, they voluntarily choose to associate with the University. La Verne 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 University property. Any exceptions must be approved by the Dean of Student Affairs. Smoking is prohibited in all University buildings, including the residence halls. La Verne 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 La Verne's "Guide to Residential Life," La Verne's "The Disciplinary Process for Student Social Misconduct" (available in the Dean of Student Affairs Office and on the University 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 University regulations, or when such action is deemed to be in the best interests of La Verne 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. La Verne is committed to maintaining an environment free of harassment for students, faculty, and staff. Consequently, sexual or racial harassment of La Verne 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.laverne.edu/hr/hrhand.htm

Judicial Procedures

General Principles. La Verne stresses not only academic and career preparation but also values and character development. In order to preserve the quality of education, La Verne 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. La Verne 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. Since La Verne is a private institution, constitutional due process is not required. La Verne's disciplinary process is an educational process. In all judicial proceedings instituted within the University regarding a student's social behavior, the student will be treated with Fundamental Fairness. A "Fundamental Fair" process means that the students has particular rights which include but are not limited to: a written charge of the policy(s) violated available to the student prior to a hearing; a hearing before an official with the power to expel or suspend; confidentiality of the proceedings, a timely decision, and other rights.

La Verne's academic and social judicial procedures permit members of the University community to register complaints against individuals or groups with the Academic Deans, the Dean of Regional Campus Administration, or the Dean of Student Affairs, as appropriate.

Right to Judicial Review. A "Fundamental Fairness" process also means that 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 and themselves or to the property of others. In this case, the student may be separated from the University immediately and then be provided a judicial review at a later date. Otherwise in most cases, a student under disciplinary action has the right to be present on campus to attend classes until suspended or expelled.

Structure of the Social Judicial Process. Violations of La Verne's social behavior standards or policies are normally handled through an administrative review process under Fundamental Fairness procedures. This review may use an administrator; a panel of faculty, staff and students; or a panel of all students. Situations requiring such action include violations of La Verne'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

misconduct by traditional-age central campus students includes:

1. An Administrative Review with a judicial officer such as the Associate Dean of Student Affairs, the Director of Housing and Residential Life, the Dean of Student Affairs, an appropriate program administrator, or designee. All traditional-age commuter students are referred to the Associate Dean of Student Affairs for administrative review.
2. A hearing by a Review Board or another appropriately sanctioned board appointed through the Dean of Student Affairs Office; the Academic Deans; the Dean of Regional Campus Administration; or Housing and Residential Life Office. Violations of policy can also be referred to the Peer Review Board in Housing and Residential Life, depending on the severity of the violation.

The appropriate review process for traditional-age residential and commuter students will be determined by the level of misconduct and seriousness of the violation. Sanctions applied to students found in violation of behavioral standards and policies range from a warning to suspension and expulsion. In most cases, the goal is to provide an educational learning opportunity for the student. In particular situations, students may be mandated to the University Counseling Center, an off-campus agency, and/or recommended for an on or off-campus mediation referral. Offenses or threats involving employees are usually handled by a separate administrative process. Students do have a right of appeal on several specific grounds for judicial decisions. 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 for traditional-age central campus students is available from La Verne’s Judicial Officer, Ruby Montañó-Cordova (ext. 4858 or cordovar@ulv.edu), and in “The Disciplinary Process for Student Social Misconduct” Guidelines (available online at www.laverne.edu/students/student-affairs/disciplinary-process and in the Dean of Student Affairs Office).

Non-Traditional-Age and Graduate Programs. The College of Law, College of Business and Public

Management, College of Educational and Organizational Leadership, and Regional Campus Administration (RCA) have their own judicial processes, including administrative reviews.

Appeals Procedures on Academic Matters.

Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be made in a timely manner, generally within four weeks of the action or decision in question. Administrative fees may be assessed. Please contact the Dean of Academic Support and Retention services for more information.

Final Grades. Procedures for appealing final grades are contained in the Final Grades section of this catalog. Appeal starts with the instructor in the course and then goes successively to the program chair and department chair,* the college Dean, and the Provost. The decision of the Provost is final.

Academic Honesty. Procedures for appealing academic honesty are contained in the Academic Honesty section of this catalog. Appeal begins with the instructor and then may be taken successively to the program chair and department chair,* college Dean, and Provost. The decision of the Provost is final.

Academic Disqualification (Undergraduate). Students who have been disqualified may not register for subsequent terms. A disqualified student may appeal for reinstatement to the Dean of Academic Support and Retention. A plan to improve academic performance must be submitted and a contract signed. Appeals must be made immediately upon notification of disqualification.

Academic Disqualification (Graduate). Students who have been disqualified from a graduate program may not register for subsequent terms. A disqualified graduate student may appeal for reinstatement to the Academic Dean of his or her college. Should the dean reinstate the student and the student not meet the conditions specified at the time of reinstatement, academic disqualification will result.

*In departments without program chairs, the next appeal after the instructor is directly to the department chair. In the College of Law, the first appeal is to the Dean.

Academic Policy Exceptions. Appeals for exceptions to academic policy must be submitted to the Undergraduate Appeals Committee or the Graduate Appeals Committee. Appeals must be made in writing, on the appropriate appeals form, with the signatures of the academic or program advisor and appropriate course instructors. Main Campus students can obtain these forms from the Registrar and Graduate Academic Services respectively; regional campus students may request them from the campus director. Appeals Committee decisions may be challenged with an appeal to the appropriate Academic Dean and finally, to the Provost. The decision of the Provost is final.

Academic Grievances. In rare instances a student may have a grievance that cannot be addressed by any of the established appeals structures described above. In such cases, no matter where the student studies, the grievance must be submitted to the Dean of Academic Support and Retention who will appoint an appeals panel, consisting of representatives from appropriate academic and/or administrative units, to review the grievance. The panel will review all documented information, including any written statement and/or phone statements that the student wishes to provide. Upon completion of the review, the appeals panel will submit its findings and recommendations to the Provost. The decision of the Provost is final.

Appeals Procedures for Social Conduct Violations. Appeals of judicial decisions must be made in writing within five working days to the appropriate designated judicial officer, including the Director of Housing and Residential Life, the Associate Dean of Student Affairs, or the Dean of Student Affairs. Appeals of decisions made by RCA directors must be made in writing to the Dean of Regional Campus Administration within one month after the student was notified of the decision.

Appeals by Students with Disabilities. La Verne 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 college, or the Director of the La Verne campus where he/she studies to get a copy of the University's policies and procedures.

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 La Verne GPA and a cumulative GPA of 2.0 or better, both in the major and overall. This is the minimum GPA requirement; see the Programs section of this catalog for any additional departmental GPA requirements. 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 La Verne. A grade of C- 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. The grade of C- is also the minimum acceptable grade in prerequisites for undergraduate courses as well as for undergraduate supportive courses in the major.

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 5 in general education. At least 16 semester hours at the upper-division level in the major and 5 in general education must be taken at La Verne.

General Education Requirements — Bachelor's Degree Programs

Philosophy. General Education at the University of La Verne has 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. It provides students with the knowledge, skills, and attitudes crucial to student success in the 21st century world and workplace.

The goal of the general education program is expressed in the following learning outlined below.

University Values Learning Outcomes. A graduate with a baccalaureate degree should have an understanding and appreciation of the following university values, and should be able to:

Values Orientation

1. Identify and analyze ethical questions.
2. Describe and analyze the choices available to those facing ethical questions.
3. Articulate, critique and situate one's values within a conscious value system and social context.
4. Describe and analyze diverse value systems and the historical, social and psychological backgrounds against which they emerge.

Community and Diversity

1. Understand and appreciate the diversity of cultures that exists locally, nationally, and internationally, locating oneself within the context of a particular culture and civilization.
2. Identify and analyze similarities and differences among individuals and groups, highlighting the moral and social (political, cultural, or beliefs systems) significance human beings attach to their differences.
3. Describe and analyze the personal, social (political, cultural or belief systems), and economic effects of prejudice, exclusion, subordination, and ideologies of racial superiority on affected groups and individuals.
4. Demonstrate critical inquiry into one's own

assumptions and stereotypes with regard to questions of diversity.

5. Demonstrate an understanding of the role of individuals, groups, organizations, governments, and societies in the development of sustainable systems (i.e. systems that provide for the current generation without jeopardizing the ability to provide for future generations).

Lifelong Learning

1. Demonstrate proficiency in skills that sustain lifelong learning, particularly, the ability to think critically and access, evaluate, and integrate information.
2. Distinguish between fact and judgment and between belief and knowledge.
3. Demonstrate the ability to recognize and construct good arguments, including determining relevant evidence, proper logical structure and appropriate inferences.
4. Demonstrate the ability to articulate as well as suspend one's own assumptions, beliefs and judgments.
5. Demonstrate the ability to determine and use the appropriate technology to support information search and discovery methods.
6. Demonstrate information literacy and the ability to identify, obtain, evaluate, and effectively use information

Community Service

1. Reflect on service as a component of active citizenship, community engagement, and social responsibility
2. Demonstrate reciprocity and responsiveness in service work with a community organization. Service work is understood to be a minimum of 20 hours of unpaid, active participation assisting an off-campus community organization in the achievement of its goals, not simply observing the work of the organization.
3. Describe and analyze the social issues relevant to the community organization

Interdisciplinary Thinking Learning Outcomes. A graduate with a baccalaureate degree should be able to:

1. Identify the different frameworks, tools, perspectives, methods, fundamental underlying questions and contributions of different academic disciplines.
2. Demonstrate how the synthesis of disciplines can establish a new level of discourse and integration

of knowledge to provide a broader analysis of complex issues.

Courses with interdisciplinary designation must be an upper division and incorporate two or three distinct disciplines from the following: Written Communication, Oral Communication, Quantitative Reasoning, The Natural World, Humanities, Behavioral and Social Sciences, Creative and Artistic Expression, and Lifelong Fitness.

Critical Skills Learning Outcomes. A graduate with a baccalaureate degree should have competency in the following skill areas and be able to:

Written Communication A: Writing Process

1. Communicate effectively and with purpose in multiple creative and academic writing genres by applying the Standard American English fundamentals to compositions.
2. Understand and apply the stages of the writing process to creative and academic communications: composition, organization, revision, and editing of Standard American English mechanics.
3. Define and utilize common modes of organization in written compositions: Narration, Process, Persuasion, Comparison-Contrast, and others.

Written Communication B: Research and Reading Comprehension

1. Use a variety of documentation styles to cite research and examples in written compositions for specific purposes and designated audiences.
2. Critically analyze modes of writing and writing components in popular and academic texts by studying point-of-view, tone, purpose, and audience in order to react, reflect, and respond in written compositions.
3. Assess and examine differing perspectives critically; evaluate their merits and weaknesses by locating points of agreement and disagreement; use theory to guide the organization, interpretation, and presentation of written compositions.

Oral Communication

1. Analyze how communication theory helps guide the organization, interpretation, and presentation of messages.
2. Understand and practice public speeches in various oral formats (e.g., platform, interpretive, limited preparation) and oral contexts (e.g., public

vs. interpersonal, speaker vs. listener), including self-written and self-portrayed speeches.

3. Understand and practice the encoding and decoding of nonverbal behavior (e.g., gestures, paralanguage, eye contact, facial expression).
4. Critically analyze the social, emotional, and ethical aspects of messages and their effects.

Quantitative Reasoning

1. Represent mathematical information symbolically, visually, numerically, and verbally.
2. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
3. Use arithmetical, algebraic, geometric and statistical methods to solve problems.
4. Think critically and apply common sense in estimating and checking answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
5. Recognize that mathematical and statistical methods have limits.
6. Use appropriate technological tools.
7. Recognize the interdisciplinary and pervasive nature of mathematics in diverse fields of human endeavor.

Areas of Knowledge Learning Outcomes. A graduate with a baccalaureate degree should have acquired the knowledge of the following breadth areas and should be able to:

Social and Behavioral Sciences

1. Understand and describe the use of elementary methods of social science inquiry.
2. Articulate the impact of societal institutions on the experience of individuals, groups, and/or organizations.
3. Demonstrate comprehension of basic processes used by human societies in their social and/or technological adaptations to their environment.
4. Demonstrate an understanding of the process of identity formation.
5. Understand and describe how societies meet their social, political, economic and/or cultural needs.

Humanities

1. Demonstrate an ability to critically analyze, interpret, evaluate, and appreciate human intellectual and imaginative creations.
2. Interpret and analyze the significance of time, place and culture on cultural production.
3. Recognize how various works of cultural

production illuminate enduring human concerns and changes in the human condition.

The Natural World

1. Demonstrate an understanding of the basic principles and concepts of the life and/or physical sciences.
2. Demonstrate an understanding of the power, limitations, and discovery processes of science.
3. Apply the principles, concepts, and methods of the life and/or physical sciences to everyday life.
4. Demonstrate an understanding of the role science and technology play in society and the importance of values in decision making.
5. Demonstrate and appreciate the interdependence of humans and their environment, and promote the sustainability of the planet.

Creative and Artistic Expression

1. Produce works of art works through written, visual, digital, and/or performance expression that communicate to diverse audiences through demonstrated understanding and fluency of expressive forms.
2. Describe personal assumptions about the human experience underlying one's own creative works.
3. Through the production of creative work, demonstrate comprehension of the expression of culture and the significance of its expression.
4. Develop creatively through engaged and reflective work.

Lifelong Fitness

1. Through participation in physical activities - games, fitness, sports, and/or recreation - demonstrate the ability to physically meet the demands of everyday life as well as emergencies.
2. Through written assessments and assignments, demonstrate a cognitive understanding of current health and wellness issues and your relationship to them.
3. Through participation in classroom and outside activities, demonstrate an understanding of the benefits of physical activity and its effect on the intellectual, emotional, and physical well-being of the individual.

General Education Requirements

For each General Education requirement, acceptable courses are marked with a GE code in the La Verne Course Catalog, on MyLaVerne, and shown below in parenthesis. One "course" is defined as a minimum

of two semester hours, and no course can be used to meet more than one Breadth Requirement. All courses (general education, major, minor, or electives) can be used to fulfill multiple requirements in the University Values Requirement and/or Interdisciplinary Requirement. Students may take a maximum of one course in their major to fulfill their Breadth Requirement, and they must complete a minimum of 5 upper division semester hours in at least two different areas of the University Values requirement.

University Values Requirement. University Values are integrated in courses across the curriculum. Students meet the University Values requirement by taking courses in which one or more University Values are explicitly embedded. The University Values requirement can be met in general education, major, minor, or elective courses. For University Values, one “course” is defined as 1-4 semester hours. One course may satisfy more than one University Value. Students satisfy this requirement by taking two courses designated as Values Orientation (UVVO), two courses designated as Community and Diversity (UVCD), two courses designated as Lifelong Learning (UVLL), and one course designated as Community Service (UVCS).

Interdisciplinary Requirement. Students must take at least one upper division interdisciplinary course (INTD)

Breadth Requirement

1. Critical Skills

- | | |
|-----------------------------------|----------|
| a. Written Communication A (CSWA) | 1 course |
| b. Written Communication B (CSWB) | 1 course |
| c. Oral Communication (CSOC) | 1 course |
| d. Quantitative Reasoning (CSQR) | 1 course |

2. Areas of Knowledge

- | | |
|---|----------|
| a. The Natural World | |
| Life Science (ANSL) | 1 course |
| Physical Science (ANSP) | 1 course |
| Lab (ALAB) | 1 lab |
| b. Social and Behavioral Sciences | |
| 2 courses from two different sub-areas: | |
| Behavioral Science (ASBH) | |
| Political Science (ASPS) | |
| Economics (ASEC) | |
| Inter-Area Social Sciences (ASIA) | |
| c. Humanities | |
| 3 courses from three different sub-areas: | |
| Literature (AHLT) | |

Philosophy and Religion (AHPR)
 Foreign Language (AHFL)
 Mass Media (AHMM)
 History (AHHT)
 History of Fine Arts (AHFA)
 Inter-Area Humanities (AHIA)

- | | |
|--|----------|
| d. Creative & Artistic expression (ACAE) | 1 course |
| e. Fitness for Life (AFFL) | 1 course |

Some majors require foreign language as part of the Humanities requirement. Students meet this requirement by completing, transferring in, or testing out of second semester college-level foreign language as one of their three Humanities requirements. The following majors require foreign language: Anthropology, Art, Art History, Behavioral Science, Broadcasting, Child Development, Communications, Comparative Literature, Criminology, French, German, History, International Business and Language, International Studies, Journalism, legal Studies, Liberal Arts, Mathematics, Music, Philosophy, Political Science, Religion, Religion and Philosophy, Physics, Social Studies, Sociology, Spanish, Speech Communication, Theatre.

The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Fitness. Certifications do not carry course credit. However, students certified in Written Communication or Community Service have the option of paying the course challenge fee and receiving course credit. Students who wish to meet a requirement through certification should contact the appropriate department for information.

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 La Verne: the La Verne 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 40 semester hours of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as prerequisites. Regional campus students must select a structured major and can only choose from those offered at a particular site. A concentration in a major is available in selected departments. A concentration requires a student to complete between 12 and 20 upper division semester hours, none of which may be used to fulfill requirements in other concentrations or majors. Available concentrations are listed in the Programs section of this catalog. Concentrations are noted on the transcript. Students formally declare their majors at the time they apply for graduation.

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 major. Most 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. La Verne 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 80 semester hours in the two fields (40 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 (not including supportive 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 La Verne 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 24 semester hours in the minor field of which 16 are upper division, or 30 semester hours in the minor field of which 12 are upper division. Individual departments 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 (not including supportive requirements) cannot be applied toward the minor. No course can be applied toward a minor unless a grade of C- or better was received. A course in which CRD was received cannot be applied to a minor.

Major Requirements—Undergraduate Programs. During the student's junior year (for a central campus student) or during the third term prior to graduation (for a Regional Campus student), he/she must submit an Application for Graduation and graduation fee to Student Accounts or to the Regional Campus.

Associate Degree Programs

An associate degree program is offered in EPIC. To receive an associate degree from La Verne, 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 La Verne.
4. A minimum of 18 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 La Verne course work required for the degree or credential. All transfer credit from other colleges or universities must be 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 either La Verne English Proficiency Test scores or TOEFL scores on file in the Graduate Office/Regional Campus, before registering at La Verne.

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, or have completed 18 semester hours and currently be enrolled in 6 semester hours (30 semester hours in a 39-50 semester-hour program; 43 semester hours in a 61 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 admission to the program, fulfilled any special conditions or procedures specified by their academic departments, and attained a minimum cumulative GPA of 3.0 for all courses applicable to the degree program. 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 regional campus. Verification of Advanced Standing is sent to the student by the Graduate Office or the RCA 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 La Verne; 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 597 (Graduate Seminar in School Counseling), EDUC 583A and 583B, 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.

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.

Behavioral Sciences:

- Anthropology — B.S. 102
- Behavioral Sciences — B.S. 91
- Criminology — B.S. 91
- Ethnic Studies Minor 92
- Psychology — B.S. 83
- Sociology — B.S. 92

Business and Global Studies:

- Accounting — B.S., B.A. 96, 98
- Business Administration — B.S., B.A. 96, 98
- Business Management — B.S. 98
- E-Commerce — B.S. 97
- Economics — B.S. 97
- Information Technology Concentration. 97
- International Business Concentration. 97
- International Business & Language — B.S. 69
- Marketing Minor 99

Communications:

- Broadcasting — B.A. 65
- Communications — B.A. 65
- Journalism — B.A. 66
- Photography — B.A. 81
- Speech Communication — B.A. 93

Computer Science/Engineering:

- Computer Science/Engineering — B.S. 73
- E-Commerce — B.S. 74

Education:

- Child Development — B.S. 118
- BCLAD 117
- Liberal Studies — B.A. 117
- Teaching Credentials 116

Fine Arts:

- Art — B.A. 61
- Art History — B.A. 61
- Creative Writing Minor, Certificate 77
- Music — B.A. 80
- Photography — B.A. 81
- Theatre — B.A. 93

Health Administration:

- Health Administration, B.S. 103

Honors Program

68

Humanities:

- Comparative Literature — B.A. 67
- English — B.A. 66
- Philosophy — B.A. 89
- Religion — B.A. 89
- Religion and Philosophy — B.A. 89

Interdepartmental Programs:

- General Studies — A.A. 69
- International Studies — B.A. 71
- Latin American Studies Minor 69
- Liberal Arts — B.A. 69
- Organizational Management — B.S. 109
- Peace Studies Minor. 70
- Social Science — B.A. 70
- Women, Gender, & Sexuality Studies Minor 70

Legal Studies:

- American Law — Minor 72
- Legal Studies — B.S. 71
- Paralegal Studies Certificate 72
- Prelaw Program 82

Modern Languages:

- French — B.A. 75
- German — B.A. 76
- Spanish — B.A. 76

Movement and Sports Science:

- Athletic Training — B.S. 79
- Movement & Sports Science — B.S. 78

Natural Science:

• Analytical Instrumentation Certificate	64
• Biology — B.A./B.S.	62
• Chemistry — B.A./B.S.	64
• Environmental Chemistry Certificate	64
• Mathematics — B.A./B.S.	72
• Natural History — B.A.	64
• Physics — B.A./B.S.	73
• Prehealth Science Programs	82
• Solar Photochemistry and Technology Certificate.	64

Public Management:

• Organizational Management — B.S.	109
• Public Administration — B.S.	111

Social Science:

• History — B.A.	67
• Political Science — B.A.	68

GRADUATE PROGRAMS

Graduate admission requirements are listed in the Admissions Information section of this catalog. Additional admission requirements specific to individual programs, if any, are noted with the program descriptions.

Credential Programs

• Mild/Moderate Education Specialist, I	115
• Mild/Moderate Education Specialist, II	115
• Multiple Subject (Elementary)	116
• Preliminary Administrative Services	122
• Professional Administrative Services	122
• Pupil Personnel Services	121, 124
• Reading and Language Arts Specialist	123
• Single Subject (Secondary)	116

Degree and Certificate Programs**Business:**

• Master of Business Administration (M.B.A.)	99
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Child Development/Child Life:

• M.S., Child Development	119
• M.S., Child Life	120

Counseling:

• M.S., Counseling (Concentration in College Counseling & Student Services)	85
• M.S., Educational Counseling	121
• M.S., Marriage Family Therapy (MFT)	85
• M.S., School Psychology	124

Education:

• M.Ed., Advanced Teaching Skills	114
• M.Ed., Education (Special Emphasis)	114
• M.Ed., Educational Management	122
• M.Ed., Reading, Certificate	123
• M.S., Educational Counseling	121
• M.S., School Psychology	124
• M.S., Special Education: Mild/Moderate Professional Emphasis	115

Gerontology:

• M.S., Gerontology	105
• Certificate in Geriatric Care Management	109
• Certificate in Gerontology	109

Health Administration:

• Master of Health Administration (M.H.A.)	103
• Certificates in Health Services Management	104

Leadership and Management:

• M.S., Leadership and Management	110
• Certificate in Nonprofit Management	111
• Certificate in Organizational Leadership	111

Organizational Leadership:

• Ed.D., Organizational Leadership	125
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Psychology:

• Doctor of Psychology (Psy.D.)	86
• School Psychology (M.S.)	124

Public Administration:

• Doctor of Public Administration (D.P.A.)	112
• Master of Public Administration (M.P.A.)	112
• Master of Public Administration (M.P.A.)	125

COLLEGE of ARTS and SCIENCES

Interim Dean: Jonathan Reed

Interim Associate Dean: Felicia Beardsley

ART AND ART HISTORY DEPARTMENT

Chairperson: Keith Lord

Regular Faculty: Gary Colby, Jon Leaver, Keith Lord, Ruth Trotter.

Adjunct Faculty: Dion Johnson, Gerald Slattum¹

¹Regional Campus faculty

The Department of Art and Art History 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. The Harris Art Gallery, the Irene Carlson Gallery of Photography, and the Tall Wall Space offer professional and student exhibitions and provide learning experience in gallery and museum methodology.

Art — B.A.

This major gives 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 or designer, for graduate study in art, or for teaching. The student majoring in art must complete the core requirements and those from his or her selected area of concentration: Design, Photography, or Studio Art.

Core Requirements:

ART 120	2-D Design	(4)
ART 121	3-D Design	(4)
ART 140	Drawing Techniques and Materials	(4)
ART 499	Senior Project Seminar	(4)
PHOT 210	Elementary Photography	(4)
	History of Western Art courses	(8)
	History, non-Western Art course(s)	(4)

Design Concentration:

ART 221	Introduction to Stage Design & Craft	(4)
ART 320	Graphic Production Processes and Design for Publications	(4)
ART 356	Digital Portfolio	(4)
	300-400-level studio ART courses	(4)
	History of design course(s)	(4)

Photography Concentration:

PHOT 310	Photoshop	(4)
PHOT 350	Color Photography	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 450	Special Projects in Photography	(8)
ART 390	Art History: Selected Topics	(4)

Studio Art Concentration:

ART 250	Sculpture I	(4)
ART 260	Painting	(4)
PHOT 310	Photoshop	(4)
	300-400-level studio ART courses	(8)
	History of contemporary art course(s)	(4)

Art Minor

Core Requirements:

ART 120	2-D Design, or	
ART 121	3-D Design	(4)
ART 140	Drawing Materials and Techniques	(4)
PHOT 310	Photoshop	(4)
	300-400-level studio ART courses	(8)
	History of Western art courses	(8)
	History, non-Western art course(s)	(4)

Art History — B.A.

This major provides a broad background in the histories of art, photography, and architecture. Instruction focuses on the visual skills necessary for art analysis as well as the writing and speaking skills through which this analysis is articulated. Students pursuing an art history major prepare themselves for careers in professional education in the arts, gallery and museum curatorship, law, urban planning, historic preservation, and other professions demanding good writing skills and critical thinking.

Core Requirements:

ART 210	Art History Foundation: Ancient through Early Renaissance	(4)
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ART 211	Art History Foundation: Renaissance through Contemporary	(4)
ART 390	Art History: Selected Topics	(20)
ART 499	Senior Project/Seminar	(4)

Electives: 8 semester hours of studio art courses or related courses approved by the program chair.

Art History Minor

Core Requirements:

ART 210	Art History Foundation: Ancient through Early Renaissance	(4)
ART 211	Art History Foundation: Renaissance through Contemporary	(4)
ART 390	Art History: Selected Topics	(16)
300-400-level studio ART courses		(4)

BIOLOGY DEPARTMENT

Chairperson: Jeffery Burkhart

Regular Faculty: Christine Broussard, Jeffery Burkhart, Stacey Darling-Novak, Jerome Garcia, Jay Jones, Robert Neher, Kathleen Weaver.

Adjunct Faculty: Fredda Fox, Harvey Good

The Biology Department offers a major with concentrations to prepare students for the health professions, cellular and molecular biology, general biology, environmental biology, and teaching. B.A. and B.S. majors are developed with the advice of the student's advisor. A senior comprehensive exam is required for all majors.

Biology — B.A./B.S.

Core Requirements: 26-28 semester hours

BIOL 204	Plant Biology	(5)
BIOL 205	Animal Biology	(5)
BIOL 311	Genetics	(4)
BIOL 312	Environmental Biology	(4)
BIOL 378	Evolution and Biosystematics	(2)
BIOL 379	Research Methods	(2)
BIOL 380	Biostatistics	(2)
BIOL 499	Senior Project/Seminar	(2-4)

Pre-Med/Health Science Concentration (B.S.)

Total requirements: 80-83 semester hours

Program Chairpersons: Jerome Garcia, Robert Neher

Additional Biology Requirements: 20-21 semester hours

BIOL 302	Microbiology	(4)
BIOL 310	Cell Biology	(4)
BIOL 313	Developmental Biology	(4)
BIOL 314	Biochemistry, or	
BIOL 316	Molecular Biology	(4-5)
BIOL 344	Human Physiology	(4)

Supportive Courses: 34 semester hours

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

Cellular and Molecular Biology Concentration (B.S.)

Total requirements: 81-83 semester hours

Program Chairperson: Christine Broussard

Additional Biology Requirements: 21 semester hours

BIOL 302	Microbiology	(4)
BIOL 310	Cell Biology	(4)
BIOL 313	Developmental Biology	(4)
BIOL 314	Biochemistry	(5)
BIOL 316	Molecular Biology	(4)

Supportive Courses: 34 semester hours

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

General Biology Concentration (B.A.)**Total requirements:** 77-86 semester hours**Program Chairpersons:** Jay Jones, Stacey Darling-Novak**Additional Biology Requirements:** 22-29 semester hours

BIOL 310	Cell Biology	(4)
BIOL 314	Biochemistry, or	
BIOL 316	Molecular Biology	(4-5)
4 upper-division BIOL courses		(12-16)
BIOL field course		(2-4)

Supportive Courses: 29 semester hours

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

Environmental Biology Concentration (B.A.)**Total requirements:** 75-79 semester hours**Program Chairpersons:** Robert Neher, Kathleen Weaver**Additional Biology Requirements:** 22-24 semester hours

BIOL 302	Microbiology	(4)
BIOL 322	Marine and Freshwater Biology	(4)
BIOL 305	Vertebrate Zoology, or	
BIOL 336	Invertebrate Zoology, or	
BIOL 361	Plant Physiology	(4)
BIOL 325	Field Biology, or	
BIOL 327	Mountain and Desert Biology, or	
BIOL 390	Tropical Biology	(2-4)
Approved courses		(4)

Supportive Courses: 27 semester hours

CHEM 201	General Chemistry I	(5)
CHEM 202	General Chemistry II	(5)
CHEM 311	Organic Chemistry I	(5)
MATH 105	Precalculus	(4)
NASC 201	General Geology	(4)
PHYS 105	Introduction to Physics	(4)

Teaching Concentration (B.A.)**Total requirements:** 82-87 semester hours**Program Chairpersons:** Kathleen Weaver, Stacey Darling-Novak**Additional Biology Requirements:** 22-24 semester hours

BIOL 302	Microbiology	(4)
BIOL 310	Cell Biology, or	
BIOL 314	Biochemistry, or	
BIOL 316	Molecular Biology	(4-5)
BIOL 322	Marine and Freshwater Biology	(4)
BIOL 333	Animal Physiology, or	
BIOL 344	Human Physiology	(4)
BIOL 325	Field Biology, or	
BIOL 327	Mountain and Desert Biology, or	
BIOL 390	Tropical Biology	(2-4)

Supportive Courses: 38 semester hours

CHEM 201	General Chemistry I	(5)
CHEM 202	General Chemistry II	(5)
MATH 105	Precalculus	(4)
NASC 201	General Geology	(4)
NASC 350	Field Experience	(2)
CORE 340	Toward a Sustainable Planet, or	
INTD 309	Sunshine & Water: An Environmental History of California	(4)
PHYS 201	General Physics I	(5)
PHYS 202	General Physics II	(5)
PHYS 230	Astronomy	(4)

Biology Minor**Coordinator:** Jerome Garcia**Core Requirements:** Two of the following three choices. (If either 204/204L or 205/205L are taken, an approved 300- or 400-level BIOL course may substitute as the second choice.)

BIOL 101	Life Science: Human Environment	(4)
BIOL 204	Plant Biology	(5)
BIOL 205	Animal Biology	(5)

Electives: A minimum of 16 semester hours of 300- or 400-level BIOL courses. (A 300- or 400-level CHEM course may be substituted, if BIOL 314 has been taken.)

Natural History — B.A.

Program Chairperson: Robert Neher

The Natural History Major 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: Ernie Baughman, Jay Jones, Ricardo Morales, Iraj Parchamazad.

Adjunct Faculty: Ernest Ikenberry, Melvin Miles

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 General Chemistry I	(5)
CHEM 202 General Chemistry II	(5)
CHEM 230 Analytical Chemistry I	(4)
CHEM 430 Analytical Chemistry II	(4)
CHEM 311 Organic Chemistry I	(5)
CHEM 312 Organic Chemistry II	(5)
CHEM 411 Physical Chemistry I	(4)
CHEM 412 Physical Chemistry II	(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 (MATH 201 and 202), physics (PHYS 201/202 or PHYS 203/204), and biology (BIOL 204 and 205).

Culminating Requirements:

CHEM 499 Senior Project	(1-4)
Senior 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.

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: Gary Colby, George Keeler, Maia Kinsinger, Michael Laponis, Don Pollock, Elizabeth Zwerling.

Adjunct Faculty: Randy Miller.

Broadcasting — B.A.

The broadcasting major gives students a solid introduction to the entire field of broadcasting, allowing them to select concentrations and internships in either television or radio. It requires the core requirements and one emphasis.

Core Requirements:

JOUR 100	News Reporting	(4)
RDIO 112	Radio and TV Audio Controls and Techniques	(4)
RDIO/TV 166	Introduction to Mass Media	(4)
RDIO 230	Radio Production I	(4)
TV 225	Fundamentals of Video Production	(4)
RDIO/TV 305	Radio and TV Newswriting and Editing	(4)
RDIO/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 Concentration:

RDIO 240	Radio Production II	(4)
RDIO 426	Radio Station Operation (2 sems.)	(2,2)
RDIO 497	Internship	(1-4)
RDIO 499	Senior Seminar	(4)

Television Concentration:

TV 235	Intermediate Video Production	(4)
TV 320	Advanced Video Production	(2)
TV 325	Multi-Camera TV Production	(2)
TV 330	Television Editing	(4)
TV 497	Internship	(1-4)
TV 499	Senior Seminar	(4)

Communications — B.A.

The Communications Major allows the student to design a program in the mass media to fulfill individual needs. For the major students complete the core requirements and the concentration of their choice. Not all classes are offered every semester.

Core Requirements:

JOUR 100	News Reporting	(4)
JOUR 166	Introduction to Mass Media	(4)
JOUR 460	Law and the Mass Media	(4)
JOUR 467	Ethics of Mass Media—Printed and Electronic	(4)
JOUR 499	Senior Seminar	(4)
RDIO 230	Radio Production I	(4)

Broadcast Journalism Concentration:

JOUR 315	Syntax and Grammar for the Professional Writer	(4)
RDIO 306	Radio News Production	(2)
TV 225	Fundamentals of Video Production	(4)
TV 235	Intermediate Video Production	(4)
TV 305	Radio/TV Newswriting and Editing	(4)
TV 307	TV News Production	(2)
JOUR 220	Newspaper Production I, or	
TV 307	TV News Production (second sem.), or	
TV 330	Television Editing	(2-4)
TV 320	Advanced Video Production I	(2)
TV 497	Internship	(1-4)

Multimedia Concentration:

JOUR 317	Graphic Production Processes and Design for Publications	(4)
JOUR 318	Survey of Multi-Media	(4)
JOUR 319	Designing Multi-Media Web Pages	(4)
JOUR 497	Internship	(1-4)
TV 225	Fundamentals of Video Production	(4)
TV 340	Television Graphics	(4)
<i>PHOT 210 and PHOT 310, or PHOT 230:</i>		
PHOT 210	Elementary Photography	(4)
PHOT 310	Photoshop	(4)
PHOT 230	Documentary Photography	(4)

Public Affairs/Information Concentration:

JOUR 220	Newspaper Production	(2)
JOUR 317	Graphic Production Processes and Design for Publications	(4)
JOUR 318	Survey of Multi-Media	(4)
JOUR 319	Designing Multi-Media Web Pages	(4)
JOUR 325A	Magazine Production I	(2)
JOUR 328	Media Sales	(4)

JOUR 330	Theory and Principles of Public Relations	(4)
JOUR 430	Public Relations Practices	(4)
JOUR 497	Internship	(1-4)
<i>PHOT 210 and PHOT 310, or PHOT 230:</i>		
PHOT 210	Elementary Photography	(4)
PHOT 310	Photoshop	(4)
PHOT 230	Documentary Photography	(4)
<i>One of the following three:</i>		
BUS 360	Principles of Marketing	(4)
BUS 369	Integrated Marketing Communication	(4)
MGMT 354	Oral Communication in Organization	(4)

PHOT 497	Internship	(1-4)
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Supportive Electives:

PHOT 327	Staff Photography	(2,2)
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ENGLISH DEPARTMENT

Chairperson: David Werner

Regular Faculty: Bill Cook, Jeffrey Kahan, Kenneth Scambray, David Werner, Dorena Wright.

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. The major includes the core requirements and one concentration.

Core Requirements:

JOUR 100	News Reporting	(4)
JOUR 115	News Editing	(2)
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	(4)
PHOT 210	Elementary Photography	(4)
PHOT 310	Photoshop	(4)

Journalism Emphasis:

Program Chairperson: George Keeler

JOUR 220	Newspaper Production (2 sems.)	(2,2)
JOUR 300	Advanced News Reporting	(4)
JOUR 313	Feature Writing	(2)
JOUR 325	Magazine Production (2 sems.)	(2,2)
JOUR 497	Internship	(1-4)

Photojournalism Concentration:

Program Chairperson: Gary Colby

PHOT 327	Staff Photography	(2,2)
PHOT 350	Color Photography	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 450	Special Projects in Photography	(4)

English — B.A.

Program Chairperson: David Werner

English studies help students sharpen their understanding, enhance their enjoyment, and heighten their awareness of themselves and their changing multi-cultural world. Designed for a variety of students, including those who are seeking personal enrichment, English studies are appropriate as preparation for careers in education, law, business, or human relations, and for graduate study in literature. The approach is through a close study of language and literature as a discourse upon and communication of human concerns and values, with emphasis as well on the distinctive imaginative and aesthetic qualities of literary texts.

To complete an English major a student must demonstrate the ability to read and analyze critically the major genres, to write clearly and coherently, to understand and use basic linguistic concepts, to employ intelligently the vocabulary of literary study, and to be able to relate major events in literary history to the world at large.

The English major requires 52 units; the Single Subject Waiver (for high school teaching) requires additional units. See the Department Chairperson for details.

Core Requirements:

ENG 270	The Foundation of Linguistics	(4)
ENG 275	Advanced Writing for the English Major	(4)
ENG 350 A,B,C,	Survey of English Literature (2 from ENG 350 A, B,C required)	(4,4)
ENG 353	American Literature I or	
ENG 354	American Literature II	(4)

ENG 355	American Literature III	(4)
	One course in Shakespeare	(4)
	One course in the American novel	(4)
ENG 499	Senior Examination	(4)

Electives: A minimum of 18 semester hours in upper-division ENG courses.

English Minor

Core 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	(8)

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, or SPAN courses involving comparative literature.

FINE ARTS DEPARTMENTS

Faculty Representative: David Flaten

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: Gitty Amini, Richard Gelm, Kenneth Marcus, Jason Neidleman, Stephen Sayles, Kamol Somvichian.

Adjunct Faculty: Phillip Castruita,¹ Thomas Caughron, Ray Johnson, Tom Long,¹ Angelo Montante,¹ John Murphy,¹ Stephen Slakey.

¹Regional Campus faculty

The department's programs prepare students for careers in a number of fields, such as law, business, government, politics, journalism and broadcasting, administration, or research.

History — B.A.

A variety of courses are offered to allow students to develop their own interests and attain their professional objectives.

Core Requirements:

HIST 311	Development of American Democracy I	(4)
HIST 312	Development of American Democracy II	(4)
HIST 333	Early Modern Europe	(4)
HIST 337	Nineteenth Century Europe, or	
HIST 439	Modern Europe, 1900 to Present	(4)
HIST 464	Modern China and Japan, or	
PLSC 301	American Government and Politics, or	
PLSC 378	American Political Thought	(4)
HIST 389	Approaches to History	(4)
HIST 499	Senior Seminar	(4)

Electives: A minimum of 16 semester hours in the upper-division courses in the student's area(s) of emphasis.

History Minor

Core Requirements:

- HIST 311 Development of American Democracy I (4)
- HIST 312 Development of American Democracy II (4)
- HIST 337 Nineteenth Century Europe, or
- HIST 439 Modern Europe, 1900 to Present (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.

Core Requirements:

- PLSC 301 American Government and Politics (4)
- PLSC 351 International Relations (4)
- PLSC 371 Classical Political Philosophies, or
- PLSC 373 Modern Political Theory (4)
- PLSC 389 Study of Politics (4)
- PLSC 452 Comparative Government & Politics (4)
- PLSC 499 Senior Seminar (4)

Electives: A minimum of 20 semester hours in upper-division Political Science courses.

Political Science Minor

Core Requirements:

- PLSC 301 American Government and Politics (4)
- PLSC 351 International Relations, or
- PLSC 371 Classical Political Philosophies, or
- PLSC 373 Modern Political Theory (4)
- PLSC 452 Comparative Government & Politics (4)

Electives: A minimum of 12 semester hours in upper-division Political Science courses.

HONORS PROGRAM

Program Chairperson: Gerard Lavatori

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 may also be eligible for Honors Scholarships. The Honors Center, available to Honors Program students, offers a study lounge, computer laboratory, and a seminar room.

Eligibility Requirements: Entering freshmen must have a minimum high school GPA of 3.5, minimum combined SAT scores of 1150, and the recommendations of two high school instructors. Currently enrolled students and transfer students must have a minimum GPA of 3.5 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:

Four of the following:

- 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 340 Interdisciplinary Seminar V	(4)
HONR 350 Interdisciplinary Seminar VI	(4)
<i>All of the following:</i>	
HONR 370 Honors Colloquium	
(3 semesters minimum)	(0-8)
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)
Fine Arts
Humanities (Literature, Philosophy, Religion)
Natural Science
Social Science

International Business and Language — B.S.

Program Chairpersons: Jack McElwee and Ann Hills

The goals of this program are to develop the ability to communicate and interact in a business context with people of other nationalities and/or economies, to provide language students with career opportunities in international business, and to prepare graduates to function more efficiently in cross-cultural environments. French or Spanish may be chosen as the language.

Prerequisites:

FREN 101 Elementary French II, or	
SPAN 101 Elementary Spanish II	(4)
FREN 210, 211 Intermediate French I, II, or	
SPAN 210, 211 Intermediate Spanish I, II	(4,4)
ACCT 203 Financial and Managerial Accounting	(4)
BUS 228 Economic Theories and Issues	(4)

Core Requirements:

FREN 420 Commercial French, or	
SPAN 420 Commercial Spanish	(4)
A 300- or 400-level FREN or SPAN course	(4)
ANTH 330 Cultural Anthropology	(4)
BUS 360 Principles of Marketing	(4)
BUS 466 International Marketing	(4)
ECON 324 Comparative Economic Systems	(4)
ECON 325 International Economics	(4)
MGMT 300 Principles of Management	(4)
MGMT451 International Management	(4)
PLSC 351 International Relations	(4)
PLSC 452 Comparative Government and Politics	(4)
BUS 496 Business Seminar, or	
FREN or SPAN 499 Senior Project	(4)

Electives: Three 3 or 4 semester hour, 300- or 400-level courses in BUS, ECON, FREN, MGMT, PLSC, or SPAN chosen with the approval of a program chairperson.

Latin American Studies Minor

Program Chairperson: Ann Hills

Core Requirements:

HIST 351 History of Latin America	(4)
LIT 362 Contemporary Latin American Literature in Translation	(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:

ART 317 Latin American Art	(4)
PLSC 363 Politics of Developing Nations	(4)
REL 370 History of Christianity	(4)
SOC 336 Latino Experience	(4)
SPAN 321 Hispanic Civilization and Culture II	(4)

Liberal Arts — B.A.

Program Coordinator: Sean Bernard

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing. It is ideal for students planning to pursue graduate work in disciplines that require a broad-based bachelor's degree.

Core Requirements: A minimum of 26 semester hours selected from a list of approved upper division courses available from the program coordinator. At least one course in each of the following four areas, and no more than two courses in any one area:

Fine Arts

Humanities

Natural Sciences

Social Sciences

LA 390 Research Seminar (1)

LA 499 Senior Seminar/Project (2-4)

Concentration: The concentration consists of a minimum of 20 semester hours, focusing on the student's theme or issue area, chosen by the student in consultation with an academic advisor. A concentration is defined as a social/political/cultural issue or theme that can be studied from an interdisciplinary perspective. Students must have at least three areas represented in their concentration, and must include at least 12 units of upper division course work.

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 (4)

HUM 302 Conflict Resolution and Non-Violence (4)

HUM 310 Peace Studies Colloquium (1,1)

HUM 410 Peace Studies Seminar (4)

Electives: A minimum of 12 semester hours approved by a Peace Studies advisor, at least two of which are 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

Sociology

Geography

Upper-Division Requirements: 42-44 semester hours from the above fields approved by the departments and distributed as follows:

16 semester hours 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) (4)

Women, Gender, and Sexuality Studies Minor

Program Chairperson: Zandra Wagoner

This major offers students the opportunity to think critically about gender and sexuality within the weave of cultural, historical, political, and social forces, recognizing that gender and sexuality are shaped by context, location, and other significant identities, such as race, class, and nationality.

Core Requirement:

SOC 333 Women Across Cultures, or

SOC 334 Women's Experience in America (4)

Humanities and Fine Arts Electives: A minimum of 8 semester hours in upper-division courses from the following courses or others approved by the chairperson.

MUS 356 Music of Women Composers and Performers (4)

REL 340 Gender, Sexuality, and Theology (4)

SPCM 210 Interpersonal Communication (4)

Social Science Electives: A minimum of 8 semester hours in upper-division courses from the following courses or others approved by the chairperson.

SOC 333 Women Across Cultures (4)

SOC 334 Women's Experience in America (4)

INTERNATIONAL STUDIES

International Studies — B.A.

Program Chairperson: Gitty Amini

The International Studies major combines an area of study with an academic core program that provides an interdisciplinary approach to learning about the international community, culture, legal systems, trade, and relations between states.

Prerequisite: Two years of a foreign language

Core Requirements:

ECON 325	International Economics	(4)
HIST 101	World Civilizations I, or	
HIST 102	World Civilizations II	(4)
PLSC 351	International Relations	(4)
PLSC 389	Study of Politics, or	
HIST 389	Approaches to History	(4)
PLSC 452	Comparative Government and	
	Politics	(4)
HIST 499	Senior Seminar, or	
PLSC 499	Senior Seminar	(4)

Electives: A minimum of 20 semester hours in upper-division courses in the student's area(s) of emphasis approved by the advisor.

International Studies Minor

Core Requirements:

ECON 325	International Economics	(4)
HIST 101	World Civilizations I, or	
HIST 102	World Civilizations II	(4)
PLSC 351	International Relations, or	
PLSC 452	Comparative Government and	
	Politics	(4)

Electives: A minimum of 12 semester hours in upper-division courses in the student's area(s) of emphasis approved by the advisor.

LEGAL STUDIES DEPARTMENT

Program Chairperson: Patricia Adongo

Regular Faculty: Patricia Adongo, Carolyn Bekhor.

Adjunct Faculty: Nancy Golden

The American Bar Association has approved this program for the education of paralegals. It prepares individuals for careers as paralegals or for positions where organizational and analytical skills as well as knowledge of the law and legal procedures are necessary. Paralegals work under the supervision of an attorney or perform work for which an attorney is responsible. Paralegals do not practice law nor give legal advice. The goal of the department is to educate students of diverse backgrounds to become effective, ethical, and professional paralegals who are employable in a variety of legal settings. The five cornerstones to achieving this goal are knowledge of law, practical application, analytical ability, effective communication, and technology literacy. The minor in American Law is not approved by the American Bar Association and does not prepare a student for a career as a paralegal. LS 301 and LS 304 are prerequisites to all other courses, and a grade of C or better is required for the student to continue.

Legal Studies — B.S.

Transfer courses are accepted into this program, but majors must take a minimum of 24 semester hours of upper-division LS courses from La Verne. Students should complete WRT 110 and six additional semester hours of general education prior to taking LS courses. At least 18 semester hours of general education must meet the Legal Studies Program's approval. The major requires 42 semester hours.

Core Requirements:

LS 301	American Legal Studies	(4)
LS 304	Legal Research and Writing	(4)
LS 307	Legal Ethics	(2)
LS 311	Law Office Computer Applications	(4)
LS 365	Litigation I	(4)
LS 368	Litigation II	(4)
LS 380	Torts	(4)
LS 390	Contracts	(4)
LS 499	Senior Project	(2)

Electives: Three of the following:

LS 321	Family Law	(4)
LS 328	Property & Real Estate Transactions	(4)
LS 330	Business Organizations	(4)
LS 331	Bankruptcy	(4)
LS 340	Selected Topics	(4)
LS 345	Immigration Law and Procedure	(4)
LS 350	Wills, Trusts, and Probate	(4)
LS 370	Criminal Law and Procedures	(4)
LS 498	Paralegal Internship	(2)

Certificate in Paralegal Studies

Students in any major may earn a paralegal certificate. See the department for more details. Admission requirements for all others are bachelor's degree or 60 semester hours (including a minimum of 18 in general education) from a regionally accredited college. The general education must include at least three semester hours in college-level English composition and 15 hours from at least three of the following academic areas: social and behavioral science; English composition and literature; foreign language; mathematics; humanities; natural science; appreciation or history of the arts.

Requirements:

Same as the Core Requirements for the B.S., Legal Studies, except that LS 499 is not required. An elective in an area of interest is encouraged.

American Law Minor

The minor in American Law is not approved by the American Bar Association and does not prepare a student for a career as a paralegal. The goal of the minor is to educate students in the basics of American law so that they can be better consumers, determine their interest in law, or prepare for law school.

Core Requirements:

LS 301	American Legal Studies	(4)
LS 304	Legal Research and Writing	(4)
LS 380	Torts	(4)
LS 390	Contracts	(4)

Electives: A minimum of eight semester hours in LS courses approved by the advisor. A related course in another department may be substituted for one elective if approved by the advisor.

MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Mathematics — B.A./B.S.

Regular Faculty: Yousef Daneshbod, Michael Frantz, Xiaoyan Liu, Rick Simon.

Adjunct Faculty: Joan Marge, Ron Morrow, Scott Phelps, Gary Westfahl¹

¹Regional 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 also 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	Calculus I	(4)
MATH 202	Calculus II	(4)
MATH 311	Calculus III	(4)
MATH 305	Transition to Advanced Mathematics	(4)
MATH 320	Linear Algebra	(4)

Supporting Requirements:

CMPS 367	Object Oriented Programming using C++	(4)
PHYS 203	Physics I: Mechanics	(5)
PHYS 204	Physics II: Electricity & Magnetism	(5)

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)

Physics — B.A./B.S.

Program Chairperson: David Chappell

Regular Faculty: David Chappell, Vanessa Preisler

Adjunct Faculty: Chris Morgan, Scott Phelps

This program offers rigorous and personalized training in physics for students wishing to pursue careers in teaching, industry, and research. The courses cover the fundamentals of Classical Mechanics, Electricity and Magnetism, Modern Physics, and Quantum Mechanics. Upper-division electives provide students to opportunity to study Astrophysics, Solid State Physics, Optics, Electronics and Statistical Mechanics.

Core Requirements:

PHYS 203 Physics I: Mechanics (5)
PHYS 204 Physics II: Electricity & Magnetism (5)
PHYS 322 Electricity and Magnetism (4)
PHYS 342 Analytical Mechanics (4)
PHYS 360 Modern Physics (5)
PHYS 368 Quantum Mechanics (4)
NASC 370 Science Seminar (4 sem.) (1,1,1,1)

Electives: A minimum of 8 semester hours selected in consultation with the program counselor for the B.A.; a minimum of 12 for the B.S.

Supportive Requirements:

CHEM 201 General Chemistry I (5)
MATH 201 Calculus I (4)
MATH 202 Calculus II (4)
MATH 311 Calculus III (4)
MATH 315 Differential Equations (4)

Culminating Requirement:

PHYS 499 Senior Seminar/Project (1-4)
Comprehensive examination (0)

Physics Minor

Core Requirements:

MATH 201 Calculus I (4)
MATH 202 Calculus II (4)
Either PHYS 201/PHYS 202 or PHYS 203/PHYS 204:
PHYS 201 General Physics I (5)
PHYS 202 General Physics II (5)
PHYS 203 Physics I: Mechanics (5)
PHYS 204 Physics II: Electricity & Magnetism (5)

3 approved upper-division PHYS courses, at least one of which must be from the following:

PHYS 322 Electricity and Magnetism (4)
PHYS 342 Analytical Mechanics (4)
PHYS 360 Modern Physics (5)
PHYS 368 Quantum Mechanics (4)

Computer Science and Computer Engineering — B.S.

Program Chairperson: Seta Whitby

Regular Faculty: Ray Ahmadnia, Jozef Goetz, Seta Whitby.

Adjunct Faculty: Samuel Son

This major requires a minimum of 48 semester hours of computer engineering, information science, software, and web computing courses. Students are required to complete the core requirements, one concentration, and a minimum of two elective courses, as well as satisfying the supportive requirements.

Core Requirements:

CMPN 280 Computer Organization (4)
CMPS 367 Object Oriented Language C++ (4)
CMPS 368 Principles of Computer Networks (4)
CMPS 370 Seminar (1)
CMPS 385 Data Structures (4)
CMPS 471 Internship (1-4)
Comprehensive Exam (0)

Engineering Concentration:

CMPN 150 Principles of Electronics and Computer Engineering (4)
CMPN 202 Electronic Devices and Circuits (4)
CMPN 220 Digital Logic Systems (4)
CMPN 330 Microprocessor Systems (4)
CMPN 480 Advanced Computer Architecture (4)
CMPN 499 Senior Project (1-4)

Information Science Concentration:

CMPN 220 Digital Logic Systems	(4)
CMPS 375 Systems Analysis and Design	(4)
CMPS 392 Project Management	(4)
CMPS 410 Management Information Systems	(4)
CMPS 490 Database Management Systems	(4)
CMPS 499 Senior Project	(1-4)

Software Concentration:

CMPN 220 Digital Logic Systems	(4)
CMPN 371 Assembly Language	(4)
CMPS 455 Compiler Design	(4)
CMPS 460 Operating Systems	(4)
CMPS 490 Database Management Systems	(4)
CMPS 499 Senior Project	(1-4)

Internet Programming Concentration:

CMPS 318 Publishing on the Web I	(4)
CMPS 319 Publishing on the Web II	(4)
CMPS 378 C# Programming Using .NET	(4)
CMPS 480 Distributed Internet Computing	(4)
CMPS 490 Database Management Systems	(4)
CMPS 499 Senior Project	(1-4)

Electives: A minimum of two courses from the following or from a concentration outside the chosen one:

CMPN 303 Integrated Electronics	(4)
CMPS 362 Numerical Algorithms	(4)
CMPS 369 Local Area Networks	(4)
CMPS 377 Visual Basic.NET	(4)
CMPS 379 Java	(4)
CMPS 392 Project Management	(4)
CMPS 400 Analysis of Algorithms	(4)
CMPS 451 Artificial Intelligence	(4)
CMPS 463 Computer Graphics	(4)
CMPS 465 Programming Languages	(4)
CMPS 475 Systems Design Process	(4)
CMPS 495 Information Systems Project	(4)

Supportive Requirements:

CMPS 301 Programming Concepts	(4)
MATH 201 Calculus I	(4)
MATH 327 Discrete Mathematics	(4)

Additional for Engineering Concentration:

CHEM 201 General Chemistry I	(5)
MATH 202 Calculus II	(4)
PHYS 201, 202 General Physics I, II, or	
PHYS 203, 204 Physics I, II	(5,5)

Additional for Information Science Concentration:

ACCT 201 Fundamentals of Accounting I, or	
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ACCT 203 Financial & Managerial Accounting	(4)
ECON 221 Economic Analysis II, or	
ECON 228 Economic Theories and Issues	(4)
MGMT 300 Principles of Management	(4)
PHYS 201 General Physics I, or	
PHYS 203 Physics I: Mechanics	(5)

Additional for Software and Internet Programming Concentrations:

MATH 202 Calculus II	(4)
PHYS 201, 202 General Physics I, II, or	
PHYS 203, 204 Physics I, II	(5,5)

Information Science Minor

CMPS 368 Principles of Networks	(4)
CMPS 369 Local Area Networks	(4)
CMPS 375 Systems Analysis & Design	(4)
CMPS 410 Management Information Systems	(4)
CMPS 490 Database Management Systems	(4)

Internet Programming Minor

CMPS 318 Publishing on the Web I	(4)
CMPS 319 Publishing on the Web II	(4)
CMPS 377 Visual Basic.NET, or	
CMPS 379 Java	(4)
CMPS 378 C# Programming Using .NET	(4)
CMPS 480 Distributed Internet Computing	(4)

Software Minor

CMPS 362 Numerical Algorithms	(4)
CMPS 367 Object Oriented Language C++	(4)
CMPS 377 Visual Basic.NET, or	
CMPS 378 C# Programming Using .NET	(4)
CMPS 385 Data Structures	(4)
CMPS Elective	(4)

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and Yehia Mortagy

This interdisciplinary program is jointly offered by the Department of Mathematics, Physics, and Computer Science and by the College of Business and Public Management to prepare students for careers in electronic commerce.

Prerequisites:

ACCT 203	Financial & Managerial Accounting	(4)
CMPS 200	Informational Technology	(2)
CMPS 378	C# Programming using .NET	(4)
ECON 228	Economic Theories and Issues	(4)

Core Requirements:

BUS 270	Business Statistics	(4)
BUS 360	Principles of Marketing	(4)
BUS 416	Electronic Commerce	(4)
CMPS 318	Publishing on the Web I	(4)
CMPS 368	Principles of Computer Networks	(4)
CMPS 375	Systems Analysis and Design	(4)
CMPS 392	Project Management	(4)
CMPS 410	Management Information Systems	(4)
CMPS 490	Database Management Systems	(4)
MGMT 300	Principles of Management	(4)
CMPS 499	Senior Project	(4)

Electives: One of the following:

CMPS 301	Programming Concepts	(4)
CMPS 319	Publishing on the Web II	(4)
CMPS 369	Local Area Networks	(4)
ECON 464	Marketing Research	(4)

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 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, or	
ENG 270	The Foundations of Linguistics	(4)
FREN 210	Intermediate French I	(4)
FREN 211	Intermediate French II	(4)
FREN 320	French Civilization and Culture I	(4)
FREN 321	French Civilization and Culture II	(4)
FREN 330	Second Language Teaching	(4)
FREN 430	French Literature I	(4)
FREN 431	French Literature II	(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 semester of study in France or a French-speaking country and select a curriculum which includes at least one course in French Phonetics, Linguistics, or Advanced Syntax.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

French Minor

Core Requirements: A minimum of 20 semester hours from the following list or a total of 24 semester hours in French of which at least 16 are upper division:

ANTH 340	Language and Culture	(4)
FREN 320	French Civilization and Culture I	(4)
FREN 321	French Civilization and Culture II	(4)

MODERN LANGUAGES DEPARTMENT

Chairperson: Ann Hills

Regular Faculty: Sean Bernard, Gabriela Capraroio, Ann Hills, Catherine Irwin, Gerard Lavatori, Jolivette Mecnas.

Adjunct Faculty: Diane Ayers,¹ Karen Brunschwig, William Csellak,¹ Dennis Dirks, Ghada Mouawad, Jack Swift, Patricia Wangler

¹Regional Campus faculty

The foreign language and literature majors in French, German, and Spanish 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, 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

FREN 330 Second Language Teaching	(4)
FREN 365 French Literature in Translation	(4)
FREN 420 Commercial French	(4)
FREN 430 French Literature I	(4)
FREN 431 French Literature II	(4)
Study abroad courses taught in French	(1-8)

German — B.A.

Prerequisites: A minimum of three years of high school German or the following:

GERM 100 Elementary German I	(3)
GERM 101 Elementary German II	(3)

Core Requirements:

ANTH 340 Language and Culture, or	
ENG 270 The Foundations of Linguistics	(4)
GERM 210 Intermediate German I	(4)
GERM 211 Intermediate German II	(4)
GERM 320 Advanced German I	(4)
GERM 321 Advanced German II	(4)
GERM 330 Second Language Teaching	(4)
GERM 430 German Literature I	(4)
GERM 431 German Literature II	(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 comprehensive examination tests language proficiency and reading skills.

Spanish — B.A.

Program Chairperson: Ann Hills

Core Requirements:

ANTH 340 Language and Culture, or	
ENG 270 The Foundations of Linguistics	(4)
SPAN 210 Intermediate Spanish I	(4)
SPAN 211 Intermediate Spanish II	(4)
SPAN 314 Advanced Spanish Composition and Grammar	(4)
SPAN 320 Hispanic Civilization & Culture I, or	
SPAN 321 Hispanic Civilization & Culture II	(4)

SPAN 330 Second Language Teaching	(4)
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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, many of which may be taken abroad. Literature in translation courses do not apply toward the major.

Study Abroad Requirement: Spanish Majors must supplement their ULV language course with study in an approved program in a Spanish-speaking country.

Spanish Minor

Core Requirements: A minimum of 20 semester hours of upper division courses is required for students beginning at the 300 level, or a minimum of 24 semester hours for students beginning at the 200 level, 16 of which must be upper division courses. Literature in translation courses do not apply toward the minor.

SPAN 314 Spanish Composition, or	
SPAN 420 Commercial Spanish	(4)
SPAN 320 Hispanic Civilization and Culture I	(4)
SPAN 321 Hispanic Civilization and Culture II	(4)
SPAN 300- and 400-level electives	(8)

Writing Program

Director: Jolivette Mecnas

Regular Faculty: Sean Bernard, Catherine Irwin, Jolivette Mecnas.

Adjunct Faculty: Daniel Davis, Dennis Dirks, Patricia Wangler

ULV's Writing Program teaches writing as a creative and an interactive intellectual pursuit in which students think of themselves as writers who are committed to the development of their craft and to the examination of their culture through intensive study of and production of compositions in multiple genres. Students in the writing program engage texts in discussion and reflect upon their roles as writers and thinkers in a diverse, global, multi-ethnic, and multicultural world. Faculty in the program value a student-centered teaching environment that links

writing theories with writing practices, and that encourages students to explore the connections between writing and other disciplines and activities.

The writing program offers the General Education Written Communication sequence, the Creative Writing Minor, and the Writing Certificate. Students wishing to major in creative writing may create their own major in consultation with the Writing Program Director. Students may also work on the staff of Prism Review, ULV's national literary journal. The ULV Writing Program is a member of the Associated Writing Programs.

Courses in the General Education Written Communication Area Requirement are designed to ensure that clear, informed writing is a cornerstone of lifelong learning. Additionally, the Writing Program intends to instill confidence in and appreciation of the tools of written communication. Based on entering placement scores and diagnostic writing samples, students are assigned to one of four levels of writing courses. Students are then expected to complete all assigned writing courses in sequence, earning at least a C-, enrolling in the appropriate course each semester until the requirement is completed. Course competency exams are available through the Humanities Office. Assistance in writing is available at the central campus through the Learning Enhancement Center. The course sequence is as follows:

WRT 106	Writing Essentials	(4)
WRT 109	Introduction to Expository Writing	(4)
WRT 110	College Writing A	(4)
WRT 111	College Writing B	(4)

Creative Writing Minor

Core Requirements:

WRT 201	Introduction to Creative Writing	(4)
WRT 305	Literary Magazine Staff	(2-4)
WRT 499	Senior Project	(2-4)

At least two of the following for a minimum total of 20 semester hours:

WRT 324	Creative Non-Fiction	(4)
WRT 303	Poetry	(4)
WRT 304	Fiction	(4)
WRT 307	Special Topics Writing & Literature	(4)

Writing Certificate

A minimum of 16 semester hours in a single emphasis is required, in addition to the completion of the General Education Written Communication Requirement with a C- or better.

Creative Writing Emphasis:

THAR 360	Playwriting and Screenwriting I	(4)
THAR 460	Playwriting and Screenwriting II	(4)
WRT 301	Introduction to Creative Writing	(4)
WRT 302	Experimental Writing Genres	(4)
WRT 303	Poetry Writing	(4)
WRT 304	Fiction Writing	(4)

Professional Writing Emphasis:

THAR 365	Desktop Publishing for Theatre	(2)
WRT 300	Writing for the Visual Arts	(4)
WRT 311	Composing in Digital Environments	(4)
WRT 314	Language Structures	(4)

Electives Common to Both Emphases:

WRT 305	Prism Review Staff	(2-4)
WRT 306	Writing Theory and Practice	(4)
WRT 307	Special Topics in Writing & Literature	(4)
WRT 309	Writing Workshop	(4)

English as a Second Language Program

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: ESL 101/101P
TOEFL of 501-525 or EPT of 3-3.9: ESL 103/103P
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.

MOVEMENT AND SPORTS SCIENCE DEPARTMENT

Chairperson: Paul Alvarez

Regular Faculty: Paul Alvarez, Kimberly Detwiler, Megan Granquist, Marilyn Oliver, Jim Paschal, Pat Widolff, Wendy Zwissler.

The Movement and Sports Science (MSS) Department offers three tracks of study within two majors. The MSS Education Major (53 semester hours) prepares students to teach Physical Education in the State of California public school system. The Athletic Training Major (60 semester hours) prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the Board of Certification (BOC) exam. Students interested in becoming physical therapists often select either the MSS General Studies major (42 semester hours) or the Athletic Training major to fulfill many of the prerequisites for entrance into physical therapy graduate programs. The department chairperson designs the MSS General Studies major to meet the needs of the student's alternate career choice. Each major will prepare a student for graduate study in the Movement and Sports Science field.

Movement and Sports Science — B.S.

I. Education

Program Chairperson: Paul Alvarez

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Core Requirements:

MSS 151	Health and Physical Fitness Strategies	(4)
MSS 230	Field Work and Foundations of Movement and Sports Science	(4)
MSS 250	Introduction to Adapted Physical Education	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 333	Curriculum and Organization in Physical Education	(4)
MSS 345	Methods of Research, Assessment, and Evaluation	(4)

MSS 370	Methods and Practice of Teaching Dual Sports and Aquatics	(4)
MSS 371	Methods and Practice of Teaching Individual Sports and Outdoor Education	(4)
MSS 372	Methods and Practice of Teaching Team Sports and Games	(4)
MSS 373	Methods and Practice of Teaching Gymnastics and Dance	(4)
MSS 380	Motor Development	(4)
MSS 455	Kinesiology	(4)
MSS 456	Physiology of Exercise	(4)
MSS 460	Philosophy of Physical Education and Athletics	(2)
MSS 499	Senior Seminar	(1-4)

Electives: A minimum of 4 semester hours in MSS courses.

II. General Studies

Program Chairperson: Paul Alvarez

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Area 1 — Core Requirements: 23-26 semester hours

MSS 151	Health and Physical Fitness Strategies	(4)
MSS 230	Field Work and Foundations of Movement and Sports Science, or	
MSS 235	Introduction to Athletic Training	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 345	Methods of Research, Assessment, and Evaluation	(4)
MSS 380	Motor Development	(4)
MSS 455	Kinesiology, or	
MSS 456	Physiology of Exercise	(4)
MSS 499	Senior Seminar	(1-4)

Area 2 — Activity/Teaching Experience Requirement:

Three semester hours total from the following:

MSS 002-049	Instructional Activity courses	(1)
MSS 050-079	Intercollegiate Sports	(1)
MSS 370-373	Methods and Practice Teaching Courses	(4)

Electives: A minimum of 16 semester hours in MSS or related courses; must total 42 for the major.

Athletic Training — B.S.

Director: Paul Alvarez

The Athletic Training Education Program (ATEP),¹ offers a Bachelor of Science Degree in Athletic Training, and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accreditation allows the student who graduates with a major (B.S.) in Athletic Training to sit for the Board of Certification (BOC) exam. The Athletic Training Major prepares students for this exam by addressing the required educational competencies and clinical proficiencies through a challenging curriculum that integrates classroom studies with clinical application.

Due to the specific sequence of courses that allows basic knowledge and skills to progress to advanced clinical levels, it is vital that all students interested in pursuing the Athletic Training Major be advised, at entrance, by a faculty advisor within the ATEP. Students must communicate with that advisor on a regular basis.

Admission Requirements. Admission into the Athletic Training Major is competitive and highly selective. Applicants meeting the minimum requirements listed below are not guaranteed admission into the major. Applications for fall semester ATEP admission are due by March 31 each year. Selections are made pending final spring semester grades. The following are the minimum requirements for admission. (Transfer students must meet all prerequisites for the ATEP, be accepted to La Verne, and meet with the Program Director prior to applying to the ATEP. Acceptance into La Verne does not guarantee acceptance into the ATEP.):

1. Completion of 56 semester hours with a minimum overall GPA of 2.5.
2. Completion of MSS 151, 235, and 237, and BIOL 343 with a combined minimum GPA of 2.5.
3. 50 athletic training observation hours and a performance evaluation.

¹ATEP is a rigorous and intense program. The Technical Standards establish the essential qualities considered necessary for students admitted to ATEP to achieve the knowledge, skills, and competencies of an entry-level athletic trainer and meet the expectations of CAATE. All students must meet the Technical Standards to be admitted to and continue in ATEP. In the event a student is unable to fulfill the Technical Standards, with or without reasonable accommodation, he or she will not be admitted to or retained in ATEP.

4. A physical examination by an M.D. or D.O. with verification of ability to perform ergonomic tasks and compliance with the program's Technical Standards (listed in ULV's "ATEP Policies and Procedures Manual").¹
5. Verification of current immunizations, including Hepatitis B, MMR, tetanus, polio, and a negative TB test.
6. Three letters of recommendation.
7. Current First Aid/CPR certification.
8. A completed ATEP Application Form.
9. A written essay.
10. An interview.

The scoring rubric for the ATEP selection process is included in the "ATEP Policies and Procedures Manual," available in downloadable form at <http://athletictraining.ulv.edu>

Prerequisite for MSS 455 and 456:

BIOL 343	Human Anatomy	(4)
BIOL 344	Human Physiology	(4)

Athletic Training Core Requirements:

MSS 235	Introduction to Athletic Training	(4)
MSS 237	Techniques and Observation in Athletic Training	(2)
MSS 324	Evaluation & Assessment of Athletic Injuries — Lower Extremities	(4)
MSS 325	Athletic Training Practicum I	(1)
MSS 326	Evaluation & Assessment of Athletic Injuries — Upper Extremities	(4)
MSS 327	Athletic Training Practicum II	(1)
MSS 328	Evaluation and Assessment of Head and Spinal Injuries	(4)
MSS 400	General Medical Conditions in Athletic Training	(2)
MSS 410	Exercise and Rehabilitation	(4)
MSS 411	Athletic Training Practicum III	(1)
MSS 412	Therapeutic Modalities	(4)
MSS 415	Management and Administration in Athletic Training	(4)
MSS 418	Special Topics in Athletic Training	(2)
MSS 454	Athletic Training —Team Management	(2)

Sports Sciences Core Requirements:

MSS 151	Health and Fitness Strategies	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 345	Methods of Research, Assessment, and Evaluation	(4)
MSS 455	Kinesiology	(4)
MSS 456	Physiology of Exercise	(4)
MSS 499	Senior Seminar	(4)

Athletic Training students are required to take PSY 101, Principles of Psychology, as part of their general education requirements.

GPA requirement for program retention and graduating with the B.S. in Athletic Training is 2.5 overall. The ULV GPA requirement for most other majors is 2.0 overall.

Movement and Sports Science Minor

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Core Requirements:

MSS 151 Health & Physical Fitness Strategies (4)
MSS 230 Field Work and Foundations of
Movement and Sports Science (4)
MSS 323 Scientific Principles of Movement (2)
MSS 333 Curriculum & Organization in PE (4)
MSS 455 Kinesiology, or
MSS 456 Physiology of Exercise (4)

Electives: A minimum of 8 semester hours from
MSS 370-373 Methods and Practice of Teaching
courses (4,4)

Additional Minor options can be developed with the
Department Chair.

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 Theory I (4)
MUS 232 Theory II (4)
MUS 330 Theory III (4)
MUS 332 Theory IV (4)
MUS 351 Medieval, Renaissance, Baroque
Music (4)
MUS 352 Classic, Romantic Music (4)
MUS 353 Music Since 1900 (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 Theory I (4)
MUS 232 Theory II (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)
Other MUS courses may be substituted for some
core requirements with department chair approval.

MUSIC DEPARTMENT

Chairperson: Reed Gratz

Regular Faculty: Anastasia Glasheen, Reed Gratz,
Kathleen Lamkin.

Artist in Residence: Grace Xia Zhao

Adjunct Faculty: Robert Dominguez, Anita
Hanawalt, Michael Ryan, Carol Stephenson

[†]Regional Campus faculty

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 and learn skills essential to

NATURAL SCIENCE DIVISION

Chairperson: Robert Neher

The University of La Verne's Natural Science Division consists of the Departments of Biology, Chemistry, Mathematics/Physics/Computer Science, and the Prehealth Science Programs. For a complete listing of faculty and offerings, see the separate departmental and program listings in this catalog.

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

Regular Faculty: Gary Colby

Using the chemical and digital photographic craft in personal expression and documentary traditions, students learn to make, employ and critique photographs. Students may choose to pursue the Photography Major, the Art Major with a Concentration in Photography (described with the Art and Art History Department), the Journalism Major with a concentration in Photojournalism (described with the Communications Department), or the Photography Minor.

Photography — B.A.

Core Requirements:

ART 120	2-D Design	(4)
ART 390	Art History: Selected Topics: History of Photography	(4)
PHOT 210	Elementary Photography	(4)
PHOT 230	Documentary Photography	(4)
PHOT 310	Photoshop	(4)
PHOT 350	Color Photography	(4)
PHOT 499	Senior Project	(4)
A complimentary minor in another discipline (20-24)		

Electives. A minimum of 12 semester hours:

PHOT 321	Portrait Photography	(2)
PHOT 322	Digital Photo Retouching	(2)
PHOT 327	Staff Photography	(2)
	(may be repeated 3 times for major)	
PHOT 356	Digital Portfolio	(4)
PHOT 450	Special Topics in Photography	(4)
PHOT 497	Internship	(1-4)

Photography Minor

Core. Requirements:

ART 390	Art History: Selected Topics: History of Photography	(4)
PHOT 327	Staff Photography	(2)
PHOT 350	Color Photography	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 450	Special Topics in Photography	(4)

One of the following:

1. PHOT 210	Elementary Photography	(4)
2. PHOT 230	Documentary Photography, and	
PHOT 310	Photoshop	(4,4)

PREHEALTH SCIENCE PROGRAMS

Program Chairperson: Robert Neher

Prehealth Science Committee: Jeffery Burkhart, Jerome Garcia, Iraj Parchamazad, Robert Neher

The Prehealth Science Committee works directly with students interested in pursuing vocations in the healing arts. Committee members advise prehealth science students and will write letters of recommendation for students applying to graduate programs. A student interested in a prehealth science field should contact the program chair during the first week at ULV so that an academic advisor on the Prehealth Science Committee appropriate to the student's field of interest can be assigned.

ULV's prehealth science programs are designed to meet the requirements for admission to all accredited health science programs in medical, dental, pharmacy, optometry, veterinary, and nursing schools. The high school program should include biology, chemistry, physics, trigonometry, and a foreign language, such as Spanish or German.

The health science student is entering a difficult and demanding program, and there are many steps to be taken in preparation for graduate study. First, a broad, well-balanced, general education background is essential. Second, although a health science student may select any college major, the prescribed courses in biology, chemistry, mathematics, physics, and

English must be completed. These courses are required by most graduate health science schools, and they are essential preparation for the highly competitive entrance examinations (e.g., MCAT, DAT, PCAT, etc). Competition for admission to graduate schools is increasingly keen, with the average GPA of those accepted at about 3.8. Other important factors in determining admission include interviews, admission exam results, letters of recommendation, grade trends, extracurricular activities, intensity of the academic programs, and work experience.

Suggested Prehealth Science Program for Students Majoring in Biology:

Freshman year:

BIOL 204	Plant Biology	(5)
BIOL 205	Animal Biology	(5)
CHEM 201, 202	General Chemistry I, II	(5,5)
English and Speech		(4,4,2)
Three electives (general education requirements)		

Sophomore year:

BIOL 310	Cell Biology	(4)
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: Appropriate screening exam—MCAT, DAT, PCAT, etc.
Completion of major requirements, including senior project.
Completion of general education requirements.
Comprehensive examination in Biology.

If majoring in Chemistry, Physics, or Other Field:

The above schedule for Biology majors illustrates one pathway that could be followed, but if majoring in Chemistry or another demanding major, it is especially important to receive proper advising.

PRELAW PROGRAM

Prelaw Advisor: Jason Neidleman

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 law school, all encourage prelaw students to develop skills in analytic research, communication (both written and oral), and reading comprehension. 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.

PSYCHOLOGY DEPARTMENT

Chairperson: Glenn Gamst

Regular Faculty: Leticia Arellano-Morales, Ngoc Bui, Glenn Gamst, Arthur Gonchar, Valerie Jordan, Jerry Kernes, Christopher Liang, Patricia Long, Richard Rogers, Rocio Rosales, Joan Twohey-Jacobs.
Adjunct Faculty: Wayne Henkelmann, Joleen Lara, Dorie Richards.

The Psychology Department offers bachelor's, and master's programs, an APA-approved doctoral program in Clinical-Community Psychology, 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: Arthur Gonchar

This major prepares students for graduate study and careers in psychology and related fields.

Courses for declaration of major:

PSY 101	Principles of Psychology	(4)
PSY 305	Statistics	(4)
PSY 395	Computer Data Analysis	(2)

Core Requirements:

PSY 390	Research Methods	(4)
PSY 400	History of Psychology	(4)
PSY 497	Internship	(4)
PSY 499	Senior Thesis	(4)

Area of Emphasis:

PSY 312	Abnormal Psychology	(4)
PSY 405	Brain and Behavior	(4)
PSY 407	Life-Span Development	(4)
PSY 409	Multicultural Psychology	(4)

Two of the following laboratory courses:

PSY 303	Learning and Behavior Change	(4)
PSY 304	Experimental Psychology	(4)
PSY 306	Cognitive Psychology	(4)
PSY 308	Social Psychology	(4)

Electives:

A minimum of two of the following:

PSY 215	Personality Theory and Research	(4)
PSY 315	Psychological Testing	(4)
PSY 327	Health Psychology	(4)
PSY 375	Community Psychology	(4)
PSY 408	Adolescent Psychology	(4)
PSY 422	Substance Abuse	(4)
PSY 429	Counseling and Interviewing Skills	(4)
PSY 439	Industrial-Organizational Psychology	(4)
PSY 450	Selected Topics	(4)

Psychology Minor

Prerequisite:

PSY 101	Principles of Psychology	(4)
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Core Requirements:

PSY 312	Abnormal Psychology	(4)
PSY 400	History of Psychology	(4)
PSY 407	Life-Span Development	(4)
One 300- or 400-level PSY elective		(4)

Two of the following:

PSY 303	Learning and Behavior Change	(4)
PSY 306	Cognitive Psychology	(4)
PSY 308	Social Psychology	(4)

MASTER'S COUNSELING PROGRAMS

Program Chairperson: Patricia Long

The Psychology Department offers two graduate counseling programs: Marriage and Family Therapy (MFT) and College Counseling and Student Services (CCSS). The admission requirements and program policies vary between the two.

Admission requirements: Some program tracks may have additional requirements:

1. *For the Marriage and Family Therapy Program only:* A bachelor's degree with the following six courses: general psychology, developmental psychology, abnormal psychology, psychological research methods/experimental psychology, statistics, and one other psychology theory class.
2. *For the College Counseling and Student Services Program only:* A bachelor's degree with the following five courses: general psychology, developmental psychology, psychological research methods/experimental psychology, statistics, and one other psychology theory class.
3. The undergraduate course work will be evaluated on an individual basis for its recency and appropriateness to the selected graduate program.
4. An overall undergraduate GPA of 3.0. Applicants with GPA under 3.0 may be considered with additional requirements.
5. ULV Graduate Studies Admission Form returned with nonrefundable \$50 application fee.
6. Completion of a 5-7-page statement of purpose and autobiography.
7. A copy of a current résumé.
8. 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. At least one letter should be from a professor.

9. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or students.
10. An interview with at least two psychology faculty members.
11. Completion of a test of written language.

A student is eligible to enroll in no more than six semester hours prior to being admitted into a Counseling program.

Classroom Conduct, Behavior Standards, and Ethics. Professionals in the field of counseling are governed by a number of ethical principles. Students in the master's counseling program are expected to follow such principles. Students should be aware that annual evaluations will consider personal suitability for the field and professional development. Classroom conduct, behavioral standards, and ethical behavior will be considered in this evaluation. Failure to display appropriate behaviors in each of these areas may result in dismissal from the program.

Academic Progress. The program adheres to the grading policies stated in the current ULV catalog. It should be noted that grades of B- or better are required for "successful completion" in the masters counseling programs. Students earning grades lower than B- will be required to retake these classes if they are required for their degree. In addition, students must maintain a cumulative GPA of 3.0 in order to maintain normal academic progress and good standing in the program.

Program Candidacy. All counseling students are admitted into the program under a pre-candidacy status. After the completion of 12 semester hours, all students become eligible for candidacy status and are evaluated 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.

Personal Psychotherapy. The department believes that students entering the marriage and family therapy profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, all students enrolled in the MFT program are required to complete a minimum of 10 hours of personal psychotherapy during their year of fieldwork placement (PSY 580, 581). Students should design a treatment plan for departmental approval, with their fieldwork instructor. Students must complete 5 (five) hours of personal therapy by the end of PSY 580 to earn academic credit for that class and must complete all 10 (ten) required hours by the end of PSY 581 in order to receive credit for that course. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences. Students enrolled in the MFT 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. The Competency Exam is a program requirement that must be completed in order to be eligible to begin the fieldwork experience. For MFT students, the exam is based upon, and occurs after successful completion of PSY 512, 516, 517, and 527. For CCSS students, the exam is based upon, and occurs after successful completion of PSY 510, 515, 524, 525, 527, and 531. The exam is scheduled in June each year. All conditions of admission must be completed, and the student must be making satisfactory progress in the program, in order to sit for the exam. Students should complete the competency exam after all graduate level prerequisites are completed but prior to the start of the 30th semester hour. Exceptions to this must be approved by the program chair in writing.

Advanced Standing. Students must receive advanced standing in order to enroll in Graduate Seminar (PSY 596) or Master's Thesis (PSY 594), the culminating activity for the MS Program. MFT students are eligible to apply for Advanced Standing when they have completed 35 semester hours. CCSS students are eligible to apply for Advanced Standing when they have completed 29 semester hours. Students must have completed all provisions or conditions of admission, have passed the competency exam, be in academic good standing, and have attained a minimum GPA of 3.0 for all work applicable in the degree programs in order to apply for advanced standing.

Leave of Absence. MFT and CCSS students are expected to participate in coursework each semester until degree completion. A student who finds it necessary to interrupt his or her studies and desires to return should contact the Program Chair to request a leave of absence. With a leave of absence, a student may be absent from ULV for no more than two semesters without reapplying for admission. Students absent during a Fall or Spring semester without an approved leave of absence will be considered withdrawn.

Marriage and Family Therapy — M.S.

Program Chairperson: Patricia Long

The MFT 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 MFT 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: 55 semester hours

Core Courses: 15 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 522	Group Counseling	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(3)
PSY 595	Competency Exam	(0)

MFT Specialization: 34 semester hours

PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(2)
PSY 512	Clinical Psychopathology	(3)
PSY 516	Counseling Theories & Skills I	(3)
PSY 517	Counseling Theories & Skills II	(3)
PSY 518	Family Therapy	(3)
PSY 519	Couples Therapy	(3)
PSY 521	Child Therapy	(2)
PSY 528	Substance Abuse Counseling	(3)
PSY 530	Violence & Abuse in Family Systems	(2)
PSY 534	Psychopharmacology	(2)
PSY 536	Counseling Older Adults	(1)
PSY 580	Supervised Fieldwork in Marriage, Family, and Child Therapy I	(3)
PSY 581	Supervised Fieldwork in Marriage, Family, and Child Therapy II	(3)

Electives: 3 semester hours

PSY 590	Selected Topics	(1-3)
Other elective with program chair approval		

Culminating Activity: 3 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(3)

Counseling with Concentration in College Counseling and Student Services — M.S.

Program Chairperson: Patricia Long

This program is designed for students who are pursuing training in College Counseling and Student Services. This concentration will prepare students for career opportunities in human services, community colleges, universities, and other settings involving counseling expertise. In California completion of this program does not fulfill the educational requirements for licensure as a Marriage and Family Therapist.

Total Program: 47 semester hours

Core Courses: 15 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 522	Group Counseling	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(3)
PSY 595	Competency Exam	(0)

College Counseling and Student Services**Specialization:** 26 semester hours

PSY 510	Mental Health & the College Student	(3)
PSY 514	Career Development	(3)
PSY 515	Student Development Theories	(3)
PSY 524	Theories & Skills in College Counseling	(3)
PSY 525	Pre-Practicum for College Counseling	(1)
PSY 531	Intro to College Student Services	(3)
PSY 533	Apprenticeship in College Counseling	(1)
PSY 535	Assessment in College Student Services	(3)
PSY 582	Supervised Fieldwork in Counseling I	(3)
PSY 583	Supervised Fieldwork in Counseling II	(3)

Electives: 3 semester hours

PSY 590	Selected Topics	(1-3)
Other elective with program chair approval		

Culminating Activity: 3 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(3)

**Doctor of Psychology — Psy.D.
Clinical–Community Psychology**

Program Chairperson: Valerie Jordan

Director of Clinical Training: Jerry Kernes

This doctoral program builds upon ULV's well-established tradition of community service and prepares its graduates to function competently and responsibly in multicultural, diverse, and pluralistic societies. It is anchored in an integration of clinical and community psychology and grounded in the promotion of an ecological perspective where human behavior is understood within the context of interacting

systems that are multi-level, multidimensional, and multi-directional. Its core mission is to train scholar-practitioners who will think critically, promote social justice, apply their knowledge diligently, and practice ethically and compassionately as culturally competent providers of clinical and prevention services and as agents of social change for individuals, groups, communities, and organizations. The program is accredited by the American Psychological Association as a program in clinical psychology. For information regarding this accreditation consult American Psychological Association, Commission on Accreditation, 50 First Street, NE Washington, DC 20002 (202) 336-5979

<http://www.apa.org/ed/accreditation>

Philosophy of Training. The philosophy of training for the Psy.D. Program is based upon the value that the needs of a multicultural society are best served by a psychology profession that is both culturally competent and inclusive. In accordance with this value, the Program seeks to provide students with a rich exposure to culturally and individually diverse populations through its academic training and applied experiences. It also seeks to train students that have been underrepresented in the field.

Training Model. ULV's Psy.D. in Clinical-Community Psychology is accredited by the American Psychological Association. It follows the scholar-practitioner and competency-based models and is one of few programs in the nation where students learn interactively about the social, interpersonal, and intrapersonal factors that influence social justice and affect people's well being and quality of life. Students learn to think about psychological factors at the individual, family, and community levels. The Psy.D. program is designed to prepare students as clinical-community psychologists to provide comprehensive prevention and community interventions and psychotherapeutic and psychodiagnostic services, to assume administrative and supervisory positions in mental health and/or community programs, and to provide professional psychological consultation. The program infuses multicultural competencies into its curriculum and trains students in the theories and concepts of cultural and individual diversity and in their application to the practice of professional psychology. It also trains students to be consumers of research and base their work on the foundation of scientific evidence and scholarly works.

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 minimum of 1,500 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.

Admission Requirements. Applicants are admitted with a bachelor'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. Primary consideration is afforded to applicants with a minimum undergraduate GPA of 3.00, and nearly all applicants who are admitted will meet this standard. Although an undergraduate major in psychology is not 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 3.5.
2. **Three letters of recommendation** from individuals who are sufficiently familiar with the applicant's academic and/or clinical fieldwork 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 in professional psychology.

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, Doctoral Candidacy, and the Clinical Competency Examination. Individuals are admitted into the program as pre-candidates. To be eligible to apply for doctoral candidacy, pre-candidates must at a minimum (a) complete 58 semester hours of coursework in the program and (b) complete 500 clinical practicum hours. Evaluation for candidacy normally occurs in the fall of year 3. All students must earn candidacy status and pass the Year 3 Clinical-Community Competency Examination in order to complete the program. Dismissal of a student may occur even after the conferring of candidacy and passing the Clinical-Community Competency Examination, if the student's personal or professional behavior does 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 good academic standing who have successfully completed PSY 635 and PSY 636 (Practicum I and II). This degree is intended only as an en route degree toward completion of the Psy.D., not as a terminal master's degree.

Personal Psychotherapy Requirement. Each student is required to complete a minimum of 20 hours of personal psychotherapy during the program. Students must complete a minimum of 10 hours of personal psychotherapy during each year of required practica (PSY 635-636, 655-656). Students must complete their 20 hours of personal psychotherapy by the end of PSY 656 and prior to taking the Year 3 Clinical-Community Competency Exam.

Licensure. Courses in the Psy.D. curriculum are consistent with educational requirements for licensure in 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: 120 semester hours

I. Breadth of Scientific Psychology

Biological Aspects of Behavior:

PSY 604 Biological Bases of Behavior (3)

Cognitive and Affective Aspects:

PSY 638 Cognitive & Affective Bases of Behavior (3)

Social Aspects:

PSY 639 Advanced Social Psychology (3)

History and Systems:

PSY 637 Advanced History & Systems (3)

Psychological Measurement:

PSY 603 Psychological Measurement (3)

Research Methodology:

PSY 640 Quantitative Research Methods (3)

PSY 641-Qualitative Research Methods (3)

PSY 661 664-Dissertation I-IV (2,2,3,3)

Techniques of Data Analysis:

PSY 605 Advanced Statistics I (3)

PSY 605L SPSS Lab (Univariate) (0)

PSY 606 Advanced Statistics II (3)

PSY 606L SPSS Lab (Multivariate) (0)

II. Foundations of Practice

Individual Differences in Behavior:

PSY 609 Personality Theory & Individual Differences (3)

Human Development:

PSY 633 Advanced Human Development (3)

Dysfunctional Behavior/Psychopathology:

PSY 612 Advanced Psychopathology (3)

Professional Standards and Ethics:

PSY 610 Professional Development Seminar (0)

PSY 617 Professional Issues & Ethics (3)

Community Psychology:

PSY 600 Community Psychology I: Theory (3)

III. Diagnosis, Assessment, and Intervention Strategies

Theories & Methods of Assessment & Diagnosis:

PSY 608 Cognitive & Intellectual Assessment (3)

PSY 628, 269 Personality Assessment I,II (3,3)

PSY 649 Full Battery Assessment (3)

Interventions:

PSY 602 Community Psychology II: Interventions (3)

PSY 614 Clinical Skills & Interviewing Techniques (3)

PSY 647 Advanced Group Psychotherapy (3)

PSY 635, 636, 655, 656 Clinical-Community Practicum I-IV (2,2,2,2)

PSY 680A, 680B Full-Time Internship I,II , or
PSY 681A, 681B Half-time Internship I,II (5,5)

Two of the following:

PSY 645 Cognitive-Behavioral Psychotherapy (3)

PSY 646 Psychodynamic Psychotherapy (3)

PSY 650 Advanced Family Psychology (3)

PSY 658 Humanistic-Positive Psychology (3)

Consultation and Supervision:

PSY 670, 671 Advanced Supervision Skills I,II (1,1)

PSY 672, 673-Advanced Consultation Skills I,II (1,1)

Evaluating the Efficacy of Interventions:

PSY 615 Fundamentals of Psychotherapy (3)

IV. Cultural and individual diversity

PSY 623, 624-Advanced Multicultural Competency I,II (3,3)

V. Electives: A minimum of 10 semester hours from the following:

PSY 644 Counseling Older Adults: 1

PSY 651 Substance Abuse: Detection and Treatment (1)

PSY 652 Child Abuse: Detection & Treatment (1)

PSY 653 Human Sexuality (1)

PSY 654 Domestic Violence (1)

PSY 657A, 657B Advanced Practicum (1,1)

PSY 690 Selected Topics (1-2)

VI. Qualifying Examination:

PSY 660 Year 3 Clinical-Community Competency Exam (0)

RELIGION & PHILOSOPHY DEPARTMENT

Chairperson: Dan Campana

Regular Faculty: Dan Campana, Jonathan Reed, Richard Rose.

Adjunct Faculty: Marshall Osman, Deborah Roberts, Zandra Wagoner

Consistent with ULV's history 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, academic 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 critical 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.

Religion — B.A.

Core Requirements:

PHIL 351	Philosophy of Religion	(4)
REL 100	Introduction to Religion	(4)
REL 220	Survey of Old Testament/ Hebrew Scriptures, or	
REL 230	Survey of the New Testament	(4)
REL 490	Senior Seminar	(1)
REL 499	Senior Project	(4)

Scripture: one course with SC designation (4)

REL 220	Survey of Old Testament/ Hebrew Scriptures	
REL 230	Survey of the New Testament	
REL 331	Jesus and His Teachings	
REL 335	The First Christians	
REL 390	Topics in Religion with SC designation	

Theology: one course with TH designation (4)

REL 349	Contemporary Themes in Christian Thought	
REL 390	Topics in Religion with TH designation	

Religion & Society: one course with RS mark (4)

REL 390	Topics in Religion with RS designation	
REL 398	Topics in Urban Studies	

Non-Western Religion: one course with NW (4)

REL 305	World Religions: East	
REL 390	Topics in Religion with NW designation	

Electives: (12)

Three upper-division REL and PHIL courses. (Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Philosophy — B.A.

Core Requirements:

HUM 305	Values and Critical Thinking	(4)
PHIL 110	Introduction to Philosophy	(4)
PHIL 230	Introduction to Ethics	(4)
PHIL 399	Independent Study on a selected major philosopher	(4)
PHIL 490	Senior Seminar	(1)
PHIL 499	Senior Project	(4)

Ancient or Medieval Philosophy: one course with AM designation (4)

PHIL 321	History of Ancient and Medieval Philosophy	
PHIL 350	Topics in Religion with AM mark	
PHIL 371	Classical Political Philosophies	

Modern or Contemporary Philosophy: one course with MC designation (4)

PHIL 322	History of Modern and Contemporary Philosophy	
PHIL 350	Topics in Religion with MC mark	
PHIL 373	Modern Political Theory	
PHIL 375	Contemporary Political Theory	

Philosophy & Society: one course with PS (4)

PHIL 217	Power and Oppression	
PHIL 350	Topics in Religion with PS mark	
PHIL 351	Philosophy of Religion	
PHIL 370	Contemporary Issues in the Philosophy of Love and Sex	

Non-Western Religion: one course with NW (4)

REL 305	World Religions: East	
REL 390	Topics in Religion with NW designation	

Electives: (8)

Two upper-division REL and PHIL courses. (Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Religion/Philosophy — B.A.

Core Requirements:

PHIL 110	Introduction to Philosophy	(4)
PHIL 351	Philosophy of Religion	(4)
REL 100	Introduction to Religion	(4)
PHIL 490 or REL 490	Senior Seminar	(1)
PHIL 499 or REL 499	Senior Project	(4)

Ancient or Medieval Philosophy: one course with AM designation (4)
 PHIL 321 History of Ancient and Medieval Philosophy (4)
 PHIL 350 Topics in Religion with AM mark
 PHIL 371 Classical Political Philosophies

Modern or Contemporary Philosophy: one course with MC designation (4)
 PHIL 322 History of Modern and Contemporary Philosophy
 PHIL 350 Topics in Religion with MC mark
 PHIL 373 Modern Political Theory
 PHIL 375 Contemporary Political Theory

Scripture: one course with SC designation (4)
 REL 220 Survey of Old Testament/ Hebrew Scriptures
 REL 230 Survey of the New Testament
 REL 331 Jesus and His Teachings
 REL 335 The First Christians
 REL 390 Topics in Religion with SC designation

Theology: one course with TH designation (4)
 REL 349 Contemporary Themes in Christian Thought
 REL 390 Topics in Religion with TH designation

Religion & Society: one course with RS mark (4)
 REL 390 Topics in Religion with RS designation
 REL 398 Topics in Urban Studies

Non-Western Religion: one course with NW (4)
 REL 305 World Religions: East
 REL 390 Topics in Religion with NW designation

Electives: (8)
 Two upper-division REL and PHIL courses. (Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Religion Minor

Core Requirements:

REL 100 Introduction to Religion (4)
 One course in scripture (with SC designation) (4)
 REL 220 Survey of Old Testament/ Hebrew Scriptures
 REL 230 Survey of the New Testament
 REL 331 Jesus and His Teachings
 REL 335 The First Christians
 REL 390 Topics in Religion with SC designation

Upper-division REL electives (16)
 (PHIL 351 and interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Philosophy Minor

Core Requirements:

PHIL 110 Introduction to Philosophy (4)
 HUM 305 Values and Critical Thinking (4)
 Upper-division PHIL electives (16)
 (REL 305 and interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chairperson: Sharon K. Davis

Regular Faculty: Felicia Beardsley, Sharon K. Davis, Hector Delgado, Karen Donahue, Kimberly Martin, Ernie Thomson

Adjunct Faculty: Glenn Goodwin, Dan Kennan, Robert Lewis

Anthropology — B.S.

This major provides a balanced education in the four fields of anthropology: culture, archaeology, linguistics, and biology. It offers a foundation in theory, methodology, and applications of anthropological knowledge. The curriculum emphasizes the comparative study of human beings and their cultures in all times and all places. It prepares students for graduate study and/or careers in such fields as teaching, research, human services, international business, heritage preservation, forensics, and criminalistics.

Core Requirements:

ANTH 305 Statistics (4)
 ANTH 390 Research Methods (4)
 ANTH 497 Internship (4)
 ANTH 499 Senior Thesis, or
 ANTH 499A-B Senior Thesis (4 or 2,2)
 ANTH 400 Anthropological Theory (4)
 One SOC course (4)

Area of Emphasis:

ANTH 330 Cultural Anthropology	(4)
ANTH 340 Language and Culture	(4)
ANTH 350 Physical Anthropology	(4)
ANTH 350L Physical Anthropology Lab	(1)
ANTH 360 Archaeology	(4)
ANTH 360L Archaeology Lab	(1)

Elective: One course approved by the academic advisor (4)

Anthropology Minor**Core Requirements:**

ANTH 330 Cultural Anthropology	(4)
ANTH 400 Anthropological Theory	(4)
One approved 300-400-level ANTH elective	(4)

Two of the following:

ANTH 340 Language and Culture	(4)
ANTH 350 Physical Anthropology and	(4)
ANTH 350L Physical Anthropology Lab	(1)
ANTH 360 Archaeology and	(4)
ANTH 360L Archaeology Lab	(1)

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 Issues in Anthropology or	
ANTH 330 Cultural Anthropology	(4)
PSY 101 Principles of Psychology	(4)
SOC 250 Introduction to Sociology	(4)
ANTH/SOC 305 Statistics	(4)
ANTH/SOC 390 Research Methods	(4)
ANTH/SOC 497 Internship	(4)
ANTH/SOC 499 Senior Thesis	(4)

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

Two of the following:

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

Electives: 8 upper-division semester hours from PSY, SOC, and/or ANTH approved by the advisor.

Ethnic Studies Concentration: This concentration permits students to study the contemporary multiethnic society in the United States:

ANTH/SOC 315 Race and Ethnicity	(4)
SOC 330 Social Class and Inequality	(4)

Three of the following:

ANTH/SOC 335 Black Experience in the U.S.	(4)
ANTH/SOC 336 Latino Experience	(4)
ANTH/SOC 337 Asian American Experience	(4)
ANTH/SOC 328 Native American Experience	(4)

Electives: A minimum of four semester hours of upper-division units in any course approved by the advisor.

Behavioral Sciences Minor**Core Requirements:**

ANTH 250 Issues in Anthropology, or	
PSY 101 Principles of Psychology, or	
SOC 250 Introduction to Sociology	(4)
PSY 309 Personality Theory and Research	(4)
SOC 324 Social Problems	(4)
ANTH 330 Cultural Anthropology	(4)
PSY 400 History of Psychology, or	
SOC 400 Sociological Theory, or	
ANTH 400 Anthropological Theory	(4)
ANTH, PSY, or SOC 300-400-level Elective	(4)

Criminology — B.S.

This major is designed for students planning careers in law or criminal justice, or working with troubled youth.

Core Requirements:

One ANTH course	(4)
SOC 250 Introduction to Sociology	(4)
SOC 390 Research Methods	(4)
SOC 497 Internship	(4)
SOC 499 Senior Thesis, or	
SOC 499A-B Senior Thesis	(4 or 2,2)

Classroom students only:

SOC 305 Statistics	(4)
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Online students only:

SOC 305A, B Statistics and Computer
Data Analysis A, B (4,4)

Area of Emphasis:

SOC 321 Juvenile Delinquency (4)
SOC 322 Introduction to Criminology (4)
SOC 326 Criminal Justice System (4)
SOC 350 Law and Society (4)

Two of the following:

SOC 329 Correctional Systems (4)
SOC 360 The Death Penalty (4)
SOC 362 Forensic Investigations (4)

Criminology Minor

Prerequisites:

SOC 250 Introduction to Sociology (4)

Core Requirements:

SOC 320 Sociology of Deviance, or
SOC 350 Law and Society (4)
SOC 321 Juvenile Delinquency (4)
SOC 322 Introduction to Criminology (4)
SOC 326 Criminal Justice System (4)
One approved 300-400-level elective (4)

Sociology — B.S.

This major is designed for students planning careers working with people and groups, their social creations and issues.

Core Requirements:

One ANTH course (4)
SOC 250 Introduction to Sociology (4)
SOC 305 Statistics (4)
SOC 390 Research Methods (4)
SOC 400 Sociological Theory (4)
SOC 497 Internship (4)
SOC 499 Senior Thesis, or
SOC 499A-B Senior Thesis (4 or 2,2)

Area of Emphasis:

SOC 320 Sociology of Deviance (4)
SOC 324 Social Problems (4)
SOC 330 Social Class and Inequality (4)
SOC 370 Social Change (4)

Elective: One course approved by the
academic advisor (4)

Sociology Minor

Prerequisites:

SOC 250 Introduction to Sociology (4)

Core Requirements:

SOC 320 Sociology of Deviance (4)
SOC 324 Social Problems (4)
SOC 330 Social Class and Inequality (4)
SOC 400 Sociological Theory (4)
One approved 300-400-level elective (4)

Ethnic Studies Minor

Core Requirements:

ANTH/SOC 315 Race and Ethnicity (4)
SOC 330 Social Class and Inequality (4)
One approved 300-400-level elective (4)

Two of the following:

ANTH/SOC 335 Black Experience in the U.S. (4)
ANTH/SOC 336 Latino Experience (4)
ANTH/SOC 337 Asian American Experience (4)
ANTH/SOC 338 Native American Experience (4)

SPEECH COMMUNICATION DEPARTMENT

Chairperson: Ian Lising

Regular Faculty: Jeanne Flora, Ian Lising

The mission of the Speech Communication Department is to help students explore how and why people communicate, and the effects of communication on individuals, groups, organizations, and societies. The departmental curriculum examines communication theory, encourages practice and improvement of communication skills in a variety of contexts, and explores communication from a multicultural perspective. The department also sponsors the ULV forensics team, which competes nationally and internationally. The team is open to students of all majors.

Speech Communication — B.A.

The Speech Communication major prepares students for careers that demand good communication skills and theoretical understanding, such as social and human services, business, and law. It emphasizes basic communication theory and basic research methods as well as context-specific training. Supportive electives outside the department allow students to explore areas closely related to the field, such as public relations and business communication.

Core Requirements:

PSY 305	Statistics	(4)
SPCM 100	Fundamentals of Public Speaking	(2)
SPCM 110	Introduction to Speech Communication Theory and Practice	(2)
SPCM 499	Senior Project	(2-4)

A minimum of three of the following four:

SPCM 210	Interpersonal Communication	(4)
SPCM 220	Intercultural Communication	(4)
SPCM 240	Persuasion and Social Influence	(4)
SPCM 250	Public Controversy and Criticism	(4)

One of the following three:

PSY 390	Research Methods	(4)
SPCM 410	Advanced Interpersonal and Family Communication	(4)
SPCM 452	Rhetorical Criticism	(4)

Electives:

8 unduplicated semester hours from the following four:

SPCM 332	Interviewing Principles & Practices	(4)
SPCM 350	Argumentation & Debate	(1-8)
SPCM 410	Advanced Interpersonal and Family Communication	(4)
SPCM 452	Rhetorical Criticism	(4)
SPCM 490	Special Topics in Speech Communication	(4)

8 unduplicated semester hours selected from the five courses above or from the following :

ANTH 340	Language and Culture	(4)
BUS 366	Professional Selling Skills	(4)
HUM 302	Conflict Resolution & Nonviolence	(4)
HUM 310	Peace Studies Colloquium	(1)
JOUR 330	Theory and Practice of Public Relations	(4)
JOUR 430	Public Relations Methods	(4)
MGMT 300	Principles of Management	(4)

MGMT 354	Oral Communication in Organizations	(4)
MGMT 459	Organizational Behavior	(4)
SOC 315	Race and Ethnicity	(4)

Speech Communication Minor

Core Requirements:

SPCM 100	Fundamentals of Public Speaking	(2)
SPCM 110	Introduction to Speech Communication Theory and Practice	(2)

A minimum of one of the following four:

SPCM 210	Interpersonal Communication	(4)
SPCM 220	Intercultural Communication	(4)
SPCM 240	Persuasion and Social Influence	(4)
SPCM 250	Public Controversy and Criticism	(4)

Electives: 16 semester hours from the list of B.A., Speech Communication Electives with the restrictions as stated.

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: Sean Dillon, David Flaten.

Adjunct Faculty: Georgij Paro

Director of Theatre: Steven Kent

The mission of the Theatre Arts Department is to create a learning community that embraces progressive social consciousness, spirituality, parity, diversity and personal development. Viewing theatre as a discipline that embraces many other fields, the goal is to empower students to become highly skilled, self-motivated, socially aware theatre artists and engaged citizens.

The Theatre Arts program is designed for majors and non-major participants. It is an experiential, production-oriented program. Along with providing a thorough background in dramatic literature and world theatre history, the program encourages students to develop an emphasis in one or more special areas, such as performance, directing, design, playwriting, literary criticism, musical theatre, children's theatre, and stage management, through electives and directed study courses.

Prerequisites for the Major and Minor:

THAR 120	Introduction to Stagecraft	(2)
THAR 200	Theatre, Acting and Performance	(4)
THAR 280	Theatre Seminar (3 semesters)	(1,1,1)
THAR 311	Oral Communication	(2)

Theatre — B.A.

Core Requirements: A minimum of 45 semester hours:

THAR 210	Acting Studio or	
THAR 212	Acting for the Camera I	(3-4)
THAR 233	Introduction to Design for	
	Stage and Studio	(4)
THAR 355	Directing Studio I	(4)
THAR 445	Masters of the Drama	(4)
THAR 480	Theatre History I	(4)
THAR 481	Theatre History II	(4)
	Electives approved by advisor	(12)
	Dramatic Lit. (THAR 340 recommended)	(4,4)
THAR 499	Senior Project	(1-2)

Theatre Arts Minor

Core Requirements: A minimum of 28 semester hours:

THAR 210	Acting Studio or	
THAR 212	Acting for the Camera I	(3-4)
THAR 233	Introduction to Design for	
	Stage and Studio	(4)
THAR 355	Directing Studio I	(4)
THAR 445	Masters of the Drama	(4)
THAR 480	Theatre History I or	
THAR 481	Theatre History II	(4)
	Electives approved by advisor	(9)

COLLEGE of BUSINESS and PUBLIC MANAGEMENT

Dean: Abe Helou

Associate Dean: Rita Thakur

APPLIED BUSINESS SCIENCE & ECONOMICS DEPARTMENT

Chairperson: Renee Miller

Regular Faculty: Paul Abbondante, Mehdi Beheshtian, Adham Chehab, Ahmed Ispahani, Christine Jagannathan, David Kung, Renee Miller, Yehia Mortagy, Claudio Muñoz, Gonyung Park, Julius Walecki.

BUSINESS MANAGEMENT & LEADERSHIP DEPARTMENT

Chairperson: Keeok Park

Regular Faculty: Kathleen Duncan, Omid Furutan, Issam Ghazzawi, Deborah Olson, Keeok Park, Carol Sawyer, Richard Simpson, Virgil Smith, Yvonne Smith, Janat Yousof.

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

Regular Faculty: Robert Barrett, Susan Callahan, Caroline Chizever, Janis Dietz, Greg Fast, Jeanny Liu, Jack McElwee, Constance Rossum

PUBLIC & HEALTH ADMINISTRATION DEPARTMENT

Chairperson: Keith Schildt

Regular Faculty: Kent Badger, Suzanne Beaumaster, Joan Branin, Marcia Godwin, Jack Meek, Lisa Saye, Keith Schildt, Matt Witt.

College Mission. The College provides its students with a broad-based management education that emphasizes the application of theory to management practice and builds conceptual skills and core values needed to become effective leaders and managers in today's rapidly changing global environment. In support of this, the College provides relevant curriculum that capitalizes on the University's liberal arts traditions, focuses on effective decision making, and emphasizes the knowledge, skills, and values needed in a culturally diverse workplace. In addition, the College is committed to continuous quality improvement, applied scholarly pursuits, and sharing resources with the business, governmental, professional, and academic communities.

College Programs. The College offers undergraduate majors in Accounting, Business Administration (with concentrations in Management, Information Technology, International Business, and Marketing), Economics, Health Administration, Organizational Management, and Public Administration. In addition, the College offers two interdepartmental majors in E-Commerce and International Business & Language. Minors in Business Administration, Economics, Human Resources Management, and Marketing are available for non-business majors.

Traditional-aged 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. Undergraduate business students are also strongly encouraged to study abroad to broaden their horizons while earning degree credit. All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

At the graduate level, the College offers the Master of Business Administration (with concentrations in Accounting, Finance, Health Services Management, Information Technology, International Business, Management and Leadership, Managed Care, Marketing, and Supply Chain Management), Master of Health Administration, Master of Public Administration, Master of Science in Business Organizational Management, Master of Science in Gerontology, Master of Science in Leadership and Management, and Doctor of Public Administration.

Graduate academic certificates are available in the areas of concentration.

CENTRAL CAMPUS UNDERGRADUATE BUSINESS PROGRAMS

Accounting — B.S.

Program Chairperson: 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: All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet. The following must be completed before enrolling in 300- or 400-level ACCT, BUS, ECON, or MGMT courses:

ACCT 201	Fundamentals of Accounting I	(4)
ACCT 202	Fundamentals of Accounting II	(4)
BUS 200	Computer Applications	(2)
BUS 242	Achieving Professional Success	(4)
BUS 270	Business Statistics	(4)
ECON 220	Economic Analysis I	(4)
ECON 221	Economic Analysis II	(4)
MATH 172	Mathematical Methods for Business and Economics	(4)

Core Business Requirements:

BUS 330	Business Finance	(4)
BUS 347	Legal Environment of Business	(4)
BUS 360	Principles of Marketing	(4)
BUS 410	Management Information Systems	(4)
(Accounting students may substitute ACCT 414)		
BUS 456	Operations Management	(4)
BUS 496	Business Seminar	(4)
MGMT 300	Principles of Management	(4)

Core Accounting Requirements:

ACCT 301	Intermediate Accounting I	(4)
ACCT 302	Intermediate Accounting II	(4)

ACCT 307	Cost Accounting	(4)
ACCT 308	Federal Taxation I	(4)
ACCT 401	Auditing	(4)
ACCT 402	Advanced Accounting	(4)

Concentrations: Accounting students may pursue 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: Richard Simpson

This program enhances the knowledge and effectiveness of students by linking theory with practice for a successful career in business. The themes of critical thinking, ethics, interpersonal skills, the impact of cultural differences on business practices, working in group settings, and lifelong learning are woven throughout the curriculum.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

BUS 330	Business Finance	(4)
BUS 343	Foundations of Business Ethics	(4)
BUS 347	The Legal Environment of Business	(4)
BUS 360	Principles of Marketing	(4)
BUS 410	Management Information Systems	(4)
BUS 456	Operations Management	(4)
BUS 496	Business Seminar	(4)
MGMT 300	Principles of Management	(4)
MGMT 459	Organizational Behavior	(4)

Electives or Concentration:

Three 300-400-level ACCT, BUS, ECON, and/or MGMT courses (4,4,4)
or one of the following concentrations:

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.

MGMT 356	Introduction to Organizational Theory	(4)
MGMT 455	Human Resources Management	(4)

One of the following:

BUS 440	Entrepreneurship	(4)
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- MGMT 358 Culture and Gender Issues in Management (4)
 MGMT 451 International Management (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.

- BUS 411 Management Support Systems, or
 CMPS 475 Systems Design Process (4)
 BUS 412 Database Management Systems, or
 CMPS 490 Database Management Systems (4)
 BUS 413 Business Telecommunications, or
 CMPS 368 Principles of Computer Networks, or
 CMPS 369 Local Area Networks (4)
 BUS 416 Electronic Commerce (4)
 (programming recommended)

International Business Concentration: This concentration studies how international business practices and customs differ from those in the US.

- BUS 466 International Marketing (4)
 ECON 325 International Economics (4)
 MGMT 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 goods and services, and to deliver such goods and services.

- BUS 368 Integrated Marketing Communication, or
 BUS 461 Marketing Management (4)
 BUS 464 Marketing Research (4)
 BUS 466 International Marketing (4)

Economics — B.S.

Program Chairperson: Ahmed Ispahani

Economics examines the difficult choices that society, business enterprises, the 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, markets and behaviors that will maximize profits.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

- BUS 330 Business Finance (4)
 BUS 410 Management Information Systems (4)
 ECON 320 Intermediate Macroeconomics (4)
 ECON 321 Intermediate Microeconomics (4)
 ECON 323 Money and Banking (4)
 ECON 325 International Economics (4)
 ECON 327 Public Finance and Fiscal Policy (4)
 ECON 371 Econometrics (4)
 ECON 499 Senior Project (4)
 12 additional semester hours in 300-400 level
 BUS or ECON courses (4,4,4)

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and Yehia Mortagy

This interdisciplinary program is jointly offered with the Department of Mathematics, Physics, and Computer Science, where the program description may be found in this catalog.

International Business and Language — B.S.

Program Chairpersons: Jack McElwee and Ann Hills

This interdisciplinary program is jointly offered with the Department of Modern Languages. The program is described in the Interdisciplinary Programs section of this catalog.

REGIONAL CAMPUSES (INCLUDING CAPA) UNDERGRADUATE BUSINESS PROGRAMS

Undergraduate students enrolled in one of the Regional Campuses 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 Chairperson: Claudio Muñoz

Prerequisites:

ACCT 201	Fundamentals of Accounting I	(4)
ACCT 202	Fundamentals of Accounting II	(4)
BUS 270	Business Statistics	(4)
BUS 274	Applied Quantitative Analysis	(4)
ECON 228	Economic Theories and Issues	(4)

Core Business Requirements:

BUS 330	Business Finance	(4)
BUS 347	The Legal Environment of Business	(4)
BUS 360	Principles of Marketing	(4)
BUS 496	Business Seminar	(4)
MGMT 300	Principles of Management	(4)

Core Accounting Requirements:

ACCT 301	Intermediate Accounting I	(4)
ACCT 302	Intermediate Accounting II	(4)
ACCT 307	Cost Accounting	(4)
ACCT 308	Federal Taxation I	(4)
ACCT 401	Auditing	(4)
ACCT 402	Advanced Accounting	(4)
ACCT 414	Accounting Information Systems	(4)

Business Administration — B.A.

(Available only at selected Regional Campuses.)

Program Chairperson: Richard Simpson

This program is designed to enhance the knowledge and effectiveness of students by linking theory with

student's work experience and industry practices for a successful career in business. The themes of critical thinking skills, ethics, interpersonal skills, the impact of cultural differences on business practices, learning to work in group settings and lifelong learning skills are woven throughout the program.

Prerequisites:

BUS 270	Business Statistics	(4)
BUS 274	Applied Quantitative Analysis	(4)
ECON 228	Economic Theories and Issues	(4)

Core Requirements:

ACCT 203	Financial & Managerial Accounting	(4)
BUS 330	Business Finance	(4)
BUS 347	The Legal Environment of Business	(4)
BUS 360	Principles of Marketing	(4)
BUS 410	Management Information Systems	(4)
BUS 496	Business Seminar	(4)
MGMT 300	Principles of Management	(4)
MGMT 355	Leadership in Organizations	(4)

Electives: Two or more additional 300-400 level ACCT, BUS, ECON, and/or MGMT courses.

Concentrations: All concentrations listed under the B.S., Business Administration at the central campus are available through CAPA. At other campuses consult with the director about the availability of concentrations.

Business Management — B.S.

(Available only at selected sites.)

Program Chairperson: Richard Simpson

This program focuses on the human capital as the critical success factor to build a competitive edge for business organizations. To enhance student's personal and professional growth, the program is designed to provide in-depth understanding of all the business disciplines. When appropriate, case study approach is utilized to effectively communicate application of theories in real world situations. Students will enhance conceptual, interpersonal, and analytical competencies required to succeed in managing today's ever changing and diverse organizations.

Prerequisites:

BUS 270	Business Statistics	(4)
BUS 274	Applied Quantitative Analysis	(4)

ECON 228 Economic Theories and Issues (4)

Core Requirements:

ACCT 203 Financial & Managerial Accounting (4)

BUS 330 Business Finance (4)

BUS 360 Principles of Marketing (4)

MGMT 300 Principles of Management (4)

MGMT 353 Legal and Ethical Dimensions of Management (4)

MGMT 355 Leadership in Organizations (4)

MGMT 454 Technology Based Operations Management (4)

MGMT 497 Strategic Management (4)

Two of the following:

BUS 343 Foundations of Business Ethics (4)

BUS 346 Written Business Communication (4)

MGMT 354 Oral Communication in Organization (4)

MGMT 356 Introduction to Organizational Theory (4)

MGMT 358 Culture and Gender Issues in Management (4)

MGMT 359 Management of Change and Conflict (4)

MGMT 451 International Management (4)

MGMT 455 Human Resources Management (4)

MGMT 459 Organizational Behavior (4)

Business 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. Business Minors are not available to students majoring in undergraduate business programs.

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 ACCT 203 and proficiency in descriptive statistics before BUS 330.

Core Requirements:

ACCT 203 Financial & Managerial Accounting (4)

ECON 228 Economic Theories and Issues (4)

BUS 330 Business Finance (4)

MGMT 300 Principles of Management (4)

BUS 360 Principles of Marketing (4)

300-400-level elective in Business Administration (4)

Economics Minor

The Economics minor is designed to provide students with a broad-based introduction to the methods and techniques of economic analysis.

Core Requirements:

ECON 220 Economic Analysis I (4)

ECON 221 Economic Analysis II (4)

Five of the following:

ECON 320 Intermediate Macroeconomics (4)

ECON 321 Intermediate Microeconomics (4)

ECON 322 Current Economic Problems and Opportunities (4)

ECON 323 Money and Banking (4)

ECON 324 Comparative Economic Systems (4)

ECON 325 International Economics (4)

ECON 327 Public Finance and Fiscal Policy (4)

BUS 341 International Business (4)

Business 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.

Core Requirements:

MGMT 300 Principles of Management (4)

MGMT 455 Human Resources Management (4)

MGMT 459 Organizational Behavior (4)

Two of the following:

BUS 341 International Business (4)

BUS 440 Entrepreneurship (4)

MGMT 354 Oral Communication in Organization (4)

MGMT 356 Introduction to Organizational Theory (4)

MGMT 358 Culture and Gender Issues in Management (4)

MGMT 451 International Management (4)

Marketing Minor

This minor provides a broad-based introduction to the role and function of marketing in business.

Core Requirements:

BUS 360 Principles of Marketing (4)
16 semester hours of upper-division marketing
courses (4,4,4,4)

admission to the M.B.A. program. For further information contact the program chairperson.

Master of Business Administration

Program Chairperson: Adham Chehab

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.

Students with professional experience and/or an undergraduate degree in business are also eligible.

Foundation Courses: 0-18 semester hours

The foundation courses a student must fulfill is determined by the chairperson's review of the student's undergraduate coursework and professional experience. If foundation courses are needed, they should be among the first courses taken.

BUS 500A	Accounting Fundamentals	(3)
BUS 500B	Economics for Decision Making	(3)
BUS 500C	Quantitative and Statistical Analysis	(3)
BUS 500D	Business Finance	(3)
BUS 500E	Business Management	(3)
BUS 500F	Business Marketing	(3)

Total Program: 36 semester hours

Core Courses: 24 semester hours

BUS 503	Accounting Information for Decision-Making	(3)
BUS 510	Management of Information Technology	(3)
BUS 525	Economics of the Firm	(3)
BUS 530	Financial Management	(3)
BUS 551	Seminar in Organization Theory and Behavior	(3)
BUS 560	Seminar in Marketing Management	(3)
BUS 575	Analysis of Business Operations	(3)
BUS 581	Managing in a Global Economy	(3)

Concentrations/Electives: 9 semester hours

Students may complete one of the concentrations listed after the M.B.A., Experienced Professionals, or

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 preferred 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 may be required to submit GMAT scores. 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: a TOEFL score of 550 or more, completion of ESL 112, a GRE verbal score of 400, satisfactory completion of ULV's English proficiency test, or satisfactory completion of prerequisite 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: Adham Chehab

This program provides coursework tailored to the needs of international students who do not meet the English proficiency entrance requirements for full

the M.S., Leadership and Management, or they may select 9 semester hours of electives from 500-level BUS courses.

Culminating Activity: 3 semester hours
BUS 596 Graduate Business Seminar (3)

Master of Business Administration for Experienced Professionals

Program Chairperson: Julius Walecki

The Master of Business Administration for Experienced Professionals is designed to develop effective future business leaders. The program is designed primarily for adult professionals with a minimum of three years of full time professional experience with or without undergraduate business degrees. The curriculum integrates management theory with real-world applications.

Prerequisite: A minimum of three years full-time professional experience. 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 providing a TOEFL score of 560 or more.

Program Expectations: Entering students are expected to be able to utilize word processing, spreadsheets, electronic communications, and information retrieval on the Internet; to have access to a personal computer; to be able to apply mathematical skills for solving basic economic and business problems; and, to possess good oral and written communication skills. The University offers courses to assist students in obtaining these necessary competencies.

Foundation Courses: 0-15 semester hours

The foundation courses a student must fulfill is determined by the chairperson's review of the student's undergraduate coursework and professional experience. If foundation courses are needed, they should be among the first courses taken.

BUS 500A	Accounting Fundamentals	(3)
BUS 500B	Economics for Decision-Making	(3)
BUS 500C	Quantitative and Statistical Analysis	(3)
BUS 500D	Business Finance	(3)
BUS 500F	Business Marketing	(3)

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 BUS 500A; Microeconomics and Macroeconomics for BUS 500B; Business Statistics for BUS 500C; Principles of Finance for BUS 500D, and Principles of Marketing for BUS 500F.

Total Program: 33 semester hours

Core Courses: 18 semester hours

BUS 615	Managing Technology	(3)
BUS 635	Managing Financial Resources	(3)
BUS 655	Designing Effective Organizations	(3)
BUS 665	Strategic Marketing Management	(3)
BUS 675	Management of Business Operations	(3)
BUS 685	Global Business Management	(3)

Electives and Concentrations:

12 semester hours

Each student can select a set of courses that addresses his or her career needs. Specific concentrations can be pursued or courses can be selected from any 500-level BUS courses (other than foundation courses). Concentrations require a minimum of four courses (12 semester hours) that may include required core courses in the same discipline.

Culminating Activity: 3 semester hours

BUS 695	Strategic Management	(3)
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Concentrations for the M.B.A. and M.B.A., Experienced Professionals: In addition to the concentrations listed below, students may pursue any of the concentrations listed under the M.S., Management and Leadership.

Accounting Concentration:

BUS 501	Corporate Accounting and Reporting I	(3)
BUS 502	Corporate Accounting and Reporting II	(3)

A minimum of two of the following:

BUS 503	Accounting Information for Decision-Making	(3)
BUS 505	Accounting for Specialized Accounting Entities	(3)
BUS 506	Auditing Standards and Practices	(3)

BUS 507	Government and Nonprofit Accounting	(3)	<i>A minimum of three of the following:</i>	BUS 516	E-Business	(3)
BUS 508	Federal Taxation Concepts and Practices	(3)		BUS 536	International Financial Management	(3)
Finance Concentration:				BUS 556	Comparative International Management	(3)
BUS 530	Financial Management, or			BUS 566	International Marketing Management	(3)
BUS 635	Managing Financial Resources	(3)		Managed Care Concentration		
<i>A minimum of three of the following:</i>				HSM 580	Economics of Managed Care	(3)
BUS 531	Investment and Portfolio Analysis	(3)		HSM 581	Managing Managed Care	(3)
BUS 532	Management of Financial Institutions	(3)		HSM 582	Policy Issues in Managed Care, or	
BUS 533	Investment Banking	(3)		HSM 583	Marketing and Business Development	(3)
BUS 534	Entrepreneurial Finance	(3)		HSM 584	Globalization of Managed Care	(3)
BUS 536	International Financial Management	(3)		HSM 598	Fieldwork/Internship	(3)
BUS 538	Financial Strategy and Policy	(3)		Management and Leadership Concentration:		
Health Services Management Concentration				BUS 586	Leadership for the Future	(3)
HSM 501	Recent Trends and Issues in Health Services	(3)		BUS 551	Seminar in Organization Theory and Behavior, or	
HSM 580	Economics of Managed Care	(3)		BUS 655	Designing Effective Organizations	(3)
<i>Two of the following:</i>				BUS 581	Managing in a Global Economy, or	
HSM 520	Strategic Planning and Management in HSOs	(3)		BUS 685	Global Business Management	(3)
HSM 533	Mergers and Acquisitions	(3)		<i>One of the following:</i>		
HSM 540	Legal Issues in Health Services Organizations	(3)		BUS 540	Innovation and Entrepreneurship	(3)
HSM 555	Ethical Issues in Health Services	(3)		BUS 543	Ethics in Organizations & Society	(3)
HSM 571	Management of Clinical and Financial Information	(3)		BUS 567	The Management and Marketing of Services	(3)
HSM 581	Managing Managed Care	(3)		BUS 584	Managerial Negotiations	(3)
HSM 583	Marketing & Business Development	(3)		BUS 585	Strategies in Change Management	(3)
HSM 598	Field Work/Internship	(3)		BUS 588	Power and Politics in Organizations	(3)
Information Technology Concentration:				Marketing Concentration:		
BUS 510	Management of Information Technology, or			BUS 560	Seminar in Marketing Management, or	
BUS 615	Managing Technology	(3)		BUS 665	Strategic Marketing Management	(3)
<i>A minimum of three of the following:</i>				<i>A minimum of three of the following:</i>		
BUS 511	Management Support Systems	(3)		BUS 561	Seminar in Consumer Behavior	(3)
BUS 512	Integrated Data Management	(3)		BUS 563	Marketing Channels/Distribution	(3)
BUS 513	Information Networks	(3)		BUS 564	Marketing Intelligence	(3)
BUS 515	Systems Planning and Implementation	(3)		BUS 566	International Marketing Management	(3)
BUS 516	E-Business	(3)		BUS 567	The Management and Marketing of Services	(3)
BUS 517	Cyber Law	(3)		BUS 568	Marketing Communications	(3)
International Business Concentration:				Supply Chain Management Concentration:		
BUS 581	Managing in a Global Economy, or			BUS 575	Analysis of Business Operations, or	
BUS 685	Global Business Management	(3)		BUS 675	Management of Business Operations	(3)
				BUS 576	Supply Chain Management and Strategy	(3)

BUS 577 Compliance Issues in Supply Chains (3)

A minimum of one of the following:

BUS 510 Management of Information Technology, or

BUS 516 E-Business (3)

BUS 563 Marketing Channels/Distribution (3)

BUS 615 Managing Technology (3)

HSM 415 Budgeting & Financial Management in Health Services Organizations (4)

HSM 417 Economic, Social, and Political Issues in Healthcare (4)

HSM 496 Senior Seminar: Culminating Program Summary (4)

Electives: One course from the following:

HSM 301 Strategic Planning & Management of Health Services Organizations (4)

HSM 303 Management of Change and Conflict in HSOs (4)

HSM 305 Management of Diversity in HSOs (4)

HSM 309 Introduction to Gerontology (4)

HSM 381 Introduction to Managed Care (4)

HEALTH SERVICES MANAGEMENT AND GERONTOLOGY PROGRAMS

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 Administration — B.S.

Program Chairperson: Kent Badger

The B.S. in Health Administration is designed to prepare health industry personnel with the necessary knowledge and skills to assume supervisory and midmanagement positions in health organizations.

Prerequisites:

HSM 201 Statistics (4)

HSM 203 Accounting in Health Service Organizations (4)

Core Requirements:

HSM 401 Leadership and Management in Health Services (4)

HSM 405 Ethical and Legal Issues in Health Services Management (4)

HSM 407 Human Resources Management in HSOs (4)

HSM 409 Communications in Health Services Organizations (4)

HSM 411 Information Management in HSOs (4)

HSM 413 Quantitative and Qualitative Decision-Making in Health Services Organizations (4)

Master of Health Administration — M.H.A.

Program Chairperson: Joan Branin

The Masters in Health Administration (MHA) is designed to provide the key competencies and specialized knowledge required of health services professionals to manage effectively. Key competencies are developed in the core courses; specialized knowledge and understanding are developed in the concentrations.

Prerequisites: A bachelor's degree in business, science, or liberal arts. Experience in the health services industry preferred. Healthcare internship required if no health services industry experience. One course in statistics prior to HSM 595. One course in accounting prior to HSM 502 and 533. HSM 593 and HSM 594 fulfill the accounting and statistics prerequisites.

HSM 593 Accounting for Healthcare Decision-Making (3)

HSM 594 Statistical Decision-Making in HSOs (3)

Total program: 36 semester hours

Core Requirements:

15 semester hours from the following:

HSM 500 Managing and Leading in Health Services Organizations (3)

HSM 501 Recent Trends and Issues in Health Services (3)

HSM 502 Financial and Cost Analysis (3)

HSM 503 Healthcare Economics, or

HSM 580 Economics of Managed Care (3)

HSM 504 Organizational Communications (3)

Research and Culminating Courses:

9 semester hours:

HSM 595	Organizational Research Methods	(3)
HSM 596	Graduate Seminar	(3)
HSM 597	MHA Professional Seminar	(3)

Financial Management Concentration:

12 semester hours from the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 532	Budgeting and Cost Control	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 581	Managing Managed Care	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Health Information Systems Concentration:

12 semester hours from the following:

HSM 520	Strategic Planning in HSOs	(3)
HSM 570	Theories of Information Management	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 572	Management of Decision Support Systems and Networks	(3)
HSM 573	Program Development	(3)
HSM 574	Legal and Ethical Issues in Information Management	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Human Resource Management Concentration:

12 semester hours from the following:

HSM 531	Organizational Theory and Development	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 555	Ethical Issues in Health Services	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Management and Leadership Concentration:

12 semester hours from the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 523	Management of Organizational Innovation	(3)

HSM 531	Organization Theory & Development	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 555	Ethical Issues in Health Services	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 583	Marketing & Business Development	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Managed Care Concentration:

12 semester hours from the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 580	Economics of Managed Care	(3)
HSM 581	Managing Managed Care	(3)
HSM 582	Policy Issues in Managed Care, or	
HSM 583	Marketing and Business Development	(3)
HSM 585	Complementary Medicine in Managed Care	(3)
HSM 598	Fieldwork/Internship	(3)

Marketing and Business Development Concentration:

12 semester hours from the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 523	Management of Organizational Innovation	(3)
HSM 532	Budgeting and Cost Control	(3)
HSM 534	Program Evaluation	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 583	Marketing and Business Development	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Certificate in Health Information Systems**Requirements:** 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 570	Theories of Information Management	(3)

HSM 571	Management of Clinical and Financial Information	(3)
HSM 572	Management of Decision Support Systems and Networks	(3)
HSM 574	Legal Ethical Issues in Information Management	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship, or any other HSM course	(3)

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 523	Management of Organizational Innovation	(3)
HSM 532	Budgeting and Cost Control	(3)
HSM 583	Marketing and Business Development	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship, or any other HSM course	(3)

Certificate in Health Services Management

Requirements: 18 semester hours

HSM 500	Managing and Leading in Health Services Organizations	(3)
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 502	Financial and Cost Analysis	(3)
HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 580	Economics of Managed Care	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship, or any other HSM course	(3)

Certificate in Health Services Financial Management

Requirements: 18 semester hours

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 532	Budgeting and Cost Control	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 581	Managing Managed Care	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship, or any other HSM course	(3)

Certificate in Health Services Human Resources Management

Requirements: 18 semester hours

HSM 500	Managing and Leading in Health Services Organizations	(3)
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship or any other HSM course	(3)

Certificate in Managed Care

Requirements: 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 580	Economics of Managed Care	(3)
HSM 581	Managing Managed Care	(3)
HSM 582	Policy Issues in Managed Care	(3)
HSM 583	Marketing and Business Development	(3)
HSM 585	Complementary Medicine in Managed Care	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship, or any other HSM course	(3)

Certificate in Health Services Marketing & Business Development

Requirements: 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(3)
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GRADUATE PROGRAMS IN GERONTOLOGY

Program Chairperson: Joan Branin

The graduate program in Gerontology is multidisciplinary and views the training of gerontology professionals from an integrative and developmental perspective. The master's degree program requires 36 semester hours, with 12 semester hours in one of the following concentrations: Business Administration, Counseling, Gerontology Administration, 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 five concentrations.

Prerequisites: A bachelor's degree from a regionally accredited institution. One course in statistics prior to GERO 595. (HSM 594 meets this requirement.)

Gerontology — M.S.

Total Program: 36 semester hours

Core Courses: 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)

Electives: 3 semester hours

Any of the required or elective courses in the other M.S. Gerontology concentrations.

Internship: 3 semester hours

GERO 598 Internship/Fieldwork	(3)
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Research and Culminating Activity:

6 semester hours

GERO 595 Research Methods in Gerontology	(3)
GERO 596 Graduate Seminar	(3)

Gerontology with Concentration in Gerontology Administration — M.S.

The Gerontology Administration concentration is designed to provide individuals with in-depth knowledge and skills needed to work with older adults and/or to develop or administer programs for older adults or their caregivers.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as M.S., Gerontology.

Concentration:

12 semester hours from the following:

GERO 504 Long-Term Care Administration	(3)
GERO 505 Fitness and Nutrition in Later Life	(3)
GERO 506 Housing Alternatives for Older Adults	(3)
GERO 507 Organization and Management of Older Adult Services	(3)
GERO 508 Economics of Aging	(3)
GERO 509 Geriatric Case Management	(3)
GERO 510 Marketing Services for Older Adults	(3)
GERO 511 Social Policy, Health, and Aging	(3)
GERO 512 Managing Senior Services	(3)
GERO 513 Legal, Ethical, and Financial Issues in Aging	(3)
GERO 590 Selected Topics in Gerontology	(1-3)

Electives: 3 semester hours from the following:

GERO 570 Grant Writing	(3)
GERO 571 Cognitively Impaired Older Adults	(3)
GERO 572 Death, Dying, and Bereavement	(3)
GERO 573 Legal and End-of-Life Issues in Aging	(3)
GERO 576 Careers in Gerontology	(3)
GERO 577 Caregiving and Caregiver Resources	(3)
GERO 578 Spirituality and Aging	(3)
GERO 579 Aging and Biography	(3)
GERO 599 Independent Study	(3)
Another approved GERO course	(3)

Gerontology with Concentration in Business Administration — M.S.

The Business Administration concentration is designed for professionals who want to combine a knowledge of gerontology with the skills of business and management, to prepare for roles in the public or private sector, which employ gerontology specialists.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as M.S., Gerontology.

Concentration:

12 semester hours from the following:

BUS 540	Innovation and Entrepreneurship	(3)
BUS 567	Service Sector Marketing	(3)
BUS 585	Strategies in Change Management	(3)
BUS 635	Managing Financial Resources	(3)
BUS 655	Designing Effective Organizations	(3)
BUS 665	Strategic Marketing Management	(3)
BUS 685	Global Business Management	(3)

Electives: 3 semester hours from the following:

GERO 570	Grant Writing	(3)
GERO 571	Cognitively Impaired Older Adults	(3)
GERO 572	Death, Dying, and Bereavement	(3)
GERO 573	Legal and End-of-Life Issues in Aging	(3)
GERO 576	Careers in Gerontology	(3)
GERO 577	Caregiving and Caregiver Resources	(3)
GERO 578	Spirituality and Aging	(3)
GERO 579	Aging and Biography	(3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(3)
Another approved GERO course		(3)

Internship and Research Courses:

6 semester hours:

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Culminating Activity: 3 semester hours

GERO 596	Graduate Seminar	(3)
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Gerontology with Concentration in Counseling — M.S.

The Counseling concentration is designed for professionals who are direct providers of clinical services, case managers, counselors and administrators in mental health and human services agencies who work with older adults, their families, and caregivers.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 37 semester hours

Core Courses: Same as M.S., Gerontology.

Concentration: 12 semester hours

PSY 507	Human Development	(3)
GERO 590	Sexuality and Aging	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(3)

Electives: 3 semester hours from the following:

GERO 570	Grant Writing	(3)
GERO 571	Cognitively Impaired Older Adults	(3)
GERO 572	Death, Dying, and Bereavement	(3)
GERO 573	Legal and End-of-Life Issues in Aging	(3)
GERO 576	Careers in Gerontology	(3)
GERO 577	Caregiving and Caregiver Resources	(3)
GERO 578	Spirituality and Aging	(3)
GERO 579	Aging and Biography	(3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(3)
PSY 522	Group Counseling	(3)
PSY 590	Selected Topics in Counseling	(1-2)
SOC 482	Family Violence and Abuse	(4)
Another approved GERO course		(3)

Internship and Research Courses:

6 semester hours:

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Culminating Activity: 3 semester hours

GERO 596	Graduate Seminar	(3)
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Gerontology with Concentration in Health Services Management — M.S.

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.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as M.S., Gerontology.

Concentration: 12 semester hours

HSM 500	Managing and Leading in Health Services Organizations, or	
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 502	Financial and Cost Analysis	(3)
HSM 503	Healthcare Economics	(3)
HSM 583	Marketing & Business Development	(3)

Electives: 3 semester hours from the following:

GERO 570	Grant Writing	(3)
GERO 571	Cognitively Impaired Older Adults	(3)
GERO 572	Death, Dying, and Bereavement	(3)
GERO 573	Legal and End-of-Life Issues in Aging	(3)
GERO 576	Careers in Gerontology	(3)
GERO 577	Caregiving and Caregiver Resources	(3)
GERO 578	Spirituality and Aging	(3)
GERO 579	Aging and Biography	(3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(3)
HSM 504	Organizational Communications	(3)
HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 580	Economics of Managed Care	(3)
	Another approved GERO course	(3)

Internship and Research Courses:

6 semester hours:

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Culminating Activity: 3 semester hours
GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Public Administration — M.S.

The Public Administration concentration is designed for professionals and managers employed by government and community-based agencies or public and nonprofit corporations who desire to develop management and leadership skills in and knowledge of gerontology.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as M.S., Gerontology.

Concentration: 12 semester hours

PADM 530	Human Resource Management in Public Organizations	(3)
PADM 531	Organizational Theory	(3)
PADM 533	Policy Formation and Analysis	(3)
PADM 555	Integrative Ethical Leadership	(3)

Electives: 3 semester hours from the following:

GERO 570	Grant Writing	(3)
GERO 571	Cognitively Impaired Older Adults	(3)
GERO 572	Death, Dying, and Bereavement	(3)
GERO 573	Legal and End-of-Life Issues in Aging	(3)
GERO 576	Careers in Gerontology	(3)
GERO 577	Caregiving and Caregiver Resources	(3)
GERO 578	Spirituality and Aging	(3)
GERO 579	Aging and Biography	(3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(3)
PADM 501	Public Administration and Society	(3)
	Another approved GERO course	(3)

Internship and Research Courses:

6 semester hours:

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Culminating Activity: 3 semester hours
GERO 596 Graduate Seminar (3)

Certificate in Gerontology

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 five 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.

Certificate in Geriatric Care Management

This graduate certificate prepares geriatric care managers to maximize the function and independence of older adults residing in the community and facilitate the delivery of health care and other services in the most appropriate setting.

Requirements: 18 semester hours

Core Courses:

GERO 592 Practicum in Geriatric Care Management (3)

Five of the following:

GERO 503 Physiology of Aging (3)
GERO 505 Fitness and Nutrition in Later Life (3)
GERO 506 Housing Alternatives for Older Adults (3)
GERO 507 Organization and Management of Older Adult Services (3)
GERO 509 Geriatric Care Management (3)
GERO 513 Legal, Ethical and Financial Issues in Aging (3)
GERO 514 Geriatric Assessment (3)

Leadership and Management Programs Organizational Management — B.S.

Chairperson: Janat Yousof

The mission of the BSOM program is to improve management, organizational, and interpersonal skills while earning a bachelor's degree. The program is constructed in two parts: The core requirements stress general management, organizational, and interpersonal skills critical in a constantly changing environment, with a focus on immediate application in the work setting, and include an opportunity for student research. The second part of the program is a wide range of electives from a variety of disciplines which allows the student great flexibility to choose those courses which best suit his or her career path.

Core Requirements:

BUS 343 Foundations of Business Ethics (4)
MGMT 300 Principles of Management (4)
MGMT 355 Leadership in Organizations (4)
MGMT 358 Culture and Gender Issues in Management (4)
MGMT 360 Financial Management & Budgeting (4)
MGMT 388 Statistics (4)
MGMT 459 Organizational Behavior (4)
MGMT 496 Seminar in Management (4)

Electives: Two from the following:

BUS 346 Written Business Communication (4)
BUS 410 Management Information Systems (4)
MGMT 353 Legal and Ethical Dimensions of Management (4)
MGMT 354 Oral Communication in Organizations (4)
MGMT 356 Introduction to Organizational Theory (4)
MGMT 359 Management of Change & Conflict (4)
MGMT 390 Research Methods (4)
MGMT 451 International Management (4)
MGMT 455 Human Resources Management (4)
MGMT 458 Stress Management (4)

Human Resources Concentration:

MGMT 455 Human Resources Management (4)

Two of the following:

MGMT 353 Legal and Ethical Dimensions of Management (4)
MGMT 359 Management of Change & Conflict (4)
MGMT 458 Stress Management (4)
SPCM 332 Interviewing Principles & Practices (4)

Leadership and Management — M.S.

Program Chairperson: Kathy Duncan

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 then customize the balance of the coursework with either electives from one focused concentration or a more generalized program of study, selecting electives from any of the three concentrations. The capstone course, built upon two or 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. Applications are reviewed on the following criteria:

1. A bachelor's degree from a regionally accredited college or university.
2. A preferred GPA of 2.75 in the last 60 semester hours of undergraduate work. Some applicants with lower GPA's may be admitted conditionally.
3. Two positive letters of recommendation.
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: a TOEFL score of 550 or more, completion of ESL 112, a GRE verbal score of 400, satisfactory completion of ULV's English proficiency test, or satisfactory completion of prerequisite courses at ULV as indicated by a placement examination.

All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information research and retrieval on the Internet.

Foundation Course: 0-3

Prerequisite knowledge of management is required. Assessment of need is based on a review of undergraduate coursework and professional work experience. The foundation course (MGMT 500) provides prerequisite knowledge and tools needed for those with insufficient background. If needed, MGMT 500 should be among the first courses completed. Students who earned an undergraduate degree in a

management field within the past seven years could be exempt from taking MGMT 500.

MGMT 500 Management: Theory and Practice (3)

Total Program: 33 semester hours

Core Courses: 15 semester hours

MGMT 520 Leadership: Theory and Practice (3)
MGMT 521 Ethics and Decision-Making (3)
MGMT 522 Human Resource Management (3)
MGMT 523 Organizational Theory & Design (3)
MGMT 569 Conflict Management and Organizational Change (3)

Electives or Concentrations: 12 semester hours

Each student can select a set of courses that addresses his or her career needs. Courses can be selected from any 500-level MGMT courses (other than foundation courses), or specific concentrations can be pursued. Concentrations require a minimum of four courses (12 semester units), that may include required core courses in the same discipline.

Human Resource Management Concentration:

MGMT 522 Human Resource Management (3)

A minimum of three of the following:

MGMT 525 Management of Diversity (3)
MGMT 526 Training and Development (3)
MGMT 529 Seminar in Human Resource Management (3)
MGMT 554 Negotiations and Collective Bargaining (3)

Nonprofit Management Concentration:

MGMT 520 Leadership: Theory and Practice (3)

A minimum of three of the following:

MGMT 530 Managing Nonprofits (3)
MGMT 531 Marketing for Nonprofit (3)
MGMT 532 Effective Fundraising (3)
MGMT 533 Accounting and Compliance for Nonprofits (3)

Organizational Development Concentration:

MGMT 523 Organizational Theory & Design (3)

A minimum of three of the following:

MGMT 525 Management of Diversity (3)
MGMT 556 Building Partnerships; Creating Coalitions (3)
MGMT 559 Seminar in Organizational Development (3)

MGMT 582 Managing Groups and Teams (3)

Research and Culminating Activity: 6 semester hours

MGMT 586 Organizational Research I (3)

MGMT 594 Thesis, or

MGMT 596 Graduate Seminar (3)

Students who wish to write a thesis must take MGMT 588, Organizational Research II, as one of their electives.

Certificate in Organizational Leadership

All courses in this program can apply to the M.S. program, if desired. The admissions requirements for the certificate are identical to those for the M.S. program.

Requirements: 18 semester hours

MGMT 520 Leadership: Theory and Practice (3)

MGMT 521 Ethics and Decision-Making (3)

MGMT 523 Organizational Theory & Design (3)

MGMT 569 Conflict Management and Organizational Change (3)

Two of the following:

MGMT 525 Management of Diversity (3)

MGMT 556 Building Partnerships; Creating Coalitions (3)

MGMT 582 Managing Groups and Teams (3)

MGMT 590 Selected Topics in Leadership and Management (3)

Certificate in Nonprofit Management

This program emphasizes the human dimensions associated with leading and managing nonprofit organizations. All courses in this program can apply to the M.S. program, if desired. The admissions requirements for the certificate are identical to those for the M.S. program.

Requirements: 18 semester hours

MGMT 520 Leadership: Theory and Practice (3)

MGMT 530 Managing Nonprofits (3)

MGMT 531 Marketing for Nonprofits (3)

MGMT 532 Effective Fundraising (3)

MGMT 533 Accounting and Compliance for Nonprofits (3)

One MGMT course from M.S. Core Courses (3)

PUBLIC ADMINISTRATION PROGRAMS

Public Administration — B.S.

Program Chairperson: Matthew Witt

The bachelor's degree in Public Administration is an academic and professional degree program offering basic coursework in the theory, applications, and practice of public sector management. Experience in applying these skills will be gained through class participation, special projects, and research reports.

Core Requirements:

PADM 313 Urban Environments (4)

PADM 332 Public Administration (4)

BUS 343 Foundations of Business Ethics (4)

PADM 388 Statistics (4)

PADM 469 Management of Change and Conflict (4)

PADM 470 Administrative Processes (4)

PADM 499 Senior Seminar (4)

Electives: Students may take any combination of three additional courses from either of the elective areas below to meet their 40 semester hours in the major.

Area 1: The Policy and Institutional Context of Public Administration:

PADM 314 Local Public Administration and Government, or
PLSC 416 State and Local Government and Politics (4)

PADM 320 Federalism and the Administrative State, or

PLSC 301 American Government and Politics, or

PLSC 321 Political Parties and Interest Groups (4)

PADM 436 Policy-Making Process (4)

PLSC 304 Contemporary Legal Issues (4)

PLSC 311 Development of American Democracy I (4)

PLSC 312 Development of American Democracy II (4)

PLSC 375 Contemporary Political Theory (4)

PLSC 378 American Political Thought (4)

PLSC 407 Constitutional Law (4)

PLSC 410 Congress and the Presidency (4)

Area 2: The Organizational and Management Context of Public Sector Administration:

BUS 354	Oral Communication in Organization	(4)
BUS 410	Management Information Systems	(4)
MGMT 459	Organizational Behavior: Theory and Application	(4)
PADM 330	Labor/Management Negotiation in the Public Sector	(4)
PADM 368	Culture and Gender Issues in Management	(4)
MGMT 480	Communications in Management, or	
BUS 346	Written Business Communication	(4)

PADM 555	Integrative Ethical Leadership	(3)
PADM 582	Quantitative and Qualitative Analysis for Public Management	(3)
PADM 584	Managing Information Technology in Public Organizations	(3)
PADM 585	Strategic Planning & Management	(3)
PADM 586	Tools for Governance	(3)
PADM 587	Managing Sustainable Communities	(3)
PADM 596	Graduate Seminar	(3)

Internship: Students without previous public, nonprofit, or service sector experience must take PADM 598, Government Internship III (3 semester hours) during the course of the program. This requirement is in addition to the 39 semester hours needed for the M.P.A.

Master of Public Administration — M.P.A.

Program Chairperson: Jack Meek

The mission of the M.P.A. program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations to professionals preparing to take on socially responsible roles in public leadership and service. The mission is achieved through a curriculum that emphasizes management of organizational resources, the changing context of public administration, and analytic and decision-making capacity. Students also gain an understanding of the practice of public administration in diverse public organizations and of the ethical dimensions of public service.

Admission: Applicants are evaluated on undergraduate and graduate GPA, if applicable; two letters of academic and/or professional recommendation; a current résumé; and a statement of purpose, which serves as a sample of the applicant's writing ability. In addition, the program may require an interview and/or a standardized test score.

PADM 501 must be taken before the end of the second term of course work.

Total Program: 39 semester hours

Core Courses:

PADM 501	Public Administration and Society	(3)
PADM 530	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 538	Collaborative Public Management	(3)

Doctor of Public Administration — D.P.A.

Program Chairperson: Suzanne Beaumaster

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 in a weekend or virtual format and in intensive seminars held on the central campus. They take a prescribed sequence of courses that are instructed and coordinated by a faculty team made up of both full-time department faculty members and practitioner adjunct faculty members.

Prerequisites: Applicants should possess a master's degree, ideally in Public Administration or a closely related field. Applicants must also have a minimum of five years of work experience and must be working in an organization with permission and support from supervisors to conduct applied studies as required in their coursework. Students who are not employed may meet this requirement through a three-year internship (paid or unpaid) with organizations approved by the faculty.

Admission: Applicants are evaluated on undergraduate GPA, graduate GPA, letters of recommendation, and a personal interview. A standardized test score may be required, if

recommended by the program chair. The department balances all of these measures in making a decision on admission. Students accepted into the D.P.A. Program will begin their coursework in the Fall Semester.

Total Program: 55 semester hours minimum

The program requires a minimum time commitment of three years of coursework which includes nine semester hours each semester. In addition to participation in cluster sessions each semester, all students must attend three weekend intensives each semester at the Central Campus. After successfully completing coursework students are required to produce and defend a dissertation of publishable quality.

Program Coursework: 54 semester hours

First Year

Fall Semester

PADM 610 Foundations of Public Administration	(3)
PADM 611 Public Administration Theory	(3)
PADM 612 Quantitative and Qualitative Methods I	(3)

Spring Semester

PADM 613 Quantitative and Qualitative Methods II	(3)
PADM 620 Organizational Theory	(3)
PADM 677 Ethics and Public Responsibility	(3)

Second Year

Fall Semester

PADM 650 Administrative Process I	(3)
PADM 651 Administrative Process II	(3)
PADM 660 Capstone in Public Administration Theory	(3)

Spring Semester

PADM 661 Capstone in Public Management Process	(3)
PADM 673 Strategic Management and Decision Making	(3)
PADM 674 Program Evaluation and Performance Measurement	(3)

Third Year

Fall Semester

PADM 691 Data Analysis I	(3)
PADM 694 Research Foundation	(3)
PADM 696 Research Seminar	(3)

Spring Semester

PADM 692 Data Analysis II	(3)
PADM 695 Applied Research Methods and Techniques	(3)
PADM 698 Special Topics and Research Specialization	(3)

Dissertation Units: 1-22 semester hours

Students must be continuously enrolled in coursework until they have successfully completed their dissertation and it has been posted.

Semester 7 and 8

PADM 697C Dissertation I	(1)
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Semester 9 - 16

PADM 697D Dissertation II	(2)
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COLLEGE of EDUCATION AND ORGANIZATIONAL LEADERSHIP

Dean: Mark Goor

Associate Dean: Barbara Poling

EDUCATION AND TEACHER DEVELOPMENT DEPARTMENT

Chairperson: Valerie Beltran

Endowed Chair: Margaret Redman

Regular Faculty: Darren Avrit,¹ John Bartelt, Valerie Beltran, Robert Burns, Ingrid Carruth, Anita Flemington, Cleveland Hayes, Lisa Hill,¹ Steven Lee,¹ Sonja Lopez, Marga Madhuri, Mark Matzaganian, Lanney Mayer,¹ Thomas McGuire, Bettye Messick,¹ Carol Morecki-Oberg, Donna Nasmyth, Amber Rodriguez, John Roseman, Justiniano Saldana, Catherine Schneider,¹ Emily Shoemaker, Pat Taylor, Robert Wakeling, Nancy Walker, Shawn Witt

Adjunct Faculty: Carolyn Angus,¹ Carolyn Banks, Cynthia Bogan,¹ Linda Caputo, Nancy Dunn,¹ Gregory Giuliano,¹ Jessica, Lingenfelter,¹ Matthew McCann, Karen Miller,¹ Norman Miller,¹ Mary Morris,¹ Sonya Muhammad,¹ Sallie Phillips,¹ Ann Raymond, Susan Sheldon,¹ Neil Stone,¹ Teresa Viles¹

¹Regional Campus faculty

MASTER OF EDUCATION PROGRAM

Program Chairperson: Valerie Beltran

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, or

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

EDMT 578 School Law (3)

EDUC 558 Cognition and Brain Development (3)

EDUC 575 Teaching Strategies for Diverse
Student Populations (3)

EDUC 576 Teacher Leadership (3)

EDUC 588 Curriculum Development and
Instructional Technology (3)

EDUC 590 Issues in Teaching (3)

SPED 505 Advanced Positive Behavior Support:
Theory and Practice (3)

Culminating Activity: 3 semester hours

EDUC 594 Thesis, or

EDUC 596 Graduate Seminar (3)

SPECIAL EDUCATION PROGRAM

Program Chairperson: Patricia Taylor

This program is designed for those interested in teaching learners with mild/moderate special needs, in particular but not exclusive to students with learning disabilities, emotional/behavioral disorders, mental retardation, and other health impairments. Persons applying for this program need not possess any other credential, although with a number of additional courses, students may also complete a Multiple Subject or Single Subject Teaching Credential.

Mild/Moderate Education Specialist Credential candidates receive a complete range of instruction and support in instructing learners with mild/moderate disabilities within a continuum of service delivery options. Level I may be completed in one calendar year. Candidates for this credential have five years after completing Level I to complete their Level II credential. An M.S. in Special Education can be earned with Level I.

Admissions Requirements:

- Application and personal interview
- CBEST score card and pass card
- Transcript(s) demonstrating completion of 90 semester hours or more toward a bachelor's degree at time of application
- Writing competency sample
- Internet access capability
- TB Clearance
- Application for Certificate of Clearance and a copy of Substitute Teaching Permit

Mild/Moderate Education Specialist Credential, Level I

Total Program: 38 semester hours

EDUC 462	Literacy Methodology (Teaching of Reading for Multiple Subject Candidates)	(3)
EDUC 464	Introduction of the Teaching of Reading for Multiple Subject Candidates	(3)
EDUC 468	Introductory Supervised Teaching	(3)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Student	(4)

EDUC 472	Teaching Strategies	(4)
SPED 405	Diversity and Professional Communication	(3)
SPED 406	Assessment Practices and IEP Development	(3)
SPED 407	Mild-Moderate Caseload Management	(3)
SPED 408	Behavior and Academic Support	(3)
SPED 409	Education Specialist Mild-Moderate Supervised Teaching	(6)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)

Special Education: Mild/Moderate Professional Emphasis – M.S.

Total Program: 36 semester hours
Level I Special Education Courses (15)

Core Courses:

EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)
SPED 502	Learning Diversity Variations and Bio-Neurology	(3)
SPED 504	Current Issues, Policies, and Practices in SPED	(3)
SPED 505	Advanced Positive Behavior Support: Theory and Practice	(3)
SPED 510	Autism Spectrum	(3)
SPED 596	Graduate Seminar	(3)

Mild/Moderate Education Specialist Credential, Level II

Total Program: 24 semester hours

SPED 503	Special Education Professional Induction Seminar	(2)
SPED 504	Current Issues, Policies, and Practices in SPED	(3)
SPED 505	Advanced Positive Behavior Support: Theory and Practice	(3)
SPED 506	Advanced Assessment of Students with Special Needs	(3)
SPED 507	Advanced Curriculum & Instruction	(3)
SPED 508	Life Cycle and Transitions	(3)
SPED 509	Culminating Seminar	(1)

Electives: 6 semester hours or equivalent

TEACHER EDUCATION PROGRAM

Program Chairperson: Anita Flemington

Earning a multiple or single subject credential takes several steps. Following entry into ULV's teacher education program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes courses as well as 15 weeks of in-classroom training, completed in two segments.

The multiple and single subject credential teacher preparation programs address teaching strategies for all students in California schools. Integrated throughout the programs are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

Admission Requirements:

- Application and personal interview
- Writing competency sample
- Statement of Purpose
- TB clearance
- Verification of taking CBEST by submitting score report
- Application for Certificate of Clearance or copy of Substitute Teaching Permit
- Transcript(s) indicating 90 semester hours or more toward B.A./B.S. at time of application
- GPA of 2.75 overall and 3.0 in the major
- Internet access

Core Requirements:

EDUC 460	Diversity, Interaction, and the Learning Process	(3)
EDUC 468	Introductory Supervised Teaching	(3)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)
EDUC 472	Teaching Strategies	(3)
EDUC 478	Advanced Supervised Teaching	(6)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)

Multiple Subject Candidates only:

EDUC 462	Literacy Methodology for Multiple Subject Candidates	(3)
EDUC 464	Introduction to the Teaching of Reading for Multiple Subject Candidates	(3)

EDUC 474	Teaching in the Content Areas—Multiple Subject	(4)
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Single Subject Candidates only:

EDUC 466	Introduction to the Teaching of Reading for Single Subject Candidates	(4)
EDUC 476	Teaching in the Content Area for Single Subject Candidates	(4)

Student Teaching Program Prerequisites:

Student teaching candidates must complete an application and be accepted into the program with the following:

For Introductory Supervised Teaching, EDUC 468:

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal characteristics necessary for teaching (as outlined by ULV's Education Department)
- Passing score on the CBEST
- Acceptance by the Teacher Education faculty
- GPA of 3.0 or better in pre-student teaching courses
- A grade of B or better in each pre-student teaching course

For Advanced Supervised Teaching, EDUC 478:

- All prerequisites required for EDUC 468
- Passing the Reading Instruction Competency Assessment (RICA). (Multiple Subject only)
- Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing:
 1. CSET (California Subject Examinations for Teachers) for Multiple Subject Candidates
 2. CSET or completion of a state approved program with a minimum GPA of 3.0 in the major* and 2.75 overall for Single Subject Candidates
- US Constitution course or passing test score
- Speech course or verification
- Level I Computers in Education Course or Level I CTAP training
- Health Education/Nutrition/Drug Prevention/Sexually Transmitted Diseases Course
- Completion of all core courses except for SPED 457, which may be taken concurrently with EDUC 478

*Candidates with low undergraduate GPA's who have completed subject matter competence programs may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

Enhanced Intern Credential. If a student has successfully completed the constitution requirement, EDUC 460 and EDUC 470, and subject matter competence, and also has a contract in a public school, he/she will be eligible for an enhanced intern credential.

Teacher Performance Assessments. The California Teacher Assessment Program (TPA) provides teacher candidates with the opportunity to demonstrate achievement of the teaching performance expectations. Each of the four required TPAs is embedded in coursework as follows:

- EDUC 460/470 TPA: Subject Specific Pedagogy
- EDUC 472 TPA: Designing Instruction
- EDUC 474/476 TPA: Assessing Learning
- EDUC 478 TPA: Culminating Teaching Experience

Preliminary Credential Application Requirements. To apply for a Preliminary or Level I Credential, candidates must have:

- Maintained a GPA of 3.0 or better in EDUC classes
- Received a B or better in EDUC 468 and EDUC 478
- Completed a bachelor's degree from a regionally accredited college or university
- Completed field work or teaching experience with students from at least age two and ability levels during the program
- Completed an "Application for Credential" packet
- Completed CPR Certification for Adults, Infants, and Children
- Passed all required TPAs
- Passed the RICA (Multiple Subject only)

Clear Credential Application Requirements:

To apply for a Professional Clear or Level II Credential, candidates must have completed the following within five years of the issuance date of their Preliminary Credential:

- a two-year induction program in a school district
- a Level II computer class

Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) Emphasis (Spanish).

Program Chairperson: Justin Saldaña

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 test six for BCLAD, and EDUC 413 must be completed prior to student teaching.

EDUC 413 Methodology for Primary Language Instruction in a Bilingual Environment (Spanish) (4)

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.

California Teachers of English Learners (CTEL)

Program Chairperson: Justin Saldaña

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 470 Theories and Methods of Education for Linguistically Diverse Students (4)
EDUC 519 Language and Literacy Development for English Language Learners (4)
EDUC 561 Cultural Diversity (4)

Liberal Studies — B.A.

Program Chairperson: Donna Nasmyth

The Liberal Studies major prepares students for entry into the teacher credential program. The Liberal Studies core courses also include materials to prepare students to take the California Subject Examination

for Teachers (CSET), required by the California Commission on Teacher Credentialing to demonstrate subject matter competency. Students are required to complete the core requirements and have an option of completing a concentration.

Core Requirements:

EDUC 310	Foundations of Education, or	
EDUC 312	Contemporary Issues in Education	(4)
EDUC 317	Literature for Children and Adolescents	(4)
EDUC 330	Instructional Approaches to Physical Education, or	
MSS 330	PE for the Elementary Teacher	(4)
EDUC 336	The Power of Language, or	
ENG 314	Language Structures	(4)
EDUC 349	Visual and Performing Arts for the Elementary Teacher	(4)
EDUC 350	Child Psychology and Development, or	
PSY 407	Life Span Development	(4)
EDUC 389	Instructional Approaches to Mathematics, or	
MATH 389	Developmental Mathematics	(4)
EDUC 407	Computers in Education	(4)
EDUC	elective approved by department	(4)
EDUC 499D	Senior Seminar for Liberal Studies Majors	(4)

Concentration (optional): 12 upper division semester hours.

Completion of an approved concentration in one of the following areas: English, Fine Arts, Human Development, Languages and Literature, Mathematics, Modern Languages, Movement and Sports Science, Natural and Social Sciences.

ADVANCED STUDIES IN EDUCATION AND HUMAN DEVELOPMENT DEPARTMENT

Chairperson: Laurie Schroeder

Regular Faculty: Jackie Allen, Cindy Cary, Heidi Coronado, Patricia Ensey, Cindy Giaimo-Ballard, Robert Hansen, Thierry Kolpin, Adonay Montes, Judith Morris, Barbara Nicoll, Cynthia Olivas, Jan Pilgreen, Regina Schaefer, Laurel Schroeder, Lynn Stanton-Riggs, Janet Trotter,¹ Susan Walsh,¹ Leslie Young.

Adjuncts: Thomas Gemma,¹ Barbara Glazer,¹ William Hughes,¹ Jean Laub,¹ Ben Miles,¹ George Montgomery,¹ Joel Tankenson,¹ Barry Turner,¹ Irene Valos¹

¹Regional Campus faculty

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Lynn Stanton-Riggs

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 ULV's program. The degree requires a minimum of 52 semester hours in the major of which at least 24 must be at the upper-division level. Progression through the program requires assessment; advisors review assessment requirements with students when they enter the program.

Admission Requirements:

- A GPA of 2.5 or more in college coursework
- Clear fingerprints
- Interview with Child Development faculty
- Assessment of writing ability

Prerequisites:

WRT 110	College Writing A	(4)
WRT 111	College Writing B	(4)
EDUC 251	Curriculum Development for Early Childhood Education	(4)
EDUC 253	Child, Family, and Community	(4)

Core Requirements:

EDUC 350	Child Psychology and Development	(4)
EDUC 352	Writing for Child Development	(2)
EDUC 354A	Child Observation/Practicum	(2)
EDUC 354B	Assessment in Early Childhood	(2)
EDUC 445	Supervision and Communication in Early Childhood Education	(4)
EDUC 448	Math for Young Children	(4)
EDUC 449	Early Childhood Literacy	(4)
EDUC 451	Infant and Toddler Group Care and Curriculum	(4)
EDUC 452	Parenting for Early Childhood Educators	(4)
EDUC 453A	Supervision and Administration of Programs for Young Children	(4)
EDUC 453B	Advanced Supervision and Administration of Programs for Young Children	(4)
EDUC 454F	Early Childhood Teaching	(4)
EDUC 499	Senior Project	(4)
SPED 455	Introduction to Early Childhood Special Education: Policies and Practices	(4)

Recommended Courses:

EDUC 252	Early Childhood Environments	(3)
EDUC 444	Adolescent Development and Education	(1)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)

Child Development Minor**Core Requirements:**

EDUC 251	Curriculum Development for Early Childhood Education	(4)
EDUC 253	Child, Family, and Community	(4)
EDUC 350	Child Psychology & Development	(4)
EDUC 354A	Child Observation/Practicum	(2)
EDUC 354B	Assessment in Early Childhood	(2)

EDUC 445	Supervision and Communication in Early Childhood Education	(4)
EDUC 454F	Early Childhood Teaching	(4)

One of the following:

EDUC 451	Infant and Toddler Group Care and Curriculum	(4)
EDUC 452	Parenting for Early Childhood Educators	(4)
EDUC 453A	Supervision and Administration of Programs for Young Children	(4)

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 a regionally accredited institution of higher learning that includes the following courses: Child Psychology and Development, Early Childhood Curriculum, Practicum or Field Work, and Early Childhood Program Management. Experience working in early childhood settings is also desirable.

Admission Requirements: ULV's graduate admission requirements and the following:

1. An undergraduate GPA of 2.75 or above with a preferred GPA of 3.0 or above in Early Childhood courses.
2. A statement of purpose that includes a description of work experience related to young children, a clear statement of short term and long term professional goals, a description of why this particular M.S. is wanted, and a statement about what the student expects to do professionally after receiving the degree.
3. An interview with the program chair.
4. A writing assessment.

Total Program: 33 semester hours

Advancement to Candidacy requires a portfolio demonstrating an understanding of child development theory and research, an ability to relate that

information effectively, and the disposition necessary to support development in others.

Core Courses: 9 semester hours

EDUC 503 Educational Psychology	(3)
EDUC 504 Methods of Research	(3)
EDUC 556 Early Childhood Assessment	(3)

Area of Concentration: 18 semester hours

EDUC 518 Language, Reading, and Concept Development	(3)
EDUC 550 Human Development	(3)
EDUC 551 Studies in Attachment	(3)
EDUC 557 Teaching Adults	(3)
EDUC 558 Cognition and Brain Development	(3)
EDUC 559 Developmental Curriculum	(3)

Electives: 3 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 Anne 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. While working with other health care professionals charged with children's care, the child life specialist helps children minimize anxiety, maintain relationships with their families, and retain their independence and self-esteem. The child life specialist is a clinical educator who provides interventions to help patients and families understand and cope with hospitalization.

Total Program: 36 semester hours

Core Courses: 24 semester hours

EDUC 530 Child Life Administration and Program Development	(3)
EDUC 530H Effects of Disease and Injury on the Hospitalized Child, Part A	(3)
EDUC 530I Effects of Disease and Injury on the Hospitalized Child, Part B	(3)
EDUC 530M Helping Children Cope in the Health Care and Medical Setting	(3)
EDUC 530S Developmental Process of Grieving	(3)
EDUC 530T Pediatric Educational and Therapeutic Interventions	(3)

EDUC 553F Child Life Internship I	(3)
EDUC 553P Child Life Internship II	(3)

Electives: 6 semester hours of courses selected on the advice of the program chairperson.

EDUC 503 Educational Psychology	(3)
EDUC 530A Parenting the Medically Fragile Child	(3)
EDUC 530C Technology for Child Life Educators	(3)
EDUC 550 Human Development	(3)
EDUC 551 Studies in Attachment	(3)
EDUC 558 Cognition and Brain Development	(3)
EDUC 559 Developmental Curriculum	(3)
SPED 457 Introduction to Exceptional Individuals and Their Families	(3)

Culminating Activity: 6 semester hours

EDUC 504 Methods of Research	(3)
EDUC 596 Graduate Seminar	(3)

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 helps children minimize anxiety while undergoing medical treatment through varied educational and therapeutic interventions. Students who complete the 24 semester hours of Core Courses for the M.S., Child Life are eligible for the certificate. Completion of the M.S., Child Life is not required to earn the certificate.

EDUCATIONAL COUNSELING PROGRAM

Program Chairperson: Laurie Schroeder

Educational Counseling — M.S.; Pupil Personnel Services Credential

This program prepares qualified students to become professional school counselors in grades K-12. It has been approved by the California Commission on Teacher Credentialing to recommend qualified candidates for the Pupil Personnel Services Credential in School Counseling, including the Intern Credential. The M.S. in Educational Counseling also qualifies candidates to serve as Community College Counselors.

Admission Requirements: ULV's graduate admission requirements and the following:

1. A bachelor's degree from a regionally accredited institution of higher learning with a preferred GPA of 2.75 or above in undergraduate work, and a cumulative GPA of 3.0 or above for any graduate work.
2. (a) An undergraduate major 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 coursework or experience demonstrating knowledge in 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. Application for Certificate of Clearance or valid California Teaching Credential.
8. A signed College of Education and Organizational Leadership Dispositions Agreement Form.

Additional Requirements:

1. All Candidates will need a CBEST score card upon admission with a pass card for the writing portion of the CBEST. Prior to registration in EDUC 583B, Candidates must pass all sections of the CBEST.
2. Demonstrated personal suitability for the education counseling profession before entering EDUC 583A.
3. A Certificate of Clearance or a valid California Teaching Credential before registering for EDUC 583A.
4. All Candidates will be required to take a technology assessment upon admission which assesses for competence in word processing, database management, computer presentation, and internet skills. Prior to registration for EDUC 583A, candidates must pass the minimal competency standard of the technology assessment.

Total Program: 48 semester hours for M.S. and credential; 47 semester hours for M.S. only.

Core Courses: 45 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 503	Educational Psychology	(3)
EDUC 504	Methods of Research	(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 564	Instruction and Achievement	(2)
EDUC 565	Career Development	(3)
EDUC 567	School Safety & Crisis Prevention	(2)
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 583A	Supervised Field Work—Level I	(1)
EDUC 583B	Supervised Field Work—Level II	(1)
EDMT 576	Organizational Management and School/Community Collaboration	(3)

Culminating Activity: 3 semester hours

EDUC 597	Graduate Seminar in School Counseling	(3)
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EDUCATIONAL MANAGEMENT PROGRAM

Educational Management — M.Ed.; Preliminary Administrative Services Credential

Program Chairperson: Patricia Ensey

Regular Faculty: Robert Hansen, Mike Ramos

Adjunct Faculty: Juline Behrens¹, Janeane Dimple¹

¹Regional Campus faculty

The California Commission on Teacher Credentialing has approved this program for granting administrative credentials. Students who successfully complete the program requirements can obtain the Preliminary Administrative Services Credential and/or a Master of Education (M.Ed.) in Educational Management. Students have four options in the program:

1. To obtain both the M.Ed. and the Preliminary Administrative Services Credential (33 semester hours total), or
2. To obtain the Preliminary Administrative Services Credential only (24 semester hours total), or
3. To obtain one of the above while serving in an internship, or
4. To obtain the M.Ed. only (33 semester hours).

An Administrative Internship credential is available with permission of the program chair. The candidate must be fully matriculated in the Preliminary Administrative Services Credential program 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. Possession of a valid California Credential in teaching, pupil personnel services, health, or library services;
2. A minimum of two years of full time experience in one of the areas listed above. (Three years full-time experience is needed for credential application and internship);
3. Verification of having passed the CBEST if working toward the credential;

4. Writing competency sample in response to required prompt;
5. Three positive letters of reference, two of which must be from active school district administrators; and
6. Personal interview

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 sems.)	(1,1,1)
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)
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Professional Administrative Services Credential

Program Chairperson: Patricia Ensey

Regular Faculty: Mike Ramos

Adjunct Faculty: Janeane Dimple,¹ Patricia Whitman

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 the Ed.D. program in Organizational 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: 10 semester hours

Direct Instruction Courses: 10 semester hours

EDMT 659	Organizational Induction	(2)
EDMT 661	Development and Assessment of Curriculum Programs & Instructional Practices	(3)
EDMT 663	Organizational Theory, Planning, and Management	(3)
EDMT 664	Professional Assessment	(2)

READING PROGRAM

Program Chairperson: Janice Pilgreen

Reading — M.Ed.

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.

Total Program: 30 semester hours

Core Courses: 27 semester hours

RDG 510	Literacy Instruction & Methodology	(3)
RDG 514	Literacy Assessment & Diagnosis	(3)
RDG 516	Individualization of Literacy Instruction	(3)
RDG 518	Concept Development and Language Acquisition	(3)
RDG 520	Advanced Methods and Materials	(3)
RDG 521	Literature and Literacy	(3)

RDG 524	Applied Literacy Research and Assessment	(3)
RDG 525	Reading Research, Theory, and Process	(3)
RDG 530	Reading Specialist Leadership	(3)

Culminating Activity: 3 semester hours

RDG 598	Development of Reading Intervention Programs	(3)
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Reading Certificate

This program may be taken separately or concurrently with a Reading and Language Arts Specialist Credential and/or M.Ed.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course.
2. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher Credentialing. (An Emergency Permit does not fulfill the requirement.)
3. Passing score on the CBEST.
4. A minimum of three years of successful full-time teaching verified through documentation.
5. An interview with the Reading Program Chairperson

Total Program: 12 semester hours

RDG 510	Literacy Instruction & Methodology	(3)
RDG 514	Literacy Assessment & Diagnosis	(3)
RDG 516	Individualization of Literacy Instruction	(3)
RDG 518	Concept Development and Language Acquisition	(3)

Reading and Language Arts Specialist Credential

This program may be taken separately or concurrently with an M.Ed.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course.
2. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher

Credentialing. (An Emergency Permit does not fulfill the requirement.)

3. Passing score on the CBEST.
4. An interview with the Reading Program Chairperson

Other Program Requirements:

1. A passing score on the Reading and Language Arts Specialist Exam.
2. A minimum of three years of successful full-time teaching verified through documentation.

Total Program: 27 semester hours

RDG 510	Literacy Instruction & Methodology	(3)
RDG 514	Literacy Assessment & Diagnosis	(3)
RDG 516	Individualization of Literacy Instruction	(3)
RDG 518	Concept Development and Language Acquisition	(3)
RDG 520	Advanced Methods and Materials	(3)
RDG 521	Literature and Literacy	(3)
RDG 524	Applied Literacy Research and Assessment	(3)
RDG 525	Reading Research, Theory, and Process	(3)
RDG 530	Reading Specialist Leadership	(3)

SCHOOL PSYCHOLOGY PROGRAM

Program Chairperson: Jackie Allen

School Psychology — M.S.; Pupil Personnel Services Credential

This program offers training in counseling and psychology to prepare school psychologists to work with age groups from infancy through adolescence. It has been approved by the California Commission on Teacher Credentialing to recommend qualified candidates for the Pupil Personnel Services Credential in School Psychology, including the Intern Credential.

Admission Requirements:

1. A bachelor's degree from a regionally accredited institution of higher learning with 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) An undergraduate major in psychology or another behavioral science, or (b) a valid teaching credential with a minimum of one year of full-time classroom teaching experience, or (c) successful coursework or experience demonstrating basic knowledge of general psychology, human learning and development, and human behavior or (d) a pupil personnel services credential in school counseling.
3. A course or the equivalent to demonstrate competence in word processing, database management, computer presentation, and Internet skills. This prerequisite must be satisfied before advancement to candidacy.
4. A statement of purpose outlining reasons for seeking admission to the School Psychology Program, together with an autobiography.
5. Applicants without prior teaching or counseling experience are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents. This experience should be described in the statement of purpose and autobiography.
6. Three letters of reference addressing the candidate's potential as a school psychologist. One of these references must be from the candidate's immediate supervisor.
7. An interview with the School Psychology

- Program Chairperson.
8. An application for Certificate of Clearance or a valid California Teaching Credential.
 9. A written assessment may be required.

Additional Requirements:

1. Candidates seeking the Pupil Personnel Services Credential must show evidence of having passed the CBEST prior to registering for EDUC 586B.
2. Demonstrated suitability for the profession of school psychology by completing EDUC 578, prior to entering EDUC 589A.
3. A Certificate of Clearance or a valid California Teaching Credential before registering for EDUC 586A.

Total Program: 61 semester hours for M.S. and credential.

Core Courses: 58 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 502 Learning Disabilities and Neurology	(3)
EDUC 503 Educational Psychology	(3)
EDUC 504 Methods of Research	(3)
EDUC 535 Child Psychopathology	(3)
EDUC 547 Introduction to School Psychology	(3)
EDUC 548 Program Planning and Evaluation	(3)
EDUC 549 School Counseling Theories	(3)
EDUC 550 Human Development	(3)
EDUC 564 Instruction and Achievement	(2)
EDUC 567 School Safety & Crisis Prevention	(2)
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 577 Individual Assessment	(3)
EDUC 578 Advanced Assessment	(3)
EDUC 579 Alternative Assessment and Behavior Intervention	(3)
EDUC 586A Practicum in School Psychology A	(1)
EDUC 586B Practicum in School Psychology B	(1)
EDUC 589A Supervised Field Work in School Psychology–Level I*	(2)
EDUC 589B Supervised Field Work in School Psychology–Level II*	(2)

Culminating Activity: 3 semester hours

EDUC 598 Graduate Seminar in School Psychology	(3)
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National School Psychology Praxis Exam

*The field experience is typically completed within one academic year but shall be completed within no more than two consecutive academic years.

ORGANIZATIONAL LEADERSHIP DEPARTMENT

Chairperson: William Bearley

Endowed Chair: Thomas Harvey

Organizational Leadership — Ed.D.

Program Chairperson: William Bearley

Regular Faculty: Douglas DeVore, Laura Hyatt, Larry Machi, Cheryl Magee, Robert Parker, Michael Ramos, Carol Roberts, Peter Williams

This program is designed for the working professional who wishes to pursue advanced academic study while continuing his or her career. Its mission is to develop scholarly practitioners as leaders and architects of change who make significant contributions to the organizations and communities they serve. The primary focus is the application of current and relevant theory through the practice of leadership in the field.

Admission: Applicants will be evaluated by the departmental admissions committee using the following measures:

- An earned Masters Degree or equivalent with at least a 3.0 GPA
- Academic capability to complete requirements of doctoral studies
- Demonstrated or potential leadership ability
- Performance on the GRE (Aptitude section score of 1000) or the Miller Analogies Test (50 raw score/413 scale)
- Leadership position that provides opportunity for application on the job
- Résumé
- 3 letters of recommendation
- Writing sample.

Bachelor's degree transcripts are required to complete the file.

Total Program: 54 semester hours

The program requires a time commitment of three years with 6 semester hour (2 courses) of organizational leadership and 3 semester hours (1 course) of research each semester. The program is

developmental with a combination of face-to-face and online work. Students attend three on-campus Practicums and a three and one-half day Research Seminar during the semester as well as on-line presentations and webinars. In addition, students participate in a learning group in their geographical area.

The organizational leadership sequence includes 36 units delivered in 17 action learning cycles (12 courses) over three years that may be taken for credit or for a grade. Each action learning cycle integrates the leadership theory strands into knowledge, skill development, and practice in the field. The content strands include areas like systems thinking, communication, conflict, change, diversity, visioning, and teamwork.

The research sequence is 18 units. Four courses (12 units) provide students a foundation in quantitative and qualitative research. Typically a student completes these four research courses during the first two years, leading to a Research Prospectus and Advancement to Candidacy. The remaining 6 units of research are completed during the dissertation process.

Year 1

Fall Semester

ORGL 675 Executive Leadership	(3)
ORGL 677 Decision Making	(3)
ORGL 684 Research Methods	(3)

Spring Semester

ORGL 678 Resource Development	(3)
ORGL 694 Resource Management	(3)
ORGL 687 Introduction to Dissertation Research I	(3)

Year 2

Fall Semester

ORGL 681 Communication Theory	(3)
ORGL 682 Conflict Management	(3)
ORGL 688 Introduction to Dissertation Research II	(3)

Spring Semester

ORGL 695 Innovation and Technology	(3)
ORGL 696 Evaluation	(3)
ORGL 686 Quantitative and Qualitative Research	(3)

Year 3

Fall Semester

ORGL 674 Change	(3)
ORGL 679 Planning and Futures	(3)
ORGL 698a Dissertation in Organizational Leadership I	(3)

Spring Semester

ORGL 680 Organizational Theory	(3)
ORGL 683 Organizational Development	(3)
ORGL 698b Dissertation in Organizational Leadership II	(3)

Advancement to Candidacy. Before a student can continue with his/her research leading to completion of the dissertation, the student must be Advanced to Candidacy. This usually happens at the end of the second year.

Following are the Advancement to Candidacy Criteria:

- Successful completion of the eight courses (24 units) included in the Personal, Interpersonal and Team Arenas
- Successful completion of four courses (12 units) of Research (684, 687, 688 and 686)
- Completion of an approved Research Prospectus
- A 3.0 GPA
- Current Leadership Development Portfolio
- Learning Group Faculty Support
- No significant shortcomings in professional practice
- Full admission to the program

The final third year courses for completion of the research are 698A and 698B. If the student does not finish his/her dissertation research within the three years of coursework he/she must enroll in Continuous Enrollment, Dissertation in Organizational Leadership each semester up to the eight year time limit for the completion of the degree.

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Note: Personnel information is correct as of May 31, 2009.

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FACULTY AND ADMINISTRATION

Complete information on La Verne faculty and administrators can be found at
www.laverne.edu/profiles/.

Basic directory information on all University employees is available in the Phonebook at
www.laverne.edu/phonebook/.

GENERAL INFORMATION ON COURSES

Course Catalog. La Verne courses are presented with course descriptions and full details on MyLaVerne online accessible from www.laverne.edu/. A complete course catalog is available at www.laverne.edu/catalog/.

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	Graduate, non-degree, professional development courses, not to be used for degree credit

University of La Verne 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.

Course Value. All La Verne courses are offered on a semester hour basis. The semester hour value of each course is listed in parenthesis after the course title in the Programs section of this catalog. The standard value for undergraduate courses is 4 semester hours; 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, when offered for 3 semester hours of credit, cover the same material, demand the same prerequisites, and fulfill the same

requirements as the courses with the same titles offered for 4 semester hours of credit. Such courses 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 Location. Most courses are available on more than one campus. Where a course is offered only at one location, the location is listed followed by "only." Hence, "ECBCS only" means that the course is only offered at the Ecumenical Center for Black Church Studies.

Course Frequency. Some courses are offered every semester; most are offered less frequently. Course schedules for all locations are available on MyLaVerne online accessible from www.laverne.edu.

Course Challenges. The majority of courses are challengeable. Those that are not are marked NCh in the Course Catalog on MyLaVerne.

Grade Options. Most courses can be taken either for a letter grade or for Credit/No Credit at the student's discretion. If the grade option is limited, the course description specifies "May be taken Credit/No Credit only" or "May be taken for a letter grade only."

Catalog Information Online

Printed and Electronic Catalogs. This catalog can be found online at www.laverne.edu/catalog/ and conforms to the Catalog Effective Dates and policy printed in the inside front cover. Its contents do not change during the time that the catalog is effective except as provided for in “Changes in Policy, Tuition, and Fees,” listed in the inside front cover. In contrast, the University’s academic organization, courses, personnel, and student affairs offerings are briefly mentioned in this catalog but detailed in full online, because these four sections are dynamic and benefit from regular updates. Course, schedule, and financial aid application information is found in MyLaVerne at www.laverne.edu/, while details on academic organization, personnel, and student affairs are available through the Site Directory there. The current printed catalog and selected past catalogs as well as catalogs of courses can be downloaded in full or in part at www.laverne.edu/catalog/.

MyLaVerne. MyLaVerne can be accessed from the green menu bar at the top of the University of La Verne’s home page, www.laverne.edu. In addition to complete information on La Verne courses, MyLaVerne provides full schedule information and financial aid notes. Registered students use MyLaVerne to register for courses, submit financial aid forms, complete course evaluations, view their grades, and more.

Maps and Directions. Maps and directions to the Main Campus and to regional campuses as well as a map of the Main Campus itself can be found at www.laverne.edu/about/maps-directions/.