



UNIVERSITY OF LA VERNE

2012-2013 CATALOG





UNIVERSITY OF LA VERNE

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

Telephone: (909) 593-3511

Fax: (909) 392-2703 (Registrar)

Home Page: laverne.edu

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

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

Changes in Policies, Tuition, and Fees. The information provided in this catalog reflects an accurate picture of the University of La Verne at the time of publication in June 2012.

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. University of La Verne catalogs become effective on the first day of the Fall Semester/Term and remain in effect until the first day of the following year's Fall Semester/Term.

Photographs: *Campus Times* staff

***Campus Times* Photography Advisor:** Gary Colby

***Campus Times* Photography Coordinator:** Kevin Bowman

On the cover:

Devorah Lieberman (President 2011-)

Cover photo by Christopher Guzman, La Verne Magazine

A message from President Devorah Lieberman

photo by Scott Mirmanian



As President of the University of La Verne, it is my pleasure to welcome you and say how delighted I am that you are reviewing our catalog. This publication will furnish you with essential information about our university and its outstanding academic offerings as well as innumerable and exciting activities and opportunities outside the classroom. It is important for us that every student at La Verne has a “whole education.”

Since its founding in 1891, La Verne has provided a responsive, values-based education to every student. You are a valued member of our university community, whether you are a recent high school graduate, a transfer student, someone seeking an advanced or graduate degree, or an adult learner. Every faculty and staff member is committed to providing outstanding academic instruction, scholastic and personal growth.

At La Verne, we promote achievement and engagement. Just as learning is accomplished by asking questions and seeking solutions, genuine understanding comes through interaction, experience, and reflection. La Verne graduates take with them the ability to reason, the confidence to succeed and the aspiration to lead.

There are more than 50,000 successful La Verne alumni across the country and around the world, each instilled with a sense of responsibility and a desire to contribute to the advancement of their chosen professions and society.

I invite you to learn more about La Verne by exploring our Web site, laverne.edu, and by personally visiting our campus. If you have any other questions, please contact us at 909-593-3511. Once you learn about the University of La Verne and experience all it has to offer, I know you will want to become part of this growing and vibrant learning community. I look forward to meeting you personally and our faculty and staff look forward to assisting you in becoming a successful La Verne graduate.

Devorah Lieberman

Dr. Devorah Lieberman
President

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CALENDARS 2012-2013

(for more detailed calendar information see laverne.edu/registrar)

TRADITIONAL SEMESTERS calendar (16 weeks) — Central Campus only*

Fall Semester 2012: August 27 - December 16, 2012

August 27, Monday	Classes begin at 8:00 a.m.
September 3, Monday	Labor Day — academic holiday
Nov. 22-23, Thursday-Friday	Thanksgiving Recess — academic holiday
December 16, Sunday	Fall Semester ends

January Interterm 2013: January 7–February 1, 2013

January 7, Monday	Classes begin at 8:00 a.m.
January 21, Monday	Martin Luther King, Jr. Birthday — academic holiday
February 1, Friday	January Interterm ends
February 2, Saturday	Mid-Year Commencement

Spring Semester 2013: February 4–June 2, 2013

February 4, Monday	Classes begin at 8:00 a.m.
February 18, Monday	Presidents Day — academic holiday
March 18-24, Monday-Sunday	Spring Break — academic holiday
March 29, Friday	Good Friday — academic holiday
May 27, Monday	Memorial Day — academic holiday
May 31-June 1, Friday-Saturday	Commencement Weekend
June 2, Sunday	Spring Semester ends

Summer Terms 2013

June 10 - July 5	Mini Summer I**
July 15 - August 9	Mini Summer II**
June 10 – August 18	Summer Session III
July 4, Thursday	Independence Day — academic holiday

*This calendar is also used at the American Baptist Theological Center and the Ecumenical Center for Black Church Studies.

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

CAPA SEMESTER Calendar

Fall 2012 (August 29–December 16, 2011)

Cycle I

August 31,
September 1, 7-8, 21-22
October 5-6, 19-20

Cycle II

October 26-27
November 2-3, 16-17, 30
December 1, 14-15

Accelerated Sunday

October 28
November 4, 11, 18
December 2, 9, 16

Accelerated Evening

October 1 - December 16, 2012

Online

August 27 – November 4, 2012

Spring 2013 (February 4–June 2, 2013)

Cycle I

February 8-9, 15-16
March 1-2, 15-16, 22-23

Cycle II

April 5-6, 12-13, 26-27
May 10-11, 17-18

Accelerated Sunday

April 7, 14, 21, 28
May 5, 12, 19

Accelerated Evening

March 25-June 2, 2013

Online

March 25-June 2, 2013

Summer 2013

Cycle

June 14-15, 28-29
July 12-13, 26-27
August 9-10

Accelerated Sunday

June 16, 23, 30
July 14, 21, 28
August 4

Accelerated Evening

June 10 - August 18

Online

June 10 – August 18, 2013

COLLEGE OF LAW

LAW SEMESTERS calendar

August 13-18

August 20- December 16, 2012

September 3
November 22-23

Orientation for Fall 2012 Entrants

Fall Semester 2012

Labor Day — holiday
Thanksgiving — holiday

January 17 - May 11, 2013

January 21
February 18
March 4-10
March 29

Spring Semester 2013

Martin Luther King, Jr. Birthday — holiday
Presidents Day — holiday
Spring Break
Good Friday — holiday

June 3 - July 26, 2013

July 4

Summer Semester 2013

Independence Day — holiday

TERMS CALENDAR (10 weeks)

Central Campus Programs:

M.B.A., Master of Business Administration
M.Ed., Reading
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
Off-campus Education Master's degrees
Off-campus Education credentials
Off-campus Teacher Education

Inland Empire Campus
Kern County Campus
La Verne Online
Orange County Campus
Point Mugu Campus
San Fernando Valley Campus
Vandenberg Campus
Ventura County Campus

August 27 – November 4, 2012
November 5 – December 16, 2012
November 22-23
January 7 - March 17, 2013
March 25 - June 2, 2013
June 10 - August 18, 2013
July 4

Fall Term 2012
Mini Fall Term 2012 (6 weeks)
Thanksgiving — holiday
Winter Term 2013
Spring Term 2013
Summer Term 2013
Independence Day — holiday



Capacity crowd in Ann and Steve Morgan Auditorium.

Photo: Mitchell Aleman

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 8,000 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, Dean

Felicia Beardsley, Associate Dean

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

Full description:

laverne.edu/academics/arts-sciences/

College of Business & Public Management

Abe Helou, Dean

Rita Thakur, Associate Dean

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:

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:

laverne.edu/academics/education/

College of Law

Philip A. Hawkey, Interim Dean

Tiffany Graham, 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, Advising and Retention Services

Pamela Bergovoy, Assistant Dean and Director of Centers for Educators

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:

laverne.edu/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

3237 Guasti Road, Suite 300

Ontario, CA 91761

Tel.: (909) 390-8840

Kern County Campus

1201 24th Street, Suite D-200

Bakersfield, CA 93301

Tel.: (661) 328-1430

Orange County Campus

2855 Michelle Drive, Suite 250

Irvine, CA 92606

Tel.: (714) 505-1684

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

500 E. Esplanade, Suite 1000

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 week-ends.

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.* The College of Education and Organizational Leadership is accredited by the National Council on Accreditation of Teacher Education (NCATE) and is approved by the California Commission on Teacher Credentialing for offering credentials in several areas. The College of Law is accredited by the State Bar of California and provisionally approved by the American Bar Association. The Doctor of Psychology Program is accredited by the American Psychological Association. The Master 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 LA VERNE ONLINE

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

*Offered by the College of Education and Organizational Leadership

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
Juan Regalado, Assistant Dean, Student Affairs
laverne.edu/students/student-affairs/

Associated Students of the University of La Verne (ASULV)

ASULV is the governing body representing and advocating for the traditional-age undergraduate student body on the main campus.

sites.laverne.edu/student-life/asulv/

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, multicultural events, and other major social events on campus for both residential and commuter students.

sites.laverne.edu/student-life/campus-activities-board/

Career Services

Career counseling, resume/cover letter review, job/internship search assistance, mock interviews, workshops, and events are available in the Career Services Center for all La Verne Campus and Regional Campus students.

laverne.edu/careers

Clubs and Organizations

The Office of Student Life recognizes a range of academic, religious, cultural, and special interest clubs and organizations that are active at the La Verne Campus.

sites.laverne.edu/student-life/clubs/

Commencement Services

The Office of Commencement Services provides information on the Winter and Spring ceremonies.

laverne.edu/commencement/

Counseling Center

Psychological counseling services are available from September through May for free to all Central Campus, full-time undergraduates and for a nominal fee to graduate, CAPA, Regional Campus students and College of Law students.

laverne.edu/psychology/counseling-center

Dining Services

Davenport Dining Hall is located on the La Verne Campus for residence students and all faculty, staff, and commuter students. Barbara's Café is located in the Campus Center.

cafebonappetit.com/

Emergency Student Loans

Emergency Student Loans are available to eligible students in the Financial Aid Office.

laverne.edu/financial-aid/

Greek Life

The University has national and local fraternities and sororities. Although distinct and unique organizations, the fraternities and sororities are centered around the core principles of sisterhood and brotherhood, leadership, philanthropy and community service, scholarship, and social activities and events.

sites.laverne.edu/student-life/greek-life/

Health Services

The Health Center provides medical services and consultation for eligible students.

laverne.edu/health-services/

International and Student Abroad Services (ISAS)

The ISAS supports international students by providing cultural orientations, immigration advising, and social-cultural activities. The ISAS coordinates and provides information on semester-long study abroad opportunities and supports and facilitates faculty-led short-term programs.

sites.laverne.edu/students/international-studyabroad-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.

laverne.edu/students/leadership-opportunities/

New Student Orientation and Parent Orientation

Orientation includes a variety of programs geared to help students and their families make a successful transition to college life at La Verne and generally takes place the weekend before classes begin.

sites.laverne.edu/student-life/orientation/

Office of Multicultural Services (OMS)

OMS creates programs about the University'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 La Verne's rich diversity.

laverne.edu/students/multicultural/

Student Housing and Residential Education

On-campus housing is available for all students at the main campus (undergraduate, graduate, CAPA) in four residence halls.

The Mission of the Student Housing and Residential Education (SHARE) Office is to support, enhance, and empower all students living in University residential facilities. The office does this through its five core outcomes: a) to provide a home-like environment where residents feel like they "belong"; b) to value, respect and promote awareness of diversity; c) to foster the academic success of all residents; d) to provide a safe and healthy living environment and e) to facilitate leadership development and campus engagement.

sites.laverne.edu/housing/

Students with Disabilities

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

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

Other Services and Activities

Bookstore

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

laverne.edu/bookstore/

Office of Religious and Spiritual Life

This office provides religious and spiritual programming for the campus community. The University Chaplain coordinates a variety of activities, including faith-specific programs, as well as interfaith and multi-religious opportunities. This office is dedicated to religious diversity with a commitment to acceptance, mutual respect, awareness, and dialog.

sites.laverne.edu/chaplain/

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.

sites.laverne.edu/safety-parking/safety/

Child Development Center

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

fairplex.com/tlc/fairplex-cdc.html

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.

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

ATHLETICS

Julie Kline, 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 inde-

pendent 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.



Baseball pileup after winning 20th SCIAC title.

Photo: Cameron Barr

ADMISSIONS

INFORMATION

Chris Krzak, Dean of Admissions
Ana Liza V. 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.

Non-matriculated 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.

Graduate 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 in service 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.

Terms of Admission Offers. All offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based. All information submitted during the admission process—including the application, the personal essay, any supplements, and any other supporting materials must be factually true and honestly presented. These documents will become property of the University of La Verne and will not be returned to applicants or forwarded to third parties. Should the information submitted be false, applicants may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree.

UNDERGRADUATE ADMISSION

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 Admission/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.

Application Procedures and Requirements. 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. 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.

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.

Transfer /Advanced Freshman Admission

Students who wish to transfer from an accredited two- or four-year institution are invited to apply for admission. Students who have completed 28 or more semester hours of transferable college level coursework will be considered transfer applicants. Students classified as Advanced Freshmen are high school graduates with less than 28 transferable college credits. The priority application deadline for students applying for Fall semester is April 1. Students applying for Spring semester should submit their applications by December 1.

Application Procedures and Requirements. To apply for admission, transfer applicants must submit the following documents to the Office of Undergraduate Admission. All application materials become the property of the University upon receipt. Students who have completed 28 or more semester hours of transferable college-level coursework will be evaluated based on their college work, letter of recommendation, special talents, character, and school and community involvement. Applicants must demonstrate minimum proficiency by completing college level math and English courses. Additionally, a minimum 2.7 GPA is required.

Students with fewer than 28 semester hours of transferable college-level coursework will be considered advanced standing freshman. These students will be evaluated based on their 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.

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. **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.
4. **SAT I or ACT scores.** Only students who have completed less than 28 transferable semester hours of college-level coursework must submit official scores from one of these tests. In other cases, SAT I or ACT scores may be requested as supporting evidence.

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.

International Admission

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 \$44,090. 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 80 iBT/550pb on the Test of English as a Foreign Language (TOEFL)
 - (b) A minimum score of 550 on the critical reading section of the Scholastic Aptitude Test (SAT)
 - (c) A minimum score of 6.5 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) 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 academic 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.

Reinstatement 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 re-enrollment. In every instance, reinstatement action is based on evidence, including transcripts of courses completed elsewhere after disqualification, that warrants such action. If reinstated, the student is placed on academic probation.

Regional Campus Administration (RCA) Undergraduate Programs Admission

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. Specific majors or programs may require additional admission requirements beyond those described in the preceding sentence and the next paragraph. These additional requirements may be found in the Regional Campus Administration program brochures and on the La Verne website. Consideration is given to previous formal educational experience as well as to the potential to succeed in a challenging academic program. La Verne seeks students who are motivated, self-disciplined, and committed to learning. 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.

In addition to admission to the University, applicants must meet degree program requirements as follows:

- Applicants for *undergraduate degree programs offered through La Verne Online* must have an overall minimum GPA of 2.0 and at least 28 semester hours of transferable college credit from a regionally accredited college or university, including WRT 110 (or the equivalent)
- Applicants for a *B.A. in Liberal Studies* must have an overall minimum GPA of 2.0 and at least 28 semester hours of transferable college credit from a regionally accredited college or university, including WRT 110 and WRT 111 (or their equivalents). They also must sign a College of Education and Organizational Leadership Disposition Agreement Form.
- Applicants for a *B.S. in Child Development* must have an overall minimum GPA of 2.5 and at least 28 semester hours of transferable college credit from a regionally accredited college or university, including WRT 110 and WRT 111 (or their equivalents). They also must complete an interview with the faculty, submit a successful writing sample, and sign a College of Education and Organizational Leadership Disposition Agreement Form.

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.

Application Procedures. To apply for admission to the University of La Verne's RCA program, students should submit the necessary admission documents to the Regional Campus where they plan to study. Transcripts and other official records necessary to evaluate a student's prior work become University property upon submission and will not be returned to the applicant, copied for another, 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-college 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.

The University of La Verne will evaluate military training for credit. Veterans must submit a DD214, and inservice military applicants must submit a DD295, a 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 admission. 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.

Students who complete their degrees within seven years of the date of admission may elect to fulfill either the graduation requirement in effect at the time of their admission or those subsequently established 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.

Transfer Credit for Undergraduate Students

(Valid through Summer Term 2013 admissions)

The following section (pages 18-21) describes the different transfer credit options that are acceptable towards fulfilling undergraduate degrees within approved Office of the Registrar policies for students admitted to semesters and terms ending with Summer Term 2013. Transfer credit options for students admitted to semesters and terms after Summer Term 2013 are described on pages 21-23.

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 California State University General Education (CSUGE) or International General Education Transfer Curriculum (IGETC) 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 following the guidelines listed below. 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. Courses transferred from other institutions (i.e., public in-state and out-of-state, private in-state and out-of-state) are not to be construed as "equivalent" but rather as comparable, or acceptable in lieu of a course and/or requirement by the University of La Verne. Successful completion of a course at one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at La Verne.

California Community College Articulation Agreements: The University of La Verne establishes formal partnerships with institutions that are part of the California Community College system. These partnerships support the principle that transfer students

should not be required to repeat competencies already achieved, with the purpose of enabling 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 California Community College courses that have been approved to meet specific General Education Area requirements at La Verne. Transfer Plans are available online on the Registrar's Articulation website: laverne.edu/registrar/articulationinformation/.

Associate Degree: Students admitted and enrolled at La Verne who earned an IGETC or CSU-GE certified associate degree at a regionally accredited California Community College prior to matriculation at the University of La Verne 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 IGETC or CSU-GE certification when the final transcript is sent to La Verne. Courses that are completed at regionally accredited community, state, and private colleges, that are designated to meet bachelor's level general education requirements within a statewide college or university system and are documented as meeting these requirements 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 unless they have also received full IGETC or CSU-GE certification (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 two certifications listed below 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. They will need to fulfill the appropriate University Values (UV) requirements.

1. The California State University General Education Breadth Certification (CSU-GE).

2. The Intersegmental General Education Transfer Curriculum (IGETC).

Students must provide proof of CSU-GE or IGETC certification when the final transcripts are sent to La Verne. CSU-GE or IGETC certification that was completed with the inclusion of D-grades will only be fully honored if the certification was completed as part of a California Community College associate degree as specified above.

Other General Education Transfer Options for Breadth Requirements: At the time of matriculation, students who have not earned an associate degree from a regionally accredited California Community College, 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 (CSU-GE) Breadth Certification or in the Intersegmental General Education Transfer Curriculum (IGETC) with a C or better in all applicable courses 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, and the appropriate University Values requirements. Students must provide proof of certification when the final transcript is sent to La Verne.
2. Courses completed with a grade C- or better at a regionally accredited community college prior to matriculation at La Verne that partially fulfill selected CSU-GE 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. CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog, or through the Assist website, which is the official repository of articulation information for the State of California. Students may still 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 still 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 0-27.99 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.

Transfer Credit for Undergraduate Students

(Valid for Fall Semester/Term 2013 admissions and later)

The process of course credit evaluation is to consistently apply university policy in determining the transferability of coursework to the University of La Verne, and the applicability of that coursework to General Education and Major requirements. The policies that have been established for the evaluations process are specified in the University Catalog and in the University Transfer Manual. Exceptions to these policies are rare and approved only at the discretion of the University Registrar and the Undergraduate Appeals Committee. The ultimate responsibility for establishing policies and regulations for transcript evaluation rests with the Faculty and the Provost. The Provost is responsible for assuring that the faculty's directives are developed and implemented, as well as for maintaining academic quality and fairness.

The evaluation of transcripts should be clearly separated from the function of advising students. No one should be responsible for both the official evaluation of transcripts and for advising the students whose transcripts are being evaluated. Advisors may perform preliminary evaluations and unofficially advise students towards their degree requirements. The official evaluation must be finalized through the Office of the Registrar.

To assure consistency and fidelity to university policy, the Office of the Registrar is responsible for perform-

ing official evaluations of all transcripts for all undergraduate students. It is also the responsibility of the Office of the Registrar to provide training and reference materials to all new and continuing regional campus advisors, and to communicate with them any policy changes so they may accurately advise students. The Office of Academic Support and Retention Services coordinates training for faculty advisors on the main campus. Petitions for exemptions from university academic policies or decisions regarding evaluations must be reviewed by the Undergraduate Appeals Committee. Petitions should be submitted to the Registrar, who will present them to the Committee.

General Transfer of Courses: Students may transfer a maximum of 88 semester hours for credit towards the Bachelor's degree. Courses eligible for transfer credit include any courses designated as baccalaureate level by the credit granting institution. Any coursework completed with grades below C- will not be considered for transfer credit to the University of La Verne. Transfer credit will be awarded up to this 88 semester hour limit in the following order:

1. Satisfaction of general education requirements;
2. Satisfaction of major requirements;
3. Satisfaction of upper division requirements;
4. GPA benefit;
5. Overall elective unit completion

Any transfer work completed after matriculation and beyond the 88 semester hour limit will be considered for subject area fulfillment, but will not transfer with unit value (the particular course will be fulfilled by a 0-unit course marker). Regardless of the number of units transferred, all students must meet the University of La Verne's residency, upper division, general education, and major requirements, as well as the minimum 128 semester hours required for the degree.

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 following the guidelines listed below. Courses designated as Baccalaureate level by Junior or Community Colleges will 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 by the sending institution. Courses transferred from other institutions (i.e., public in-state and out-of-state, private in-state and

out-of-state) are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of a course and/or requirement by the University of La Verne. All transferable coursework must be designated as Baccalaureate level by the credit granting institution. Students may transfer a maximum of 88 semester hours for credit towards a Bachelor’s Degree. Only coursework with a grade of C- or better will be considered for transfer. Successful completion of a course at one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at La Verne.

California Community College Articulation Agreements: The policy is identical to the current policy on California Community College Articulation Agreements, page 18.

General Education Transfer Policy—Breadth Requirements: At the time of matriculation, students who have completed one of the two certifications listed below 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. They will need to fulfill the appropriate University Values (UV) requirements. 1. The California State University General Education Breadth Certification (CSU-GE). 2. The Intersegmental General Education Transfer Curriculum (IGETC).

Students must provide proof of CSU-GE or IGETC certification when the final transcripts are sent to La Verne. Completed CSU-GE or IGETC certification will only be fully honored if the certification was completed as part of a California Community College associate degree as specified above, and if all coursework which a student has taken as part of that associate degree is completed with grades of C- or better.

Other General Education Transfer Options for Breadth Requirements: At the time of matriculation, students who have not earned an associate degree from a regionally accredited California Community College, but who have completed a minimum of 28 semester hours of transferable Baccalaureate level 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 (CSU-GE) Breadth Certification or in the Intersegmental

General Education Transfer Curriculum (IGETC) with a C- or better in all applicable courses 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, and the appropriate University Values requirements. Students must provide proof of certification when the final transcript is sent to La Verne. 2. Courses completed with a grade C- or better at a regionally accredited community college prior to matriculation at La Verne that partially fulfill selected CSU-GE 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. CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog, or through the Assist website, which is the official repository of articulation information for the State of California. Students may still 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 still 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, and the course has been designated as Baccalaureate level by the credit granting institution.

General Education Transfer Policy— Values Requirements: Students who transfer 0-27.99 semester hours at the time of matriculation are required to complete two designations each in Values Orientation (UVVO), Community and Diversity (UVCD), and Life-long 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 60-88 semester hours must complete three designations in three different areas.

Transfer Credit for Exams and Testing International Baccalaureate (IB) Transfer Credit. The policy is identical to the current policy on Transfer Credit for Exams and Testing International Baccalaureate (IB) Transfer Credit, page 20.

Exam Duplication Policy. A student is not eligible to earn credit by exam if that exam covers the same subject material that was covered in previously completed college level coursework. Furthermore, a student is not eligible to earn credit by exam if that exam covers material that is the same general subject area as more advanced coursework that he or she previously completed. For example if a student completes Calculus 1, he or she is not eligible to earn credit for a Pre-Calculus exam.

Advanced Placement Exam (AP) Transfer Credit. The policy is identical to the current policy on Advanced Placement Exam (AP) Transfer Credit, page 20.

CLEP Exam Transfer Credit. The policy is identical to the current policy on CLEP Exam Transfer Credit, page 20.

DANTES Exam Transfer Credit. The policy is identical to the current policy on **DANTES** Exam Transfer Credit, page 20.

Additional Transfer Credit Options

High School Diploma and Transfer Credit. The policy is identical to the current policy on High School Diploma and Transfer Credit, page 20.

Vocational/Technical Transfer Credit Policy. The policy is identical to the current policy on Vocational/Technical Transfer Credit, page 20.

Military Transfer Credit. The policy is identical to the current policy on Military Transfer Credit, page 20.

Servicemembers Opportunity Colleges (SOC). The University of La Verne is a member of the SOC Consortium and will honor all transfer agreements negotiated by the SOC administration.

Foreign Colleges and Universities Transfer Credit Eligibility. In order for the university's Articulation Office to facilitate faculty review of foreign coursework for general education applicability, students must submit notarized translations of course descriptions from the foreign transfer institution. In cases where course descriptions are not available, students are encouraged to take available placement examinations to qualify for general education credit, or to work with an academic advisor to determine alternative modes of assessment (such as CLEP and DSST exams).

Transfer Credit for ESL and English Composition Courses. The policy is identical to the current policy on Transfer Credit for ESL and English Composition Courses, page 21.

GRADUATE ADMISSION

Main 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, and letters of recommendation, as well as standardized test scores and resumés where required. 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 are as 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 should review the Transcript Guidance section under "International Students" to ensure that proper transcript documentation is submitted to the university. Students who earned degrees from institutions using a marks-grading or testing-only system should obtain a course-by-course credential evaluation by an approved NACES institution (www.naces.org; fees will apply for these services). All other students who have completed their studies outside of the United States may be required to have their degrees evaluated by a La Verne approved evaluation service to determine bachelor's degree equivalency. 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 or the last 90 quarter hours of the baccalaureate degree, 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. Additional details about graduate admission can be found at laverne.edu/admission/graduate/faqs/.

Application Materials. All application materials are processed by the Graduate Admission 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. Applications are valid for one year from the semester/term to which the applicant applies, after which they are destroyed. Applicants requiring additional time must reapply. 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 may be submitted via check or money order made payable to the University of La Verne (the applicant's full name must appear on the payment), or may be submitted online at the time of the application via the application portal found at laverne.edu/admission/applyapply2/
2. Statement of Purpose. Unless otherwise noted, the statement of purpose should outline goals for graduate study and be roughly 200 words in length. Information reinforcing the strengths of the application for admission should be included as well as any professional experience and qualifications that may be related to the intended field of study. Some departments have additional requirements, or require essays in addition to or in place of the statement of purpose, so it is best to refer to the program's specific requirements as listed in this Catalog.
3. Official transcripts showing academic degrees and all coursework completed for the baccalaureate degree, and all graduate coursework. All transcripts must be issued directly by the degree granting institution and remain in their original, sealed institutional envelopes to be considered official. Applicants to La Verne Campus programs

should have the transcripts sent "Attention: Graduate Admission Office." Applicants to RCA programs will be provided with forms which indicate the proper return address. For additional guidance on obtaining and submitting proper transcripts visit laverne.edu/admission/graduate/faqs/

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 as required. Please refer to the program's specific admissions requirements as listed in this Catalog.

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 the items listed below in addition to the application materials listed above:

1. Applicants who have not completed their bachelor's degree level education at a school in the USA, Australia, Canada (English-language provinces), United Kingdom, or New Zealand, and South Africa must provide proof of English proficiency in one of the following ways:
 - a. A minimum score on the Test of English as a Foreign Language (TOEFL) of 79 (iBT), 213 (CBT), or 550 (PBT) or above. Some programs require a higher score.
 - b. A minimum score on the International English Language Testing System (IELTS) of 6.5.
 - c. Satisfactory completion of the La Verne English Proficiency Test (5.5 or higher in most programs). Information regarding registration for the EPT can be found at laverne.edu/admission/graduate/faqs/.
 - d. Completion of English 112 at the ELS Language Center.
2. Copy of valid passport

Note: These scores are minimum admission requirements only. Some programs require higher scores.

3. A signed, current Financial Statement found at laverne.edu/admission/graduate/forms/
4. Financial documentation, no more than one month old, verifying the statements made on the Financial Statement

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.

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 admissions decision pending specified additional requirements needed to strengthen the application file (e.g., a GRE or GMAT score).
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.

Admission Time Limits and Readmission Policy. Admissions decisions are valid for one year from the semester/term to which the applicant has been admitted, after which the admission is withdrawn and the application materials destroyed. Applicants requiring additional time must reapply or petition the admissions office for additional time.

Graduate students who have not been enrolled for two

consecutive years or more must apply for readmission by submitting the following:

1. An Appeal for Readmission.
2. A new application form and application fee.
3. A statement which addresses the absence from the program and reasons for returning.
4. 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 admissions 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 after a La Verne master's degree has been granted, subject to the program chairperson's approval. If approved, the concentration will be added to the transcript only; a new diploma will not be issued. 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. New students living on campus must complete their financial arrangements no later than 30 days prior to the start of the term/semester. Continuing students living on campus must complete their financial arrangements no later than June 15. Students living on campus who fail to make arrangements prior to the deadlines listed above will lose their confirmed space and moved to a "pending" list. 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 eight weeks or more. Short-term courses of up to five weeks in length must be paid in full one week prior to the term. All deferred payment plans require the completion of an agreement. If the student 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, credit card, money order, traveler's check, wire transfer, or by electronic check through the web at MyLaVerne. No payments are accepted at the Regional Campuses.

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 (12-18 semester hours per semester and 1-5 semester hours in the January Interterm), per semester	\$16,675
Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour	\$945
Summer Sessions, per semester hour	\$550
Paralegal Certificate, per semester hour	\$365
Religion Program (off-campus), per course	\$565

Fees

Academic Services (not charged to full-time, traditional-age students), per course	\$30
Appeals	\$50
Application	\$50
Auditing, per semester hour	\$472
CEOL Assessment Fee, per course	\$7
Chemistry laboratory breakage deposit, per course (refundable)	\$125
Community Service Assessment	\$50
Course Challenge, per course	one semester hour of tuition
Graduation	\$125
Journalism, Radio, and TV Lab Fee(s)	\$100
Laboratory Fee, per course	\$125
Late Financial Arrangement	\$100-300

Late Registration	\$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	\$50/\$95
Make-up Examination	\$40
Missed Payment Fee	\$25
Music Lessons, per semester hour	\$250
Parking, per semester; per year	\$50; \$95
Photography Laboratory	\$175
Replacement of Diploma	\$60
Returned Check/Rejected Credit Card	\$25
Senior Citizens Audit Program (Per Course)	\$50
Student Orientation Fall	\$75
Student Orientation Spring	\$35
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	\$2,600
Room, Brandt/Studebaker/Hanawalt Halls, triple occupancy	\$2,200
Room, Oaks Hall, double occupancy	\$3,010
Room, Oaks Hall, triple occupancy	\$2,450
Room, Oaks Hall, single	\$3,385
Room, Brandt/Studebaker/Hanawalt Halls, single	\$3,260
Room, Vista La Verne, double occupancy	\$3,460
Room, Vista La Verne, single occupancy	\$3,825

Main Campus - Students, Per Term

Room, Oaks Hall, double occupancy	\$2,005
Room, Brandt/Studebaker/Hanawalt Halls, double occupancy	\$1,735
Room, Oaks Hall, single occupancy	\$2,250
Brandt/Studebaker/Hanawalt Halls, single occupancy	\$2,175
Room, Vista La Verne, double occupancy	\$2,310
Room, Vista La Verne, single occupancy	\$2,550

College of Law - Students, Per Semester

Room, Oaks Hall, double occupancy	\$3,320
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Room, Oaks Hall, single occupancy	\$3,725
Room, Brandt/Studebaker/Hanawalt Halls, single occupancy	\$3,600
Room, Vista La Verne, double occupancy,	\$3,815
Room, Vista La Verne, single occupancy	\$4,220

Board Rates

Residential Undergraduate Students, Per Semester

10 meals per week	\$2,370
12 meals per week	\$2,480
14 meals per week	\$2,580
19 meals per week	\$2,820

Residential Graduate Term Students

75 meals, per term/semester	\$510
125 meals, per term/semester	\$845
150 meals, per term/semester	\$1,015
175 meals, per term/semester	\$1,185

New Student Resident Application and Activity Fee	\$300
Returning Student Resident Application and Activity fee	\$150

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	\$22,815
per year	\$45,630

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

M.B.A., full-time, one year program	\$50,000
All other master's degrees in College of Business & Public Management, per semester hour	\$670
M.Ed., Educational Leadership, Preliminary Admin. Services Credential, Professional Administrative Services Credential, per semester hour	\$580
All other master's degree and credential programs	

in College of Education & Organizational Leadership, per semester hour	\$615
Master's degrees in College of Arts & Sciences, per semester hour	\$670
Psy.D., D.P.A., Ed.D., per semester hour	\$885

Graduate Fees

Academic Services, per course	\$30
Appeals	\$50
Application, doctoral.....	\$75
Application, master's and credential	\$50
Auditing, per semester hour ..one-half normal tuition	
CEOL Assessment Fee, per course.....	\$7
Competency Exam (CBPM).....	\$100
Continuous Registration, doctoral, 1-2 semester hours of tuition	\$885–\$1,770
Course Challenge	one semester hour of tuition
Dissertation completion.....	\$450
Graduation, doctoral	\$250
Graduation, master's.....	\$140
Health Center (mandatory for all who purchase Accident and Health Insurance) per semester.....	\$75
per term	\$45
Insurance Medical Services (mandatory for all international students), per semester.....	\$296
per term	\$176
International Student Tuition Deposit.....	\$200
Late Financial Arrangement.....	\$100-300
Late Registration.....	\$50
Lost ID card.....	\$5
Lost Parking Permit, semester/year.....	\$50/\$95
Make-Up Examinations.....	\$40
Missed Payment Fee	\$25
Parking, per semester; per year	\$50; \$95
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

Full-time La Verne Law students are required to pay six semesters of full-time tuition; part-time students are required to pay eight semesters of part-time tuition. For students who matriculated prior to the fall 2011 semester, these fiscal responsibilities are not lessened if students reduce their final semester unit load because they have taken summer course work, enrolled in the dual degree program, or have taken

semester unit overloads. For students who matriculated in or after the fall 2011 semester, these fiscal responsibilities may be lessened if students reduce their final semester unit load because they have taken summer course work or have taken semester unit overloads.

Tuition

Full time, per semester	\$19,950
Part time, per semester	\$12,955
Part time, per semester (Students entering before Fall 2011	\$14,965
Per Credit Hour and Summer per credit hour for students entering in or after Fall 2011	\$1340

Fees

Application	\$50
Graduation	\$250
Late Financial Arrangement.....	\$100-300
Late Registration.....	\$100
Library, per semester	\$120
Lost ID card.....	\$5
Lost Parking Permit, semester/year	\$50/\$95
Missed Payment Fee	\$25
Multipurpose, per semester	\$246
Parking, per semester; per year.....	\$50; \$95
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, La Verne Online, and CAPA

Tuition (per semester hour)*

<i>Program</i>	<i>Undergraduate</i>	<i>Graduate</i>
Regional Campuses	\$520	\$670
Corporate rate	\$420-495	\$570-645
Education Program	\$445-545	
Military base Regional Campuses	\$250	\$310

*The University of La Verne 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	\$30
Appeals	\$50
Application	\$50
Auditing, per semester hour ..one-half normal tuition	
CEOL Assessment Fee, per course.....	\$7

Course Challenge	one semester hour of tuition
Community Service Assessment	\$50
Graduation Fee, undergraduate	\$125
Graduation Fee, master's	\$140
Late Financial Arrangement.....	\$100-300
Late Registration.....	\$50
Missed Payment Fee	\$25
Professional Development Courses (700-level, non-degree credit), per semester hour.....	\$105
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	\$550
Academic Services Fee, per course	\$30
Appeals Fee.....	\$50
Application Fee	\$50
Auditing, per semester hour.....	\$275
CEOL Assessment Fee, per course.....	\$7
Course Challenge Fee, per course	\$550
Community Service Assessment	\$50
Graduation Fee	\$125
Health Center Fee (mandatory for all who purchase accident and health insurance), per semester	\$75
Insurance Medical Services (optional) Fee, per semester	\$296
Late Financial Arrangement Fee	\$100-300
Late Registration/Change of Program Fee	\$50
Lost ID card.....	\$5
Lost Parking Permit, semester/year.....	\$50/\$95
Missed Payment Fee	\$25
Parking, per semester; per year	\$50; \$95
Returned Check Fee.....	\$25
Transcript Fee, per copy	\$6
Transcript Fee (24-hour turnaround), per copy ...	\$15

received (or whose accounts have been credited with) financial aid funds will have these funds returned to the appropriate financial aid programs before any re-funds 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 La Verne 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 a tuition credit(s), a student must complete a Program Change Form or drop or withdraw online 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 or withdraws online. Tuition credits will only be granted for students who officially drop or withdraw in writing or online 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:	Refund %
First week of classes	100%
Second week of classes	75%
Third week of classes	50%*

Fees are not refundable.

*Courses that are seven weeks or longer are eligible for a 50% refund, if the student withdraws during the third week of classes. Courses that are less than seven weeks are not eligible for a 50% refund.

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 La Verne 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 divid-

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

ing 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

La Verne 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/term. Such students will be reinstated and receive their grades only when their bills have been paid. The University reserves the right to request prepayment before allowing registration for future terms.

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. However, if the balance is outstanding for more than 180 days, the interest rate may escalate to 15% per annum.

If it becomes necessary for the University to seek collection help and/or initiate legal proceedings to collect unpaid accounts. The student may be responsible for all legal fees incurred.

FINANCIAL AID

Jason Neal, Interim Director of Financial Aid
Fernando Ramos, Assistant Director

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:

Toll Free Number: 800-649-0160
Email address: finaid@laverne.edu
Website: laverne.edu/financial-aid/
School Code: 001216

Basic Eligibility for Federal Student Aid:

- Be a U.S. 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, or complete a high school education in an approved home-school setting
- If male, and between the ages of 18 and 26, be registered with the Selective Service
- Students enrolling in a session 6 weeks or less are not eligible for financial aid or deferments.

A student who has a drug record may not be eligible to receive 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 outside scholarships, 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 (minimum costs include tuition, fees, and, if applicable, on-campus housing) and the

Expected Family Contribution (what the federal government says a family can contribute). Subtract the Expected Family Contribution from the Cost of Attendance to Determine the financial need (COA – EFC = FN), or the financial aid eligibility for need-based financial aid.

The Cost of Attendance is the average cost for a student to attend the University of La Verne for the academic year. The Cost of Attendance 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 Expected Family Contribution is calculated from the income and asset information a student and his/her family have provided on the FAFSA. The Expected Family Contribution 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 Commission 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 2012-2013 Award Year FAFSA must be used to apply for financial aid in the 2012-2013 academic year. La Verne's academic year begins at the start of Fall 2012 and runs through Summer 2013.

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, he/she may request a PIN 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 standards 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 the student 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 by March 2. "California resident" is defined at www.calgrants.org. The following high school 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, as of the time of GPA certification, 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 are included in the grade point average calculation. 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 Com-

petitive 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 the California Student Aid Commission for students continually enrolled at the University of La Verne. Specific requirements for the Registrar to follow in submitting GPA information are posted on La Verne Financial Aid web page at the beginning of January.

It is the student's responsibility to ensure that the GPA verification information is submitted to the California Student Aid Commission by March 2.

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 or set up a repayment schedule with the US Department of Education.</p> <hr/> <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 offer 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> <hr/> <p>La Verne must return its share of unearned federal aid funds no later than 45 days after it determines that the student withdrew. 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 Direct Loan, Federal Subsidized Direct Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell 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).

3. Submit All Documents Requested to La Verne's Office of Financial Aid. Failure to turn all requested documents into 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 government to provide specific documents verifying income information, family size, or other supporting documents.

When this occurs, the student will be notified on the Student Aid Report (SAR), and the Office of Financial Aid will send the student a written request or email-notification to submit a completed Verification Worksheet (downloadable at laverne.edu/financial-aid/financial-aid-documents-2/), 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. A prospective student 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, as reflected on the financial aid

award letter. 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 sites.laverne.edu/student-accounts/disbursements/

Disbursement for La Verne Students Borrowing a Federal Direct Loan for the First Time. As well as meeting the above criteria, a new borrower must complete a Federal Direct Loan Program Master Promissory Note (MPN) with the Direct Loan program at <https://studentloans.gov/>, and complete an entrance counseling session online at <https://studentloans.gov/>, before receiving student loan funds.

Each semester or term, Federal Direct Loan and Federal Direct 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, or is not making satisfactory academic progress, student loan funds will not be disbursed. 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, which is the office that disburses financial aid.

Repayment of Federal Loans. Repayment of the Federal Direct 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 Federal Direct Loan program. Repayment information is also available in the financial aid award packet and at the La Verne Office of Financial Aid. Repayment of the Federal Direct Parent PLUS Loan can begin 60 days after the last dis-

bursement if the parent chooses. However, parents are now eligible to defer their Direct Parent PLUS Loan payments until after their dependent graduates. The Federal Direct Loan program at <https://student-loans.gov>, can provide specific information regarding this new benefit.

Withdrawal from La Verne by Financial Aid Recipients. A student receiving Federal Pell Grants, Federal Perkins Loans, Federal Direct Loans, Federal Direct 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 page 30. Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Perkins Loan
- Federal Direct Parent PLUS Loan
- Federal Direct Grad PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV grant funds

Federal Student Aid Programs

The University of 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 federal 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 2012-2013 academic year, Federal Pell Grant awards will range from \$602 to \$5,550. 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 responsi-

ble for any balance resulting from the duplicate enrollment.

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 2012-2013 academic year, FSEOG Grant awards will range from \$500 to \$2,000. Students must be enrolled at least half-time to receive FSEOG Grants.

Federal Perkins Loans, are student loans awarded to students with exceptional financial need. During the 2012-2013 academic year, Federal Perkins Loan awards will range from \$375 to \$1,500. 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 Direct Loans are available to eligible students. There are two types of Direct Loans: Subsidized, for which the government pays the interest while students are in school, and during the grace period 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; however, the interest continues to accrue. Students may receive both types of loans at the same time, if eligible. . For loans originated between July 1, 2012 and June 30, 2013. The interest rate is 6.8%.

Federal Direct 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 Direct 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	\$2,000	\$7,000
Graduate-Law			\$20,500
Clinical Psychology			\$33,712

Federal Direct Parent 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. Federal Direct Parent PLUS Loan origination fees are 3.5%, and the interest rate on the funds borrowed will not exceed 7.9%. A parent borrower's credit record will be checked prior to the loan approval, and credit-worthy applicants will be required to complete a Federal Direct Parent PLUS Loan application and promissory note.

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

Federal Direct PLUS Loans for Graduate or Professional Students (Grad PLUS). Students enrolled in graduate (master's and doctoral programs) or professional programs (law school) are eligible to borrow under the Federal Direct 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 Direct Loan 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 Direct Loan Program before being considered for a Federal Direct 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 awarded to undergraduate students that is funded by the state of California, and 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 2012-2013 academic year is \$9,223. The tentative maximum award for new Cal Grant B recipients is \$1,472. The awards are contingent upon the 2012-2013 California State Budget approval.

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, be enrolled each term at least half-time in coursework required for a bachelor's degree or an initial teaching credential, and have received, or be approved to receive, a Federal Direct Student Loan, Perkins, 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 2011-2012 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 college or vocational training. To qualify, a student must be a current or former foster youth and not have reached 22 years of age as of July 1 of the award year. A student must attend school at least half time, and be enrolled in a program of study of at least one year in length. 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 undergraduate 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 undergraduate 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 firsttime college students based on high school grades in college preparatory coursework only and SAT/ACT 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. Information on scholarship requirements is available through the Office of Undergraduate Admission.

La Verne Performance Scholarships: Twelve Performance Scholarships will be awarded to incoming freshmen and transfer students with outstanding potential. Two each will be awarded in the six areas of fine arts:

- Art (Painting or Sculpture)
- Communications (Video Production)
- Music (Voice or Instrument)
- Photography
- Speech (Debate)
- Theatre (Performance or Design)

The performance scholarship covers the full cost of tuition after all grants. It does not cover student fees, course materials or room and board. Scholarships are renewable annually for up to four years of undergraduate study based on the student's academic progress and participation in the program. Although students are encouraged to major, they must at least minor in the area of study to be applicable for the scholarship.

To receive consideration for a La Verne Performance Scholarship, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time student. The deadline to apply for the Performance Scholarship is February 1st annually. Audition or some other work is required as determined by the academic department.

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: This is a student *loan*. 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 scholarships are offered to undergraduate students enrolled in the Honors Program during their freshman year. They are for \$1,500 and may be offered in addition to other La Verne institutional scholarships.

Private Alternative Loans Students enrolled less than half time, are eligible to apply for a loan through a private bank, credit union or other lending agency. The lender determines eligibility. The requirements include determination that the applicant does not have any adverse credit history and is credit-worthy. Each lender has different criteria, interest rates and repayment provisions. Students who obtain private alternative loans based upon less than half-time enrollment do not meet the requirements for a federal deferment.

The Office of Financial Aid requires the student to submit a FAFSA to determine eligibility for the lower-cost federal loans before certifying any private alternative loans. Where students qualify for the federal loans, they will not be permitted to decline those loans in favor of a larger alternative loan. If students meet requirements, they will be required to first accept the federal loans before receiving private alternative loans. The private alternative loan cannot exceed the cost of attendance less any financial aid awarded. A private alternative loan may be used to replace the expected family contribution (EFC).

Holds on Records. Students who receive Federal Perkins Loans and or University of La Verne Loans and fail to fulfill the requirements outlined in the promissory note will have a hold placed on their transcripts, diploma, grades, and future registrations until the student has satisfied the requirements.

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, online request for transcript, 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 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.

Placement Examination Requirements for Traditional Undergraduates. Placement examinations in writing and math are administered to determine a student's level of proficiency at the time of testing in order to establish the appropriate placement level. The test results are used for advising and placement into the appropriate courses prior to registration. No credit hours are granted for these exams. There is no charge for taking these exams.

Placement tests are administered by the Learning Enhancement Center in math, writing, and foreign languages. Examinations are administered on scheduled dates throughout the academic year. A La Verne ID is required in order to take a placement exam.

Writing Examinations. All new freshmen and transfer students are expected to take a writing placement exam unless they can document a passing score of 3, 4, or 5 on the Advanced Placement English Language or English Literature exam, or have transferred the appropriate college level writing course(s) from another institution that satisfy the Written Communication A and/or B General Education requirements. Students are expected to enroll in writing courses each semester until they satisfy both the Written Communication A and B requirements. Questions concerning writing placement should be directed to the Director of the Writing Program, Department of Modern Languages.

Mathematics Examinations. All new freshmen and transfer students are expected to take a mathematics placement exam unless they have earned a passing score of 3, 4, or 5 on the Advanced Placement Calculus AB or BC exam or transferred the appropriate college level math course that meets the Quantitative Reasoning requirement. Transfer students may be re-

quired to repeat, without additional credit, one or more semesters of instruction in mathematics if their skills are judged insufficient at the time of testing. Students are expected to enroll in math courses each semester until they satisfy the requirement. Individual departments may have different timelines for completing this requirement. Students should check with their advisors to develop a plan to complete the Quantitative Reasoning requirement. General questions concerning math placement should be directed to the Chair of the Mathematics, Physics, and Computer Sciences Department.

Foreign Language Examinations. Students are not required to take a foreign language examination, but they are strongly encouraged to take a placement exam prior to first enrollment. Selected majors require a foreign language as stated in the General Education Requirements section of this catalog. The second semester of a foreign language fulfills one course in the Humanities area of general education.

International Students. Upon arrival at the University of La Verne, international students are expected to take the mathematics placement exam and the Writing Placement Exam for Multilingual Writers. Questions concerning the Proficiency Test should be directed to the Modern Languages Department.

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 first 7 workdays of the semester. Registration for the Spring Semester begins in the fall and continues through the first 7 workdays of the semester.

Registration for 10- or 11-week terms begins approximately three weeks prior to the first day of the enrollment term. Registration continues through the first 7 workdays of the term 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 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 continues through the first 7 workdays of the term/semester. A late fee will be assessed beginning the 8th workday of the term/semester.

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 8th day of a 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 in-

formation and procedures are available at laverne.edu/registrar.

Policy on Credit Hours. A credit hour at the University of La Verne is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

1. One hour of classroom or direct faculty instruction (at La Verne this equates to a contact hour of 50 minutes) and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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 8th workday of a semester or term or thereafter.
2. Enrolling in a January Interterm course on the 4th workday of class or later.
3. Enrolling in a 4-week summer course on the 4th workday of class or later.
4. 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 work days (Monday through Sunday) of the term or semester, excluding university holidays. The drop pe-

riod 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 8th work day 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 work 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 or drop 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 process from the University or Leave of Absence procedures outlined in the appropriate section below.

Complete Drop and Withdrawal procedures can be found at 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 or with special approval of the College of Law Dean.

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 lav-erne.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 Campus Center, the Learning Enhancement Center (ext. 4342) serves the entire University through tutorial services, academic assistance, placement and proctored testing (including the Millers Analogies Test), and an up-to-date computer laboratory. Peer tutoring provides students with an opportunity to enhance their knowledge and skills in a variety of academic subjects, including Social and Behavioral Sciences; Biology and Chemistry; Business, Accounting, and Economics; Computer Science, English as a Second Language, Foreign Languages, Humanities (History, Philosophy, Music, Literature), Mathematics and Statistics; and Writing and Speech Communications. Online tutoring in writing is available for CAPA, La Verne Online, and RCA students. Subject availability may change slightly from year to year, and every effort is made to provide tutoring in requested areas based on student need. The LEC provides workshops regularly to assist students with developing skills for college success, such as study strategies, test preparation, critical reading, and research. Placement testing for English, Foreign Languages, and Mathematics is administered at specific dates and times throughout the year. Subject to availability, La Verne students may have examinations proctored through the Learning Enhancement Center.

Graduate Success Center. Located in the Campus Center, the GSC provides support programs for graduate students in the areas of advanced writing and statistical consultation, career services consultation, comprehensive orientations, academic success workshops, a virtual learning community, and mentoring.

As part of the Department of Education Title V Grant, the GSC services ensure a cohesive effort to provide seamless support across Colleges and Graduate Academic Services.

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 18 semester hours at La Verne and/or other institutions in the Fall and/or Spring Semester, 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. Overloads are not permitted for the January Interterm.

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 17-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 or loan deferments.

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 for degree completion of the baccalaureate degree. 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 also meet financial aid 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 seri-

ous 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 both 5-week and 10-week terms. For all other students academic standing is calculated after fall, spring, and summer semesters. Academic standing is reported at the end of the terms as listed above. Grades submitted at a later date will not result in an updated academic standing. Academic standing is an end-of-term process and will not be updated with subsequent grade submission.

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 or greater. 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 a Dean reinstates a student, 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 chair or program director'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 stu-

dent'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 must 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 Life-long 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.
 B3.0 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.

- F0 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. Last date of attendance is required.

- 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.

- A4.0 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.

- B3.0 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.

- C2.0 quality points per semester hour.

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

- F0 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. Last date of attendance is required.

- CRDExcluded from GPA (see below).

Equivalent to B (3.0) work or better.

- NCRExcluded 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 (a) it is impossible for the student to complete the course because of illness or other justifiable cause and (b) he or she has successfully completed all work up to the last day to withdraw in the semester or term. 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 satisfac-

tory 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 reevaluation 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 reevaluation 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 gradua-

tion. 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. All students must submit an application for graduation along with the published fee. 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, Fall terms, Accelerated Fall, 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.



Students and faculty discuss religion and unity at the Interfaith Student Roundtable for Hope and Peace. Photo: Scott Mirimanian

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 Disabled Student Services on the La Verne campus (ext. 4441).

Teach-out Policy. Occasionally, the University of La Verne discontinues a degree program at a particular location or for a specific delivery modality. In such cases a formal announcement is made to all enrolled students affected by the decision describing a teach-out plan with a timeline of course offerings that allows

a reasonable time to completion. The University is obliged to offer all of the courses and support necessary to complete the program for each student who started the program and maintained continuous enrollment in good standing. In addition, all students who have registered in a course in the program during the preceding 24 months and who have successfully completed at least 50% of the semester hours required in the program will be offered all necessary courses to complete the degree at or near the location where they have been attending. Students who have not registered in a course within the preceding 24 months or who have not been continuously registered and completed less than 50% of the program will be advised of alternative options to the discontinued degree program. When teach-outs involve programs governed by a contractual agreement, all such agreements will be honored. The schedule for discontinuance and teach-out plan will be developed by the program chair (in consultation with the RCA dean and director, as appropriate) and approved by the college dean and the Provost. The Provost will monitor implementation.

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. The University's Policies and Procedures for the Protection of Human Subjects in research have been developed to comply with federal requirements and are specified in the University's Federal Assurance filed with the Office for Human Research Protections (OHRP) of the U.S. Department of Health and Human Services (HHS). The University's Institutional Review Board (IRB) has the responsibility to determine risk with regard to human subject research and to approve or not approve such research conducted at the University or under the sponsorship of the University. This approval must be obtained prior to the initiation of the research. Further information is available on the web site for the Institutional Review Board.

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 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 conduct in the class; disrespect toward an instructor, faculty member, administrator, or staff member; academic dishonesty; judicial misconduct; or sanctions. 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). The course grade will be given immediately to the University Registrar to record on the student's academic transcript. Students may not drop or withdraw from the course after they have been sanctioned for academic dishonesty.

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

*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.

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, off campus under special circumstances, and at sponsored campus programs and events. These include, but are not limited to, policies on Computer Abuse, Conduct, Hazing, Racial Harassment, Physical/Verbal Abuse and Harassment, Sexual Harassment, Sexual Misconduct, Sexual 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. The University of La Verne is committed to maintaining a learning, working, and living environment that is free from sexual and other unlawful 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 and complaints concerning discrimination and harassment can be obtained from any department head, Dean of Student Affairs Office, Title IX Coordinator, Human Resources or online at laverne.edu/hr/ or laverne.edu/students/student-affairs/.

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 student has particular rights that include, but are not limited to, a written charge of

the policy(s) violated available to the student prior to a review; a review before an official with the power to expel or suspend; confidentiality of the proceedings (except when concerning sexual assault policies where the victim's rights supersede), 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, Dean of Student Affairs, Associate Vice President for Human Resources, the Title IX Coordinator, or the Dean of Regional Campus Administration, as appropriate.

Right to Judicial Review. A "Fundamental Fairness" process also means that a student who is charged with a 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 a 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 misconduct, sexual assault, sexual harassment 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 La Verne campus students includes:

1. An Administrative Review with a judicial officer such as the Associate Dean of Student Affairs, the Director of Student Housing and Residential Education, 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.
3. For policy violations involving discrimination, sexual harassment, racial harassment, sexual misconduct, sexual assault, and gender based discrimination will be processed through a civil rights investigation protocol.

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 three-five working days after the hearing.

Information regarding social behavior standards and judicial procedures for traditional-age La Verne campus students is available from La Verne's Judicial Officer, Ruby Montañó-Cordova (ext. 4858 or rmontano-cordova@laverne.edu), and in "The Disciplinary Process for Student Social Misconduct" Guidelines (available online at laverne.edu/students/student-affairs/disciplinary-process/ and in the Dean of Student Affairs Office and in the Title IX Coordinator's 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. An RCA student may appeal for re-instatement to the Dean of RCA. 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.

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. Students can

obtain this form from the Office of the Registrar. Graduate students may obtain this form from Graduate Academic Services or the Regional Campus Office. Appeals Committee decisions may be challenged with an appeal 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 Student Housing and Residential Education, 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 refer to the Information and Accommodations Packet which can be accessed through the university website under Disabled Student Services.

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. Effective Fall 2011, all undergraduate students of the University of La Verne must register and complete their major/concentration senior seminar or culminating activity through the University of La Verne.

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 40 semester hours at La Verne for the residency requirement.*
3. All traditional age, undergraduate students on the main campus must take 16 of their last 32 units prior to graduation at La Verne.*
4. 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.

*The University of La Verne will limit academic residency to twenty-five percent or less of the degree requirements for all degrees for active-duty service members and their adult family members (spouse and college-age children) who enroll and petition for graduation at the University of La Verne under the SOC agreements. There is no "final year" or "final semester" residency requirements for active-duty service members and their family members (spouse and college age children) under this agreement. Academic residency can be completed at any time while active-duty service members and their family members (spouse and college-age children) are enrolled at the University of La Verne. Reservists and National Guardsmen who enroll at the University of La Verne under the SOC agreements and who are on active-duty are also covered in the same manner.

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 core areas:

Values Orientation (UVVO)

1. Describe and analyze diverse value systems and the historical, social, and psychological backgrounds from which they emerge.
2. Situate and critique one's own values within a conscious value system and social context.

Community and Diversity (UVCD)

1. Identify and analyze the significance human beings attach to their differences.
2. Describe and analyze the effects of prejudice, exclusion, subordination, and ideologies of racial superiority on affected groups and individuals.
3. Demonstrate an understanding that diversity is a key factor for the flourishing of communities (social, environmental, and/or economic) and that a lack of diversity can compromise future generations.

Lifelong Learning (UVLL)

1. Demonstrate proficiency in skills that sustain lifelong learning, particularly the abilities to think both critically and responsibly and to access, evaluate, and integrate information.
2. Demonstrate the ability to determine and use the appropriate technology to support information search and discovery methods.

Community Service (UVCS)

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
3. Describe and analyze the social issues relevant to community organization.

*Courses must include 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.

Interdisciplinary Thinking Learning Outcomes (INTD). 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.

Definition of Interdisciplinary Courses: Courses approved for the interdisciplinary designation must be an upper division course that incorporates two or three distinct disciplines. For the purpose of this

designation, each of the Breadth Areas in the G.E. program constitute a distinct discipline: 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 (CSWA)

1. Communicate effectively and with purpose in multiple creative and academic writing genres by applying Standard American English.
2. Understand and apply the stages of the writing process to academic communications: composition, organization, revision, and editing of Standard American English mechanics.

Written Communication B: Research and Reading Comprehension (CSWB)

1. Critically analyze modes of writing and writing components in popular and academic texts.
2. Understand and apply a variety of documentation styles to cite research in written compositions for specific purposes and designated audiences.

Oral Communication (CSOC)

1. Analyze how communication theory, including the study of nonverbal behavior, helps guide the organization, interpretation, and presentation of messages and their effects.
2. Understand and practice public speeches in various formats and contexts, including self-written and self-portrayed speeches.

Quantitative Reasoning (CSQR)

1. Represent mathematical information symbolically, visually, numerically, and verbally, and interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
2. Apply arithmetical, algebraic, geometric and statistical methods with appropriate technological tools to solve problems.
3. 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.

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 (ASBH, ASEC, ASPS, ASIA)

1. Understand and describe the use of elementary methods of social science inquiry.
2. Articulate the impact of societal institutions on the experiences and needs of individuals, groups, and/or organizations.

Humanities (AHFA, AHFL, AHHT, AHLT, AHMM, AHPR, AHIA)

1. Analyze, interpret, evaluate, and appreciate human intellectual and imaginative creations and the context of their production.
2. Recognize how various works of cultural production illuminate enduring human concerns and changes in the human condition.

The Natural World (ANSL, ANSP, ALAB)

1. Demonstrate an understanding of the basic principles, concepts, discovery process, power, and limitations of the life and/or physical sciences.
2. Apply the principles, concepts, and methods of the life and/or physical sciences to everyday life.
3. Demonstrate an understanding of the roles of science and technology in society and their impact on the sustainability of the planet.

Creative and Artistic Expression (ACAE)

1. Produce works of art through written, visual, digital, and/or performance expression that communicate to diverse audiences through demonstrated understanding and fluency of expressive forms.

Lifelong Fitness (AFFL)

1. Demonstrate the ability to physically meet the demands of everyday life.
2. Demonstrate an understanding of the benefits of physical activity and its effect on intellectual, emotional, and physical well-being.

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
 - i. Life Science (ANSL) 1 course
 - ii. Physical Science (ANSP) 1 course
 - iii. 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, Creative Writing, Criminology, French, German, History, International Business and Language, International Studies, Journalism, 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 profi-

ciency 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 are strongly encouraged to declare a major at point of entry, but must declare a major prior to enrollment in their junior year.

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



Professors Ruth Trotter and Michael Frantz discuss works at art opening.

Photo: Denise Leung

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 only at one off-campus location. 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) or 596 (Graduate Seminar); or for EDMT 574A, 574B, or 574C; EDUC 583A, 583B, 597, or 598; RDG 598; or SPED 596; 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.

Bachelor's Degree Majors:

Bachelor's Degree Majors:

• Accounting — B.S., B.A.	104, 106
• Anthropology — B.S.	98
• Art — B.A.	66
• Art History — B.A.	66
• Athletic Training — B.S.	86
• Behavioral Sciences — B.S.	69
• Biology — B.A./B.S.	67
• Broadcasting — B.A.	70
• Business Administration — B.S., B.A.	104, 106
• Business Management — B.S.	106
• Chemistry — B.A./B.S.	69
• Child Development — B.S.	123
• Communications — B.A.	70
• Community Health — B.S.	88
• Comparative Literature — B.A.	72
• Computer Science/Engineering — B.S.	80
• Creative Writing — B.A.	84
• Criminology — B.S.	99
• E-Commerce — B.S.	81, 105
• Economics — B.S.	105
• English — B.A.	72
• French — B.A.	82
• Health Administration — B.S.	112
• History — B.A.	73
• International Business & Language — B.S.	75, 105
• International Studies — B.A.	77
• Journalism — B.A.	71
• Legal Studies — B.S.	77

• Liberal Arts — B.A.	76
• Liberal Studies — B.A.	127
• Mathematics — B.A./B.S.	78
• Movement & Sports Science — B.S.	85
• Music — B.A.	87
• Natural History — B.A.	68
• Organizational Management — B.S.	118
• Philosophy — B.A.	97
• Photography — B.A.	89
• Physics — B.A./B.S.	79
• Political Science — B.A.	74
• Psychology — B.S.	91
• Public Administration — B.S.	120
• Religion — B.A.	96
• Religion and Philosophy — B.A.	97
• Social Science — B.A.	76
• Sociology — B.S.	100
• Spanish — B.A.	82
• Speech Communication — B.A.	101
• Theatre — B.A.	102

Bachelor's Degree Minors:

• American Law Minor	78
• Anthropology Minor	99
• Art Minor	66
• Art History Minor	67
• Behavioral Sciences Minor	99
• Biology Minor	68
• Business Administration Minor	107
• Business Management Minor	107
• Child Development Minor	124
• Creative Writing Minor	84
• Criminology Minor	100
• Economics Minor	107
• English Minor	72
• Ethnic Studies Minor	99
• French Minor	82
• Gender Studies Minor	75
• History Minor	73
• Information Science Minor	81
• International Studies Minor	81
• Internet Programming Minor	81
• Japanese Minor	82
• Latin American Studies Minor	76
• Liberal Studies Minor	127
• Marketing Minor	107
• Movement & Sports Science Minor	87
• Music Minor	88
• Peace Studies Minor	76
• Philosophy Minor	98
• Photography Minor	89
• Physics Minor	79
• Political Science Minor	74

• Psychology Minor	891
• Religion Minor	98
• Sociology Minor	100
• Software Minor	81
• Spanish Minor	83
• Speech Communication Minor	101
• Theatre Arts Minor	102

Undergraduate Programs:

• ESL Program	84
• Honors Program	74
• Prehealth Science Programs	89
• Prelaw Program	90
• Writing Program	83

Undergraduate Certificates:

• Analytical Instrumentation Certificate	69
• Environmental Chemistry Certificate	69
• Paralegal Studies, Certificate in	78
• Solar Photochemistry & Technology Certificate	69
• Writing Certificate	81

Associate Degree Major:

• General Studies — A.A.	75
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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.

Master's Degree Programs:

• Business Administration, Master of (M.B.A.)	108, 109, 111
• Child Development, M.S.	128
• Child Life, M.S.	128
• Education (Special Emphasis), M.Ed.	124
• Education: Advanced Teaching Skills, M.Ed.	124
• Educational Counseling, M.S.	130
• Educational Leadership, M.Ed.	131
• Gerontology, M.S.	115, 116, 117
• Health Administration, Master of (M.H.A.)	112
• Leadership and Management, M.S.	118
• Marriage & Family Therapy, M.S. (MFT)	91
• Public Administration, Master of (M.P.A.)	120
• Reading, M.Ed.	132
• School Psychology, M.S.	133
• Special Education Studies, M.S.	135

Doctoral and First Professional Degree

Programs:

• Juris Doctor (J.D.)	see College of Law catalog
• Education, Doctor of (Ed.D.)	136
• Psychology, Doctor of (Psy.D.)	93
• Public Administration, Doctor of (D.P.A.)	122

Credential Programs:

• Mild/Moderate Education Specialist Preliminary	135
• Multiple Subject (Elementary)	125
• Preliminary Administrative Services	131
• Professional Administrative Services	132
• Pupil Personnel Services	130, 133
• Reading and Language Arts Specialist	133
• Single Subject (Secondary)	125

Certificate Programs:

• Child Life Specialist Certificate	129
• Geriatric Care Management, Certificate in	117
• Gerontology, Certificate in	117
• Health Information Systems, Certificate in	113
• Health Services Financial Management, Certificate in	114
• Health Services Human Resources Management, Certificate in	114
• Health Services Marketing & Business Development, Certificate in	114
• Health Services Management, Certificate in	114
• Managed Care, Certificate in	114
• Organizational Leadership, Certificate in	119
• Reading Certificate	133
• Spanish Bilingual Bicultural Counseling Certificate	131
• Teaching with Technology Certificate	125

COLLEGE of ARTS and SCIENCES

Dean: Jonathan Reed

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: Jerome Garcia

Regular Faculty: Christine Broussard, Jeffery Burkhart, Heidi Contreras, Stacey Darling-Novak, Jerome Garcia, Jay Jones, Todd Lorenz, 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.

Prerequisite: Junior Candidacy Examination

Core Requirements: 16-18 semester hours

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 499A, 499B	Senior Project/Seminar	(2-4)

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

Total requirements: 78-81 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 <i>or</i>	
BIOL 316	Molecular Biology	(4-5)
BIOL 344	Human Physiology	(4)

Supportive Courses: 42 semester hours

BIOL 204	Plant Biology	(4)
BIOL 205	Animal Biology	(4)
CHEM 201, 202	General Chemistry I, II	(5,5)
CHEM 311, 312	Organic Chemistry I, II	(5,5)
MATH 201	Calculus I	(4)
PHYS 201, 202	General Physics I, II	(5,5)

Cellular and Molecular Biology Concentration (B.S.)

Total requirements: 79-81 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: 42 semester hours

BIOL 204	Plant Biology	(4)
BIOL 205	Animal Biology	(4)
CHEM 201, 202	General Chemistry I, II	(5,5)
CHEM 311, 312	Organic Chemistry I, II	(5,5)
MATH 201	Calculus I	(4)
PHYS 201, 202	General Physics I, II	(5,5)

General Biology Concentration (B.A.)

Total requirements: 75-84 semester hours

Program Chairpersons: Jay Jones, Stacey Darling-Novak

Additional Biology Requirements: 22-29 semester hours

BIOL 310	Cell Biology	(4)
BIOL 314	Biochemistry <i>or</i>	
BIOL 316	Molecular Biology	(4-5)
4 upper-division BIOL courses		(12-16)

BIOL field course (2-4)

Supportive Courses: 37 semester hours

BIOL 204 Plant Biology (4)
BIOL 205 Animal Biology (4)
CHEM 201, 202 General Chemistry I, II (5,5)
CHEM 311 Organic Chemistry I (5)
MATH 201 Calculus I (4)
PHYS 201, 202 General Physics I, II (5,5)

Environmental Biology Concentration (B.A.)

Total requirements: 69-73 semester hours

Program Chairpersons: Robert Neher , Kathleen Weaver

Additional Biology Requirements: 18-20 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)
Additional approved courses (4)

Supportive Courses: 35 semester hours

BIOL 204 Plant Biology (4)
BIOL 205 Animal Biology (4)
CHEM 201, 202 General Chemistry I, II (5,5)
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: 80-85 semester hours

Program Chairpersons: Kathleen Weaver, Stacey Darling-Novak

Additional Biology Requirements: 18-21 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: 46 semester hours

BIOL 204 Plant Biology (4)
BIOL 205 Animal Biology (4)
CHEM 201, 202 General Chemistry I, II (5,5)
INTD 308 Ethics, Religion, & Environment *or*
INTD 309 Sunshine & Water: An Environmental History of California (4)
MATH 105 Precalculus (4)
NASC 201 General Geology (4)
NASC 350 Field Experience (2)
PHYS 201, 202 General Physics I, II (5,5)
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: Jay Jones, Ricardo Morales, Mark Nelson, Iraj Parchamazad, Andrew Rice

Adjunct Faculty: Ernie Baughman, 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, Valerie Cummings, George Keeler, Maia Kinsinger, Michael Laponis, Don Pollock, Elizabeth Zwerling

Adjunct Faculty: Jake Huberman, 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 368	Integrated Marketing Communication	(4)
MGMT 354	Oral Communication in Organization	(4)

Photojournalism Concentration:	
Program Chairperson: Gary Colby	
PHOT 327	Staff Photography (2)
PHOT 350	Color Photography (4)
PHOT 356	Digital Portfolio (4)
PHOT 450	Special Projects in Photography (4)
PHOT 497	Internship (1-4)
<i>Supportive Electives:</i>	
PHOT 327	Staff Photography (2)

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)
<i>PHOT 210 and PHOT 310, or PHOT 230:</i>		
PHOT 210	Elementary Photography	(4)
PHOT 310	Photoshop	(4)
PHOT 230	Documentary Photography	(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)
PHOT 327	Staff Photography (2)

ENGLISH DEPARTMENT

Chairperson: David Werner

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

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 multicultural 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 58 units. Single Subject Certification (for high school teaching) has somewhat different requirements and electives. See the Department Chairperson for details.

Core Requirements:

ENG 270	The Foundations of Linguistics	(4)
ENG 275	Advanced Writing for the English Major	(4)
ENG 350A	English Literature I: Beginning to 1790	(4)
ENG 350B	English Literature II: 1790-1914	(4)
ENG 353	American Literature I: Developing a Voice	(4)
ENG 354	American Literature II: Emerging Voices	(4)
ENG 383	Myth in Literature	(4)
ENG 434A	The American Novel 1700-1900, or	

ENG 434B	The American Novel 1900-2000	(4)
ENG 460	Shakespeare	(4)
ENG 499	Senior Examination	(2)

Additional Core for Single Subject Certification:

ENG 320	Language Arts for the High School Teacher	(4)
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Electives: A minimum of 20 semester hours of upper-division ENG courses. Courses from other departments, such as WRT or JOUR, may serve as electives upon approval of the Department of English.

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, Julio Minoves-Triquell

Adjunct Faculty: Phillip Castruita,¹ Thomas Caughron, Gregory Cumming, Blake Harrison, Ray Johnson,¹ Tom Long,¹ Angelo Montante,¹ Stephen Slakey, Harold Sweet

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 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 452	Comparative Government & Politics	(4)
PLSC 371	Classical Political Philosophies, or	
PLSC 373	Modern Political Theory	(4)

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

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. The Honors Center, available to Honors Program students, offers a study lounge, computer laboratory, and a seminar room.

Eligibility Requirements: For entering first-year students, a high school GPA of 3.5 or above and a combined SAT Mathematics and Critical Reading score of 1150 are required. For currently enrolled and transfer students, a 3.3 GPA or above and the recommendation of two instructors are required. Interested students who do not meet these criteria may also apply. All applications will be considered on an individual basis, and final acceptance will be determined by the Honors Committee.

Core Requirements:

HONR 101	Global Ideas I: The Bhagavad-Gita to Shakespeare	(4)
HONR 102	Global Ideas II: Darwin in Context, or	
HONR 102P	Global Ideas II: From Galileo to the Multiverse	(4)
HONR 103:	Global Ideas III: Identity and Difference: The Post-colonial/Post-modern Condition	(4)
HONR 370	Honors Colloquium (3 semesters minimum)	(3)
HONR 499	Interdisciplinary Senior Seminar	(1-4)
<i>Three of the following (12 units):</i>		
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)

HONORS PROGRAM

Program Chairperson: Jon Leaver

The Honors Program offers a challenging intellectual experience that complements any major at the University. Open to students with proven academic success in high school, the rigorous curriculum is taught by passionate and knowledgeable professors, and allows an opportunity concurrently to complete most general education requirements.

All Honors classes reinforce the essential skills acquired during college education: to write effectively, communicate clearly, and think critically. The program also provides opportunities for creative expression through innovative pedagogical contexts in small classes, study-travel experiences, research opportunities, and career preparation.

INTERDISCIPLINARY PROGRAMS

Gender Studies Minor

Program Chairperson: Cathy Irwin

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 Requirements:

- 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 their 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)

General Studies — A.A.

(Available only at one off-campus location.)

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: 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 320 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: Gerard Lavatori

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:

LA 200	Foundations of Interdisciplinary Studies	(4)
LA 390	Research Seminar	(1)
LA 499	Senior Seminar/Project	(2-4)

Electives:

A minimum of 22 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

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

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 HIST/PLSC	(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

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 46 semester hours.

Core Requirements:

LS 301	American Legal Studies	(4)
LS 304	Legal Research and Writing	(4)
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 490	Paralegal Internship & Ethics	(4)
LS 499	Senior Project	(4)

Electives: 10-12 semester hours from 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 355	Advanced On-line Research	(2)
LS 357	E Discovery	(2)
LS 358	Trial Technology	(2)
LS 370	Criminal Law and Procedures	(4)
LS 410	Law in Film and Literature	(4)
LS 498	Paralegal Internship	(2)

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

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)

Mathematics — B.A./B.S.

Regular Faculty: Yousef Daneshbod, Michael Frantz, Frank Ives, Xiaoyan Liu, Rick Simon, Gail Tang

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 (0)

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)

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)

Computer Science and Computer Engineering — B.S.

Interim Program Chair: Michael Frantz

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)
CMPS 499 Senior Project	(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)

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)

Internet Programming Concentration:

CMPS 318 Publishing on the Web I	(4)
CMPS 319 Publishing on the Web II	(4)
CMPS 320 Internet Applications	(4)
CMPS 378 C# Programming Using .NET	(4)
CMPS 480 Distributed Internet Computing	(4)

Software Concentration:

CMPN 220 Digital Logic Systems	(4)
CMPS 371 Assembly Language	(4)
CMPS 455 Compiler Design	(4)

CMPS 460 Operating Systems	(4)
CMPS 490 Database Management Systems	(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: Mechanics, and Physics II: Electricity and Magnetism	(5,5)

Additional for Information Science Concentration:

ACCT 201 Fundamentals of Accounting I, or 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: Mechanics, and Physics II: Electricity and Magnetism	(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 320 Internet Applications	(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.

Interim Program Chair: Michael Frantz

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 320 Internet Applications	(4)
CMPS 369 Local Area Networks	(4)
CMPS 379 JAVA	(4)
CMPS 480 Distributed Internet Computing	(4)

MODERN LANGUAGES DEPARTMENT

Chairperson: Ann Hills

Regular Faculty: Clarie Angelici, Sean Bernard, Gabriela Capraroïu, Gabe Gomez, Jose Gonzales-Perez, Ann Hills, Judy Holiday, Catherine Irwin, Gerard Lavatori, Jolivette Mecnas

Adjunct Faculty: Diane Ayers,¹ William Csellak,¹ Dennis Dirks, Gloria Montebruno, Ghada Mouawad, Patricia Wangler

¹Regional Campus faculty

La Verne's world language programs—with majors in French and Spanish, a minor in Japanese, and courses in German—aim to familiarize students with the cultural richness and diversity of the world through the intensive study of the linguistic, literary, and cultural expressions of other global communities. Since cultural values are best understood experientially, study abroad is a central component of the Spanish and French majors.

Students who complete La Verne's foreign language major should demonstrate the linguistic competence and cultural sensitivity necessary to function effectively as informed world citizens in a growing number of professional fields, including international affairs, business, teaching, and communications. The La Verne foreign language major also prepares students for graduate studies.

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)
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)

Japanese Minor

Core Requirements: Students must take *one* of the following:

JAPN 320	Advanced Japanese Grammar and Conversation I	(4) or
JAPN 321	Advanced Japanese Grammar and Conversation II	(4)

An additional *four upper-division courses, or an additional five courses, three of which must be upper division*, from among the following:

ANTH 340	Language and Culture	(4), or
ENG 270	The Foundation of Linguistics	(4)
JAPN 210	Intermediate Japanese I	(4)
JAPN 211	Intermediate Japanese II	(4)
JAPN 330	Second Language Teaching	(4)
LIT 375	Modern Asian Literature in Translation	(4)
JAPN 399	Independent Study	(1-4)
REL 305	World Religions: East	(4)
HIST/PLSC 464	Modern China and Japan	(4)

Students must receive a C- or better for a course to be applied to the minor. No more than 8 semesters hours of approved coursework may be applied toward the minor. Study abroad through a La Verne-approved program can also count toward the minor. lower division units.

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)

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 Mecenas

Regular Faculty: Clarie Angelici, Sean Bernard, Gabe Gomez, Catherine Irwin, Jolivette Mecenas

Adjunct Faculty: Dennis Dirks, Patricia Wangler

La Verne'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, La Verne'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 – B.A.

Program Chairpersons: Sean Bernard

Core Requirements:

WRT 201: Introduction to Creative Writing	(4)
WRT 305: Literary Magazine Staff	(2,2)
WRT 499: Senior Project	(4)
<i>16 semester hours from the following:</i>	
WRT 303: Poetry Writing	(4)
WRT 304: Fiction Writing	(4)
WRT 305: Literary Magazine Staff	(2,2)
WRT 307: Special Topics in Writing & Literature	(4)
WRT 324: Literary Non-Fiction Writing	(4)

Electives: 16 semester hours of courses chosen from a list provided by the program chairpersons.

Creative Writing Minor

Core Requirements:

WRT 201 Introduction to Creative Writing	(4)
WRT 305 Literary Magazine Staff	(2,2)
WRT 499 Senior Project	(4)
At least three of the following for a minimum total of 24 semester hours in the minor:	
WRT 303 Poetry	(4)
WRT 304 Fiction	(4)
WRT 307 Special Topics Writing & Literature	(4)
WRT 324 Creative Non-Fiction	(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: Brian Clocksin

Regular Faculty: Paul Alvarez, Brian Clocksin, Sarah Dunn, 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 (61-64 semester hours) prepares students to teach Physical Education in the State of California public school system. The Athletic Training Major (58-61 semester hours) prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the Board of Certification (BOC) examination. Students interested in becoming physical therapists often select either the MSS General Studies major (50-53 semester hours) or the Athletic Training major to fulfill many of the prerequisites for entrance into physical therapy graduate programs. The department chairperson or MSS academic advisor 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: Brian Clocksin

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 Physical Education and Athletics	(4)
MSS 250	Introduction to Adapted Physical Education	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 330	Physical Education Activities for Elementary School Children	(4)
MSS 333	Curriculum and Organization in Physical Education	(4)

MSS 345	Research Methods and Design	(4)
MSS 370	Methods and Practice of Teaching Dual Sports and Aquatics	(4)
MSS 371	Methods and Practice of Teaching Individual Sports, Combatives, and Outdoor Education	(4)
MSS 372	Methods and Practice of Teaching Team Sports and Non-Traditional Games	(4)
MSS 373	Methods and Practice of Teaching Gymnastics and Dance	(4)
MSS 380	Motor Development	(4)
MSS 381	Motor Learning	(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)

II. General Studies

Program Chairperson: Brian Clocksin

Prerequisite for MSS 455 and 456:

BIOL 343 Human Anatomy (4)

Area 1 — Core Requirements: 31-34 semester hours

MSS 151	Health and Physical Fitness Strategies	(4)
MSS 230	Field Work and Foundations of Physical Education and Athletics or,	
MSS 233	Introduction to Movement and Sports Science, or	
MSS 235	Fieldwork and Foundations of Athletic Training	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 345	Research Methods and Design	(4)
MSS 380	Motor Development	(4)
MSS 381	Motor Learning	(4)
MSS 455	Kinesiology	(4)
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 (must be three different courses):

MSS 002-049 Instructional Activity courses (1,1,1)

Electives: A minimum of 8 semester hours in MSS and a minimum of 8 semester hours in related

courses for a minimum total of 50 semester hours in the major.

Athletic Training — B.S.

Director: Paul Alvarez

The Athletic Training Education Program (ATEP), 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.

The La Verne ATEP is a five-semester program that begins in the spring of each year. 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.

The ATEP is a rigorous and intense program. The Technical Standards establish the essential qualities considered necessary for students admitted to the 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 the 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 the ATEP.

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 admission to the ATEP are available in the Fall of each year. Final confirmation of acceptance into the program will be made after final Fall grades are posted. 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 32 semester hours with a minimum overall GPA of 2.5.
2. College Transcripts showing completion of MSS 151, 235, and 237, and BIOL 343 with a combined minimum GPA of 3.0.
3. 50 athletic training observation hours and a performance evaluation by a supervising Certified Athletic Trainer.
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 La Verne's "ATEP Policies and Procedures Manual").
5. Verification of current immunizations, including Hepatitis B, MMR, tetanus, polio, and a negative TB test.
6. Three letters of recommendation, at least one of which by a Certified Athletic Trainer.
7. Current First Aid/CPR certification.
8. A completed ATEP Application Form.
9. Application cover letter containing statement of professional interest, previous athletic training experiences, and career goals.
10. Professional resumé
11. An interview with ATEP faculty and staff.

Prerequisite for MSS 455 and 456:

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

Athletic Training Core Requirements:

MSS 235	Fieldwork and Foundations of 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 - Introduction	(1)
MSS 326	Evaluation & Assessment of Athletic Injuries — Upper Extremities	(4)
MSS 327	Athletic Training Practicum II — Lower Extremity	(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 — Upper Extremity	(1)

MSS 412	Therapeutic Modalities	(4)
MSS 413	Athletic Training Practicum IV - Rehabilitation	(1)
MSS 415	Management and Administration in Athletic Training	(4)
MSS 418	Special Topics in Athletic Training	(2)
MSS 454	Athletic Training Practicum V - Team Management	(1)

Sports Sciences Core Requirements:

MSS 151	Health and Physical Fitness Strategies	(4)
MSS 323	Scientific Principles of Movement	(2)
MSS 345	Research Methods and Design	(4)
MSS 455	Kinesiology	(4)
MSS 456	Physiology of Exercise	(4)
MSS 499	Senior Seminar	(1-4)

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

The 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)
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Core Requirements:

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

Electives: A minimum of 8 upper-division semester hours from MSS courses selected in consultation with the MSS department chair.

Additional Minor options can be developed with the Department Chair.

MUSIC DEPARTMENT

Chairperson: Reed Gratz

Regular Faculty: James Calhoun, Reed Gratz, Kathleen Lamkin, Grace Xia Zhao

Artist in Residence: Grace Xia Zhao

Adjunct Faculty: Pebber Brown, Roberto Catalano, Moh Wei Chen-Hribar, Danielle Cummins, Robert Dominguez, Anita Hanawalt,¹ Michael Ryan, Carol Stephenson

¹Regional 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 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.		

Electives: A minimum of 8 semester hours from the following:

ANTH 320	Cultural Anthropology	(4)
BIOL 310	Cell Biology	(4)
BIOL 314	Biochemistry	(5)
BIOL 316	Molecular Biology	(4)
BIOL 344	Human Physiology	(4)
CHEM 311	Organic Chemistry I	(5)
CHEM 312	Organic Chemistry II	(5)
MGMT 458	Stress Management	(4)
PSY 303	Learning and Behavior Change	(4)
PSY 308	Social Psychology	(4)
PSY 327	Health Psychology	(4)
PSY 375	Community Psychology	(4)
PSY 405	Brain and Behavior	(4)
PSY 408	Adolescent Psychology	(4)
PSY 422	Substance Abuse	(4)
SOC 324	Social Problems	(4)
SOC 370	Social Change	(4)
SPCM 240	Persuasion and Social Influence	(4)

Supportive Requirements:

BIOL 302	Microbiology	(4)
BIOL 343	Human Anatomy	(4)
CHEM 201	General Chemistry I, or	
CHEM 202	General Chemistry II	(5)
MATH 201	Calculus I, or	
MATH 202	Calculus II	(4)
PSY 101	Principles of Psychology	(4)
MSS 151	Health and Physical Fitness Strategies	(4)

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.

Community Health – B.S.

Chairperson: Robert Neher

Associate Chairpersons: Jerome Garcia and Kent Badger

Core Requirements:

CH 380	Internship in Community Health	(4)
CH 400	Theoretical Foundations in Health Promotion & Education	(4)
CH 401	Biostatistics for Community Health	(4)
CH 402	Epidemiology	(4)
CH 403	Health Services in the US and Abroad	(4)
CH 404	Research Methods in Community Health	(4)
CH 405	Advocating for Social Change	(4)
CH 406	Foundations of Program Design and Evaluation	(4)
HSM 401	Organizational Management Theory in Health Services Organizations	(4)
HSM 496	Senior Project: Culminating Program Summary	(4)

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

Using the photographic craft in the expression of human experience and observation, students learn to make, employ and critique photographs. Examining the social consequences of photography, students learn to address the effects of and recognize opportunities afforded by disruptive technologies in culture. Students may choose 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 or	(4)
PHOT 305	Magic Box Revolutions	(4)
PHOT 210	Elementary Photography	(4)
PHOT 230	Documentary Photography	(4)
PHOT 310	Photoshop	(4)
PHOT 350	Color Photography	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 499	Senior Project	(4)

Electives. A minimum of 12 semester hours from at least 3 different courses (PHOT 321 and PHOT 322 together count as one course:

PHOT 299	Independent Study	(1-4)
PHOT 300	Composition in Photoshop	(4)
PHOT 315	Alternative Photographic Processes	(4)
PHOT 321	Portrait Photography <i>and</i>	
PHOT 322	Digital Retouching	(2,2)
PHOT 327	Staff Photography	(2)
PHOT 351	Landscape Photography	(4)
PHOT 360	Studio Lighting	(4)
PHOT 399	Independent Study	(1-4)
PHOT 450	Special Projects in Photography	(4)
PHOT 497	Internship	(1-4)

Photography Minor

26 semester hours are required with at least 16 upper division.

Core Requirements:

PHOT 230	Documentary Photography	(4)
PHOT 310	Photoshop	(4)
ART 390	Art History: Selected Topics: History of Photography	(4) or
PHOT 305	Magic Box Revolutions	(4)
PHOT 327	Staff Photography	(2)

Electives:

PHOT 210	Elementary Photography	(4)
PHOT 321	Portrait Photography <i>and</i>	
PHOT 322	Digital Retouching	(2,2)
PHOT 315	Alternative Photographic Processes	(4)
PHOT 351	Landscape Photography	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 360	Studio Lighting	(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.

La Verne'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, Yolanda Céspedes-Knadle, Glenn Gamst, Arthur Gonchar, Jerry Kernes, Jeannie Li, Luci Martin, Nandine Nakamura, Richard Rogers, Rocio Rosales Meza,

Adjunct Faculty: Wayne Henkelmann, Joleen Lara

The Psychology Department offers bachelor's, and master's programs, an APA-accredited doctoral program in Clinical 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)

Marriage and Family Therapy — M.S.

Interim Program Chairperson: Glenn Gamst

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 professional counseling careers emphasizing the best practices Recovery Model. 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. The program also meets statutory requirements for the LPCC (Licensed Professional Clinical Counselor) license. Those planning to apply for the LPCC, in addition to the degree plan of classes, must complete PSY 514 Career Counseling.

Admission requirements:

1. A bachelor's degree with the following six courses: general psychology, developmental psychology, abnormal psychology, psychologi-

- cal research methods/experimental psychology, statistics, and one other psychology theory class.
2. The undergraduate course work will be evaluated on an individual basis for its recency and appropriateness to the graduate program.
 3. An overall undergraduate GPA of 3.0. Applicants with a GPA below 3.0 may be considered with additional requirements.
 4. The La Verne Graduate Studies Admission Form returned with nonrefundable \$50 application fee.
 5. Completion of a 5-7-page statement of purpose and autobiography.
 6. A copy of a current résumé.
 7. Three letters of recommendation from professors and colleagues who are familiar with the applicant's academic and professional abilities, potential, and appropriateness for the counseling profession. At least one letter should be from a professor.
 8. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or individuals.
 9. An interview with at least two psychology faculty members.
 10. 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 the MFT program.

Classroom Conduct, Behavior Standards, and Ethics. Professionals in the field of counseling are governed by a number of ethical principles. Students in the MFT 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 MFT program. 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. 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), the culminating activity for the MS Program. MFT students are eligible to apply for Advanced Standing when they have completed 35 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 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.

Total Program: 60 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: 42 semester hours

PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(3)
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 542	Working with Clients' Anger Issues	(1)
PSY 543	Grief and Loss Counseling	(1)
PSY 544	Trauma Focused Treatment	(1)
PSY 545	Working With Anxiety Disorders	(1)
PSY 550	Community Mental Health Counseling	(3)
PSY 580	Supervised Fieldwork in Marriage, Family, and Child Therapy I	(3)
PSY 581	Supervised Fieldwork in Marriage, Family, and Child Therapy II	(3)

Culminating Activity: 3 semester hours

PSY 596	Graduate Seminar	(3)
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Doctor of Psychology — Psy.D. Clinical Psychology

Program Chairperson: Jerry Kernes

The Psy.D. Program builds on La Verne's established tradition of community service, and prepares graduates to work competently and responsibly in a multicultural and pluralistic society. Students receive a breadth and depth of training that combine practical experience with research and writing requirements, integrating knowledge and skills with scientific foundations of psychology. The program exemplifies the scholar-practitioner model of professional training and prepares clinical psychologists to promote mental health for the welfare of individuals, families, groups, institutions, and society as a whole. The core mission of the program is to train scholar-practitioners who think critically, apply their knowledge diligently, and practice ethically and compassionately. The program is accredited by the American Psychological Association. For more information regarding this accreditation please consult American Psychological Association, Office of Program Consultation and Accreditation, 50 First Street, NE <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 who have been underrepresented in the field.

Training Model. The Psy.D Program is designed to provide a secular doctoral program in professional psychology following a scholar-practitioner model. The program follows the NCSPP professional psychology educational model as well as the APA Guidelines and Principals for Accreditation of Programs in Professional Psychology. The curriculum also meets the California Board of Psychology educational requirements for licensure as a psychologist.

The primary goal of the program is to prepare doctoral students to become multiculturally competent professionals in the field of clinical psychology. The program's philosophy is that clinical practice should be based on the scientific foundations of psychology and that the science of psychology is informed by good clinical practice. Consistent with this view, our program includes systematic training in both research and practice and our students are expected to develop competencies in clinical and research skills. Our curriculum is designed to prepare clinicians able to critically evaluate empirical research pertinent to the practice of clinical psychology and incorporate this information into practice.

The program is committed to the integration of science and practice through training that is sequential, cumulative, and graded in complexity. All students are enrolled in a Professional Development Seminar (PSY 610) during both the fall and spring semesters of their first year in the program. This provides them with an ongoing introduction and orientation to the program, including program expectations and requirements. The first two years of the program lay the academic foundation in psychological theory, clinical assessment, professional practice and techniques, statistics, and research design. The required clinical practica are completed during the second and third years of the program, and involve clinical experiences at two different practicum sites. By the third year, students have acquired the skills to begin developing their dissertation proposals. The fourth year consists of the remaining elective course work, courses in supervision and consultation skills, and completion of the doctoral dissertation. Some students also take an elective practicum in their fourth year either to round out their experiences or develop additional expertise in a specific content area. The pre-doctoral internship is completed in the last year of the program. Students

have the option of completing either a one-year full-time internship during their fifth year or completing their internship over a two-year half-time internship extending into a sixth year of training.

Admission Requirements. Applicants are admitted with a bachelor's degree. All applicants must submit the following:

1. **Academic preparation.** Applicants to the Psy.D. program must submit documentation of having earned a bachelor's degree in psychology from a regionally-accredited institution. The minimum undergraduate GPA required for admission into the Psy.D. program is 3.3. A master's degree is not required for admission and a master's GPA may not be substituted for a deficient undergraduate GPA. Applicants must have completed undergraduate coursework that includes introductory/general psychology, statistics, experimental psychology/research methods, physiological psychology/biopsychology, and abnormal psychology. In addition, one course from among the following is required: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology or community psychology. International students must submit proof of proficiency in the English language through a satisfactory total TOEFL score. The minimum required TOEFL total score for the various versions of the TOEFL are: 600 (paper-based version) 250 (computer based version) 100 (internet based version). International students must also provide proof of financial sponsorship, and financial statements.
2. **Three letters of recommendation are required.** Letters should be from individuals familiar with the applicant's academic preparation, fieldwork, or volunteer experience. References should address the applicant's ability to succeed in doctoral-level study, as well as the applicant's potential to function competently as a professional clinical psychologist.
3. **A statement of purpose,** not to exceed 500 words, addressing the applicant's reasons for pursuing doctoral work in clinical psychology.
4. **An autobiographical statement,** not to exceed 1000 words, addressing ways in which life ex-

periences have influenced the decision to pursue doctoral studies in professional psychology.

5. A current curriculum vitae.

Transfer Credit. Requests for transfer of academic credits and coursework will be reviewed by the Program Chair on a case-by-case basis for recency and academic applicability. Only courses completed within five years at a regionally accredited university with a grade of 'B' (3.0) or better may be considered for transfer. The maximum number of transfer credits accepted is 12 semester hours.

M.S. in Psychology. Students may apply for an M.S. in Psychology at the completion of their second year of the Psy.D. Program (70 semester hours). This degree is intended only as an en route degree toward completion of the Psy.D. and is not a terminal master's degree. Students must be in good academic standing at time of application and have successfully completed PSY 635, PSY 636 (Practicum I & II), PSY 635L, and PSY 636L (Supervision Lab I and II). The M.S. degree is awarded during fall of students' third year in the program. Those awarded the degree may participate in the January Commencement following the award.

Program Progress, Doctoral Candidacy, and the Clinical Competency Examination. Students are admitted into the program as pre-candidates. To be advanced for doctoral candidacy, pre-candidates must at a minimum (a) complete 92 semester hours of coursework, (b) complete a minimum of 1500 clinical practicum hours, (c) pass the Year 3 Clinical Competency Exam, PSY 660, and (d) complete PSY 662, Dissertation Proposal Defense. Evaluation for doctoral candidacy occurs after completion of both PSY 660 and PSY 662. All students must earn candidacy status in order to complete the program. Dismissal of a student may occur even after the conferring of candidacy and passing the Clinical Competency Exam if the student's personal or professional behavior does not continue to meet required standards for the profession.

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

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. 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 and Methods of Assessment & Diagnosis:

PSY 608 Cognitive & Intellectual Assessment (3)

PSY 628, 629 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)
PSY 659 Pediatric Psychology & Interventions (3)

Consultation and Supervision:

PSY 635L, 636L Supervision Lab I & II (0,0)
PSY 670, 671 Advanced Supervision Skills I,II(1,1)
PSY 670L, 671L Supervision Lab I, II (0,0)
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 (1-3)

VI. Qualifying Examination:

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

RELIGION & PHILOSOPHY DEPARTMENT

Chairperson: Dan Campana

Regular Faculty: Dan Campana, Richard Rose

Adjunct Faculty: Marshall Osman, Jonathan Reed,
Zandra Wagoner

Consistent with La Verne'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. In order to best serve the needs of this diverse group of adult learners, both the admission requirement of proof of high school completion and the departmental foreign language requirement are waived. 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 or 0)
REL 499	Senior Project	(4)

<i>Scripture:</i>	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 courses with either the REL or
 PHIL designation. (Interdisciplinary courses that in-
 clude 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 330 Introduction to Ethics (4)
 PHIL 399 Independent Study on a
 selected major philosopher (4)
 PHIL 490 Senior Seminar (1 or 0)
 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 Philosophy 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 Philosophy with PS 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 courses with either the REL or
 PHIL designation. (Interdisciplinary courses that in-
 clude Religion or Philosophy as a discipline can be
 applied here.)

Religion/Philosophy — B.A.

Core Requirements:

PHIL 110 Introduction to Philosophy, or
 REL 100 Introduction to Religion (4)
 PHIL 351 Philosophy of Religion (4)
 REL 100 Introduction to Religion (4)
 PHIL 490 or REL 490 Senior Seminar (1 or 0)
 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 Philosophy 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 388 American Baptist Missions Today
 REL 390 Topics in Religion with RS designation
 REL 398 Topics in Urban Studies
 REL 497 Internship

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 courses with either the REL or PHIL designation. (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: Kimberly Martin

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

Adjunct Faculty: Monica Argondona, Glenn Goodwin, Dan Kennan, Gerlaine Kiamco, Robert Lewis, Joanna Norton, John Norvell

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. The Anthropology major requires 52 semester hours including supportive requirements. A maximum of two courses may be accepted in transfer to be applied toward the Breadth Requirements.

Core Requirements:

ANTH 390 Research Methods (4)
ANTH 400 Anthropological Theory (4)
ANTH 497 Internship (4)
ANTH 499 Senior Thesis (4)

Breadth Requirements:

One course from each of the following:
ANTH 320 (Cultural Anthropology) series (4)
ANTH 340 (Linguistic Anthropology) series (4)
ANTH 350 (Physical Anthropology) series (4)
ANTH 360 (Archaeology) series (4)
Two ANTH lab courses (2,2)

Electives:

12 semester hours approved by advisor (12)
Maximum of two transfer courses may be accepted toward the breadth requirement within the major.

Supportive Requirement:

ANTH 305 Statistics (4)

Anthropology Minor

Core Requirements:

ANTH 320 Cultural Anthropology	(4)
ANTH 340 Language and Culture	(4)
ANTH 350 Physical Anthropology	(4)
One course from the archaeology sequence, ANTH 360-366	(4)
One ANTH lab courses	(2)
One approved elective	(4)

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 320 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 320 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)

Ethnic Studies Minor

Core Requirements:

ANTH/SOC 315 Race and Ethnicity	(4)
SOC 330 Social Class and Inequality	(4)
<i>Three of the following:</i>	
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)

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 305 Statistics	(4)
SOC 390 Research Methods	(4)
SOC 497 Internship	(4)
SOC 499 Senior Thesis, or	
SOC 499A-B Senior Thesis	(4 or 2,2)

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)
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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 Minor

Prerequisites:

SOC 250	Introduction to Sociology	(4)
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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)

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

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

SPEECH COMMUNICATION

DEPARTMENT

Chairperson: Ian Lising

Regular Faculty: Ian Lising

Adjunct Faculty: John Patrick, Rachel Resnick, Rob Ruiz

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 La Verne Debate Team which competes nationally and internationally. The team is open to students of all majors and colleges.

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:

ANTH/SOC 305 or PSY 305	Statistics	(4)
SPCM 100	Fundamentals of Public Speaking	(2)
SPCM 110	Introduction to Speech Communication Theory and Practice	(2)
SPCM 452	Rhetorical Criticism	(4)
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)

Electives:

16 unduplicated semester hours from the following:

SPCM 332	Interviewing Principles & Practices	(4)
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SPCM 350	Argumentation & Debate	(1-8)
SPCM 400	Voices of Revolution	(4)
SPCM 490	Special Topics in Speech Communication	(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.

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: Sean Dillon, David Flaten

Adjunct Faculty: Skip Clague, Gabriel Gomez, Georgij Paro, Alan Tollefson

Director of Theatre: Steven Kent

Technical Director: Alan Tollefson

The Theatre Arts Department views theatre as an integrative discipline that embraces many fields of endeavor. Its goal is to create a learning community that empowers students to become highly skilled, self-motivated, socially aware theatre artists and engaged citizens. Theatre Arts is a rigorous academic program that provides a strong foundation in world theatre history, dramatic literature, theory, and criticism, as well as an active production program of plays for public presentation that includes theatre arts majors and minors as well as non-major participants. The program encourages students to develop an emphasis in a special area of theatre study, such as performance, directing, design, or playwriting through electives approved by advisor

Prerequisites for the Major and Minor:

THAR 100	Introduction to Theatre	(2)
THAR 113	Theatre, Acting, and Performance	(2)
THAR 120	Introduction to Stagecraft	(2)

Theatre — B.A.

Core Requirements: a minimum of 42 semester hours:

THAR 110	Acting for Anyone, <i>or</i>	
THAR 210	Acting Studio, <i>or</i>	
THAR 212	Acting for the Camera I	(4)
THAR 233	Introduction to Design for Stage and Studio	(4)
THAR 251	Introduction to Theatrical Directing <i>or</i>	
THAR 351	Directing Studio I	(4)
THAR 255	Theatre and Stage Management	(2)
THAR 270	Theatre Seminar (3 semesters)	(1,1,1)
THAR 300	Drama on Page and Stage, <i>or</i>	
THAR 440	American Stage-Mirror of Society, <i>or</i>	
THAR 443	Twentieth-Century Drama, <i>or</i>	
THAR 449	Shakespeare	(4)
THAR 321	Production Experience (3 sems.)	(1,1,1)
THAR 370	Theatre and Community	(4)
THAR 445	Masters of the Drama	(4)

THAR 480	Cultural History of World Theatre I	(4)
THAR 481	Cultural History of World Theatre II	(4)
THAR 499	Senior Project	(1-4)
Electives as approved by advisor		

Theatre Arts Minor

Core Requirements: One of the following three options approved by advisor:

1. 20 semester hours of upper-division courses, or
2. 24 semester hours with 16 upper-division, or
3. 30 semester hours with 12 upper-division

COLLEGE of BUSINESS and PUBLIC MANAGEMENT

Dean: Abe Helou

Associate Dean: Rita Thakur

APPLIED BUSINESS SCIENCES & ECONOMICS DEPARTMENT

Chairperson: Renee Miller

Regular Faculty: Paul Abbondante, Mehdi Beheshtian, Adham Chehab, Yingxia Cao, Ahmed Ispahani, David Kung, Dennis Kyte, Renee Miller, Yehia Mortagy, Claudio Muñoz, Gonyung Park, Yibo Xiao, Julius Walecki

MANAGEMENT & LEADERSHIP DEPARTMENT

Chairperson: Keeok Park

Regular Faculty: Douglas Chun, Kathleen Duncan, Loren Dyck, Omid Furutan, Issam Ghazzawi, Susan MacDonald, Deborah Olson, Keeok Park, Carol Sawyer, Richard Simpson, Virgil Smith, Yvonne Smith, Janat Yousof

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

Regular Faculty: Gordon Badovick, Robert Barrett, Susan Caple, Caroline Chizever, Janis Dietz, Greg Fast, Christine Jagannathan, Jeanny Liu, Jack McElwee, Constance Rossum

PUBLIC & HEALTH ADMINISTRATION DEPARTMENT

Chairperson: Keith Schildt

Regular Faculty: Kent Badger, Suzanne Beaumas-

ter, Joan Branin, Marcia Godwin, Soomi Lee, Jack Meek, Lisa Saye, Keith Schildt, Adrian Vazquez, 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 (with concentrations in Financial Management, Health Information Systems, Human Resource Management, Management and

Leadership, Managed Care, and Marketing and Business Development), Master of Public Administration (with concentrations in Governance and Non-Profit), Master of Science in Gerontology (with concentrations in Gerontology Administration, Counseling, Health Service Management, and Public Administration), Master of Science in Leadership and Management (with concentrations in Human Resource Management, Nonprofit Management, and Organizational Management), and Doctor of Public Administration. Graduate academic certificates are available in the areas of concentration.

CENTRAL CAMPUS UNDERGRADUATE BUSINESS PROGRAMS

Accounting — B.S.

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	Information Technology	(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.

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 approved 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 Managing Human Resources (4)

One of the following:

BUS 440 Entrepreneurship (4)

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)

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, ECON, or approved MGMT courses (4,4,4)

E-Commerce — B.S.

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.

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

Economics — B.S.

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.

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.

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.)

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 approved 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.)

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)

BUS 347	Legal Environment of Business	(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)

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	Managing Human Resources	(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)

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)

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)

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 Director: Richard Simpson

This program provides coursework tailored to the needs of international students who do not meet the English proficiency entrance requirements for full admission to the M.B.A. program. For further information contact the program chairperson.

Master of Business Administration

Program Director: Richard Simpson

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 the M.S., Leadership and Management, or they may select 9 semester hours of electives from 500-level BUS courses other than foundation courses.

Culminating Activity: 3 semester hours
BUS 596 Graduate Business Seminar (3)

Master of Business Administration for Experienced Professionals

Program Director: Richard Simpson

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)
BUS 508	Federal Taxation Concepts and Practices	(3)

Finance Concentration:

BUS 530	Financial Management, or	
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BUS 635	Managing Financial Resources	(3)
<i>A minimum of three of the following:</i>		
BUS 531	Investment and Portfolio Analysis	(3)
BUS 532	Management of Financial Institutions	(3)
BUS 533	Investment Banking	(3)
BUS 534	Entrepreneurial Finance	(3)
BUS 536	International Financial Management	(3)
BUS 538	Financial Strategy and Policy	(3)

Health Services Management Concentration

HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 580	Economics of Managed Care	(3)

Two of the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in Health Services Organizations	(3)
HSM 555	Ethical Issues in Health Services	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 581	Managing Managed Care	(3)
HSM 583	Marketing & Business Development	(3)
HSM 598	Field Work/Internship	(3)

Information Technology Concentration:

BUS 510	Management of Information Technology, or	
BUS 615	Managing Technology	(3)

A minimum of three of the following:

BUS 511	Management Support Systems	(3)
BUS 512	Integrated Data Management	(3)
BUS 513	Information Networks	(3)
BUS 515	Systems Planning and Implementation	(3)
BUS 516	E-Business	(3)
BUS 517	Cyber Law	(3)

International Business Concentration:

BUS 581	Managing in a Global Economy, or	
BUS 685	Global Business Management	(3)

A minimum of three of the following:

BUS 516	E-Business	(3)
BUS 528	Contemporary Issues in International Trade	(3)
BUS 536	International Financial Management	(3)
BUS 566	International Marketing Management	(3)

Managed Care Concentration

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 584	Globalization of Managed Care	(3)
HSM 598	Fieldwork/Internship	(3)

Management and Leadership Concentration:

BUS 586	Leadership for the Future	(3)
BUS 551	Seminar in Organization Theory and Behavior, or	
BUS 655	Designing Effective Organizations	(3)
BUS 581	Managing in a Global Economy, or	
BUS 685	Global Business Management	(3)
MGMT 522	Human Resource Management	(3)

One of the following:

BUS 540	Innovation and Entrepreneurship	(3)
BUS 543	Ethics in Organizations & Society	(3)
BUS 567	The Management and Marketing of Services	(3)
BUS 584	Managerial Negotiations	(3)
BUS 585	Strategies in Change Management	(3)
BUS 588	Power and Politics in Organizations	(3)

Marketing Concentration:

BUS 560	Seminar in Marketing Management, or	
BUS 665	Strategic Marketing Management	(3)

A minimum of three of the following:

BUS 561	Seminar in Consumer Behavior	(3)
BUS 563	Marketing Channels/Distribution	(3)
BUS 564	Marketing Intelligence	(3)
BUS 566	International Marketing Management	(3)
BUS 567	The Management and Marketing of Services	(3)
BUS 568	Marketing Communications	(3)

Supply Chain Management Concentration:

BUS 575	Analysis of Business Operations, or	
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 516	E-Business	(3)
BUS 558	Project Management	(3)
BUS 563	Marketing Channels/Distribution	(3)

Full-Time Master of Business Administration

Program Director: Richard Simpson

The full-time M.B.A. program is designed to utilize a dynamic, holistic, solution-based management learning to educate and facilitate the development of effective, ethical, and culturally competent business leaders and managers.

La Verne achieves this mission by providing students with ample opportunities to bridge the gap between theory and practice and to help them develop professionally and personally. Students are placed in an internship for the duration of the program and have opportunities to interact with local businesses for consulting opportunities. In their third and fourth terms, students are required to apply their knowledge of various business disciplines to a real complex business problem.

This immersive and integrative program is designed primarily for young professionals who completed each foundation course with a minimum of a C and who maintained a GPA of 3.0 or better in the last sixty semester hours of their undergraduate studies. 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 an IBT TOEFL score of 85 or its equivalent.

Foundation courses: 0-15 semester hours

All students are expected to have completed the following foundation courses prior to the start of the program in the fall term:

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)

Foundation courses can be waived, if the following equivalent undergraduate courses were completed within the past seven years at a regionally accredited college or university with a grade of C or higher: Financial Accounting and Managerial Accounting (500A), Microeconomics and Macroeconomics (500B), Business Statistics (500C), Principles of Finance (500D), Principles of Management (500E),

Principles of Marketing (500F).

Total Program: 45 semester hours

Fall Term

MBA 509	Managerial Accounting	(3)
MBA 510	Information Systems	(3)
MBA 520	Managerial Economics	(3)
MBA 541	Critical Thinking and Communication	(3)

Fall II Term

MBA 580	Introduction to Hispanic Cultures	(3)
MBA 581	International Management	(3)

During this term, students travel with faculty to a foreign country (Costa Rica in 2012) to meet with business executives and tour their facilities. During the first two terms, students will complete five modules in ethics, leadership, business law, innovation and cultural competency.

Winter Term

The following courses delivered as an integrated block:

MBA 530:	Financial Management	(3)
MBA 560	Marketing Management	(3)
MBA 570:	Operations Management	(3)

During this term, students consult with a local company to solve a complex business problem.

Spring Term

MBA 540	Ethical Leadership	(3)
MBA 561	Hispanic Consumer Behavior	(3)
MBA 562:	Communication and Marketing to Hispanic Consumers	(3)

Summer Term

The following courses delivered as an integrated block:

MBA 550	Organizational Behavior and Design	(3)
MBA 558	Project Management	(3)
MBA 590	Graduate Business Seminar	

Concentration: The Hispanic Marketing Concentration is included in the above schedule.

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.

(Available only at selected regional campuses.)

The B.S. in Health Administration is designed to prepare health industry personnel with the necessary knowledge and skills to assume supervisory and mid-management 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)
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 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)

Master of Health Administration — M.H.A.

Interim Program Director: Kthy Duncan

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.

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	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)

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 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 Health Services Marketing & Business Development

Requirements: 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(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 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 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)

GRADUATE PROGRAMS IN GERONTOLOGY

Interim Program Director: Kathy Duncan

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 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

MGMT 457 Mediation	(4)
MGMT 458 Stress Management	(4)
SPCM 332 Interviewing Principles & Practices	(4)

Organizational Management — B.S.

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 347	Legal Environment of Business	(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	Managing Human Resources	(4)
MGMT 458	Stress Management	(4)

Human Resources Concentration:

MGMT 455	Managing Human Resources	(4)
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Two of the following:

BUS 347	Legal Environment of Business	(4)
MGMT 359	Management of Change & Conflict	(4)

Leadership and Management — M.S.

Program Director: 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 experi-

ence. 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)

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)

PUBLIC ADMINISTRATION PROGRAMS

Public Administration — B.S.

(Available only at selected regional campuses.)

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)

Area 2: The Organizational and Management Context of Public Sector Administration:

BUS 410 Management Information Systems	(4)
MGMT 354 Oral Communication in Organization	(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)

Master of Public Administration — M.P.A.

Program Director: 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: Student selection is based on academic aptitude. Evaluation of the applicant's qualifications to pursue graduate studies is based on the applicant's statement of purpose, professional experience, transcripts, and academic and professional references. Applicants are evaluated by an academic qualifications committee that balances all these measures, including commitment to public and/or nonprofit service, in making admission decisions.

Admission Requirements:

- Official transcript from every undergraduate and graduate institution attended

- A bachelor's degree from a regionally accredited college or university
- A preferred GPA of 3.0 or above for the last 60 semester units of undergraduate study and a GPA of 3.0 for any graduate study
- A 1-2 page statement of purpose that demonstrates:
 - 1) the ability to write at an acceptable level for graduate study,
 - 2) experience and interest in public and/or non-profit administration, and
 - 3) how the La Verne MPA program complements the student's interests and professional goals in public service
- Two positive letters of recommendation discussing academic and/or professional qualifications from work supervisors, college professors, and/or public service and professionals.
- A current résumé

Additional Requirements: Additional requirements, if needed, may include but not limited to Graduate Record Examination (GRE) and a personal interview with the Chair.

PADM 501 must be taken before the end of the second term of course work.

Total Program: 39 semester hours

Core Courses: 27 semester hours

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 555	Integrative Ethical Leadership	(3)
PADM 582	Quantitative Analysis for Public Management	(3)
PADM 584	Managing Information Technology in Public Organizations	(3)
PADM 596	Graduate Seminar	(3)

Internship: PADM 598 Government Internship III
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 addi-

tion to the 39 semester hours needed for the M.P.A.

Concentrations: Concentrations require a minimum of 12 semester hours. MGMT courses are not interchangeable with PADM courses.

Governance Concentration:

PADM 538	Collaborative Public Management	(3)
PADM 585	Strategic Planning and Management	(3)
PADM 586	Tools for Governance	(3)
PADM 587	Managing Sustainable Communities	(3)

Non-Profit Concentration:

MGMT 537	Managing Non-Profits	(3)
MGMT 531	Marketing for Non-Profits	(3)
MGMT 532	Effective Fundraising	(3)
MGMT 533	Accounting and Compliance for Non-Profits	(3)

*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.

Doctor of Public Administration — D.P.A.

Program Director: 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)

Semester 9 - 16

PADM 697D Dissertation II (2)

COLLEGE of EDUCATION AND ORGANIZATIONAL LEADERSHIP

Dean: Mark Goor

Associate Dean: Barbara Poling

EDUCATION AND TEACHER DEVELOPMENT DEPARTMENT

Chairperson: Lynn Stanton-Riggs

Endowed Chair: Margaret Redman

Regular Faculty: Darren Avrit,¹ Cindy Giaimo-Ballard, Valerie Beltran, Ingrid Carruth, Cindy Cary, Jessica Decker, Julie Elvin,¹ Anita Flemington, Lisa Hill,¹ Denise Kennedy, Judy Krause, Marga Madhuri, Mark Matzaganian, Lanney Mayer,¹ Cindy Olivas, David Perry, Donna Redman, Justin Saldaña, Joy Springer,¹ Gary Stiler,¹ Robert Wakeling, Nancy Walker, Susan Walsh,¹ Naomi Watkins, Michael Woessner

Adjunct Faculty: Carolyn Angus,¹ 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

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Lynn Stanton-Riggs

Full-time Faculty: Cindy Cary, Cindy Giaimo-Ballard, Denise Kennedy, Judy Krause, Cindy Olivas, Lynn Stanton-Riggs, Susan Walsh

The Child Development Major is designed for students planning careers in early childhood education in public or private schools, and/or social service agencies. It 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 La Verne'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.

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)

Admission Requirements:

- A GPA of 2.5 or more in college coursework
- Clear fingerprints
- Interview with Child Development faculty
- Assessment of writing ability

Graduation Requirements:

1. Application for graduation
2. Developmental Knowledge Exam and Supervisor Evaluation Form
3. Completion of specific assessments and Taskstream submissions required by the College
4. Graduation Clearance from Registrar's office

Core Requirements:

EDUC 350 Child Psychology & Development (4)

EDUC 352	Writing for Child Development	(2)
EDUC 354A	Child Observation/Practicum	(2)
EDUC 354B	Assessment in Early Childhood	(2)
EDUC 445	Adult Supervision and Communication Skills	(4)
EDUC 448	Math for Young Children	(4)
EDUC 449	Early Childhood Literacy	(4)
EDUC 451	Infant/Toddler Development, Group Care and Curriculum	(4)
EDUC 452	Parenting Theory in Cultural Contexts	(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 454P	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	(4)
EDUC 351	Experiencing an International Culture: Discovering the History, Educational Philosophies and Ethics	(4)
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	Adult Supervision and Communication Skills	(4)
EDUC 454P	Early Childhood Teaching	(4)

One of the following:

EDUC 451	Infant/Toddler Development, Group Care and Curriculum	(4)
EDUC 452	Parenting Theory in Cultural Contexts	(4)
EDUC 453A	Supervision and Administration of Programs for Young Children	(4)

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.

Admission Requirements: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, three positive references, passing a writing assessment, and internet access are required.

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)
EDUC 590	Issues in Teaching	(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 M.Ed., Education (Special Emphasis) 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

ASCD 503	Educational Psychology	(3)
EDUC 501	Educational Assessment	(3)
EDUC 504	Methods of Research	(3)

Area of Concentration: 21 semester hours

ASCD 558	Cognition and Brain Development	(3)
EDLD 578	School Law	(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)

Teaching with Technology Certificate

Prerequisite:

EDUC 407	Learning Technology for Educators	(4)
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Requirements: 12 semester hours

EDTC 510	New Learning Technologies	(3)
EDTC 511	Online Instructional Design	(3)
EDTC 512	Learning Management Systems	(3)
EDTC 513	Online Teaching Practicum	(3)

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
- Verification of CSET registration or Subject Matter Competency Program Waiver

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)

Single Subject Candidates only:

EDUC 475	Foundations and Introduction to Teaching Single Subject	(3)
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
- 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
- Passing score of 3 or higher on the writing competency assessment (ADD)
 - 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
- US Constitution course or passing test score
- Speech course or verification
- EDUC 407 Learning Technology for Educators
- 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

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 Redman

This major provides students with subject matter preparation for the Multiple Subject Teaching Credential and California Subject Examination for Teachers (CSET). It also prepares students with content knowledge for the K-6 classroom. Fieldwork and/or observation may be required in any of the courses and will vary in required number of hours.

Core Requirements: 44 Semester Hours

EDUC 306 Writing for Educators (4)
EDUC 310 Foundations of Education (4)
EDUC 325 The Integration of Literature & Writing in the Classroom (4)
EDUC 330 Instructional Approaches to Physical Education (4)
EDUC 349 Visual and Performing Arts for the Elementary Teacher (4)
EDUC 350 Child Psychology and Development (4)
EDUC 385 Teaching K-8 Social Studies (4)
EDUC 389 Instructional Approaches to Mathematics (4)
EDUC 390 Science for the Elementary Teachers (4)
EDUC 407 Learning Technology for Educators (4)
EDUC 499D Senior Seminar (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.

Liberal Studies Minor

Fieldwork and/or observation may be required in any of the courses and will vary in required number of hours.

Core Requirements:

EDUC 306 Writing for Educators (4)
EDUC 310 Foundations of Education (4)
EDUC 407 Learning Technology for Educators (4)
EDUC elective approved by advisor (4)
EDUC 499D Senior Seminar (4)

ADVANCED STUDIES IN EDUCATION AND HUMAN DEVELOPMENT DEPARTMENT

Chairperson: Laurie Schroeder

Child Development — M.S.

Program Chairperson: Barbara Nicoll

Regular Faculty: Barbara Nicoll, Lisa Looney

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, social and emotional development of children. It emphasizes the study of children and the theories and issues concerned with growth and development in early childhood. This degree will enable a student to qualify to teach in a California community college. Each course in the program is offered both on campus in face-to-face format and online. Courses in both delivery modes are identical in content and rigor and are offered on the semester schedule. Students enrolled in the program have the option of taking face-to-face courses, online courses, or a combination of the two.

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: La Verne's graduate admission requirements and the following:

1. An undergraduate GPA of 2.75 or above with a GPA of 3.0 or above in the last 60 semester hours and in Early Childhood or Childhood Development 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 with the program chair

Total Program: 33 semester hours

Advancement to Candidacy requires the completion of 21 semester hours, an application for graduation, and the completion of specific assessments required by the College's assessment system

Core Courses: 9 semester hours

ASCD 503 Educational Psychology	(3)
ASCD 504 Methods of Research	(3)
ASCD 550 Human Development	(3)

Area of Concentration: 18 semester hours

ASCD 518 Language, Reading, and Concept Development	(3)
ASCD 551 Studies in Attachment	(3)
ASCD 556 Assessment in Early Childhood	(3)
ASCD 557 Teaching Adults	(3)
ASCD 558 Cognition and Brain Development	(3)
ASCD 559 Developmental Curriculum	(3)

Electives: 3 semester hours of courses selected on the advice of the program chairperson.

Culminating Activity: 3 semester hours

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

Program Chairperson: Leslie Anne Young

Adjunct Faculty: Michelle Parker

This program prepares individuals for careers working with children from birth through adolescence, who are medically fragile, hospitalized, or placed in community healthcare facilities because of illness, injury, or specialty needs. While working with other healthcare professionals providing medical care, the child life specialist helps child and adolescent minimize anxiety, maintain relationships with their families, and retain their independence and self-esteem. The child life specialist is a clinical educator who provides developmental interventions to help patients and families understand and cope with traumatic experiences always respecting diversity and the family system. All M.S., Child Life Courses are taught by a Certified Child Life Specialist and are designed, implemented and evaluated according to the specific clinical and academic standards set forth by the national Child Life Council.

Admission Requirements for Child Life Masters and Child Life Certificate:

1. A personal interview (in-person interview for local students; by telephone for non-local students; by email interview for international students. This interview must be successfully completed before any other application materials will be accepted.
2. In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the following are required:
 - a. A GPA of 2.75 or above with a preferred GPA of 3.0 or above in upper level major courses and a GPA of 3.0 for any graduate study
 - b. 3 letters of reference, one personal, one educational, and one professional
 - c. A professional resume
 - d. A written letter of intent/purpose that includes a clear statement of short-term and long-term professional goals and explains the applicant's motivation in seeking admission to the program.
 - e. English and writing assessment

*The field experience is typically completed within one academic year but shall be completed within no more than two consecutive academic years.

Prerequisites for full admission to the M.S., Child Life Program and to complete a Child Life Certificate:

1. 15 semester hours or 5 courses in Child Development or related fields approved by the M.S., Child Life Chairperson.
2. 1 year of professional work experience in educational institutions or related institutions approved by the M.S., Child Life Chairperson.
3. In-hospital visitation by the prospective candidate.
4. Completion of the pre-admission questions.

Total Program: 36 semester hours for M.S.
30 semester hours for Child Life Certificate

Core Courses:

ASCL 504	Research Methods	(3)
ASCL 530	Child Life Administration and Program Development	(3)
ASCL 530A	Multi-Cultural Family Centered Care	(3)
ASCL 530C	Outreach and Technology for the Child Life Educators	(3)
ASCL 530H	Effects of Disease and Injury on	

	the Hospitalized Child-Part A	(3)
ASCL 530I	Child Life Assessment, Preparation and Medical Terminology	(3)
ASCL 530M	Helping Children Cope in the Health Care and Medical Setting	(3)
ASCL 530S	Developmental Issues of Grieving	(3)
ASCL 530T	Pediatric Educational and Therapeutic Interventions	(3)
ASCL 553F	Child Life Internship I	(3)
ASCL 553P	Child Life Internship II	(3)

Culminating Activity: 3 semester hours

ASCL 596	Graduate Seminar	(3)
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Child Life Specialist — Certificate

This program prepares individuals for careers working with medically fragile and hospitalized children from birth through adolescence. The child life specialist helps children minimize anxiety while undergoing medical treatment through varied educational, coping, and therapeutic interventions. Candidates who complete the 30 semester hours of Core Courses for the M.S., Child Life are eligible for the certificate. The prerequisite for full admission to the program is in-hospital visitation by the prospective candidate. Completion of the M.S., Child Life is not required to earn the certificate.

EDUCATIONAL COUNSELING PROGRAM

Program Chairperson: Laurie Schroeder

Regular Faculty: Laurie Schroeder, Adonay Montes, Robert Hansen, Thierry Kolpin, Janet Trotter, John Gruenwald

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: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the following are required:

1. A 2.75 or above undergraduate GPA and a 3.0 cumulative GPA for graduate work. Provisional admission may be considered upon application.
2. Possession of one of the following:
 - a. A bachelor's degree in a behavioral science
 - b. A valid teaching credential with a minimum of one year of full-time classroom teaching experience
 - c. Successful coursework or experience demonstrating basic knowledge of general psychology, human learning and development, and human behavior.
3. A completed Statement of Purpose that includes an autobiography and explains the applicant's motivation in seeking admission to the program. Applicants without prior teaching experience are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents. The experience should be detailed in the Statement of Purpose and demonstrate an ability to write at an acceptable level for graduate study.
4. Three letters of reference addressing the candidate's potential as a school counselor. One must be from the candidate's immediate supervisor.

5. A personal interview with the program chair or designated faculty member.
6. A passing score on CCTC approved Basic Skills Examination such as CBEST.
7. Evidence of a Certificate of Clearance or a valid teaching credential issued by the California Commission on Teaching Credentialing must be on file with the University before entrance into the program.
8. TB clearance.
9. Internet access.

Additional Requirements:

1. By the completion of PPS 572 and prior to entering PPS 583A, candidates must demonstrate dispositional competence for the school counseling program.
2. Evidence of a Certificate of Clearance or a valid credential issued by the California Commission on Teaching Credentialing must be on file with the University before a candidate may register for PPS 583A.

Total Program: 48 semester hours for M.S. and credential; 47 semester hours for M.S. only

Core Courses: 45 semester hours

ASCD 501	Educational Assessment	(3)
ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDLD 576	Organizational Management and School/Community Collaboration	(3)
PPS 504	Methods of Research	(3)
PPS 543	School Guidance Seminar	(3)
PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 564	Instruction and Achievement	(2)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)
PPS 573	Counseling Diverse Populations	(3)
PPS 574	Facilitation, Consultation, and Collaboration Skills	(3)
PPS 583A	Supervised Field Work—Level I	(1)
PPS 583B	Supervised Field Work—Level II	(1)

Culminating Activity: 3 semester hours

PPS 597	Graduate Seminar in School Counseling	(3)
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Spanish Bilingual Bicultural Counseling Certificate

Students accepted into the M.S., Educational Counseling program may apply for a Spanish Bilingual Bicultural Counseling Certificate. The certificate requires an additional eleven semester hours for a total of 59. Candidates must complete an additional admissions application and satisfy a Spanish language assessment as part of the process

Required Certificate Courses:

PPS 531	Assessing Bilingual Bicultural Youth	(3)
PPS 532	The World of Immigrant Students	(3)
PPS 533	Counseling the Latino Family	(3)
PPS 534	Bilingual Educational Theories	(2)

EDUCATIONAL LEADERSHIP PROGRAM

Educational Leadership — M.Ed.; Preliminary Administrative Services Credential

Program Chairperson: Patricia Ensey

Regular Faculty: Patricia Ensey, Robert Hansen

Adjunct Faculty: Janeane Dimpel,¹ Patricia Whitman

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

ASCD 504	Methods of Research	(3)
EDUC 501	Educational Assessment	(3)

Area of Concentration: 24 semester hours

EDLD 570	Curriculum, Instruction, and Assessment	(3)
EDLD 571	Human Resource Administration	(3)
EDLD 572	Foundations of Educational Leadership	(3)
EDLD 573	Contemporary Issues in California Schools	(3)
EDLD 574A	Orientation to Field Experience	(1)
EDLD 574B	Field Experience B	(1)
EDLD 574C	Field Experience C	(1)
EDLD 576	Organizational Management and School/Community Collaboration	(3)
EDLD 577	Fiscal Resource Management and Policy Development	(3)
EDLD 578	School Law	(3)

Culminating Activity: 3 semester hours

ASCD 596	Graduate Seminar	(3)
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Professional Administrative Services Credential

Program Chairperson: Patricia Ensey

Adjunct Faculty: Janeane Dimpel,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: 8 semester hours

Direct Instruction Courses: 6 semester hours

EDLD 659	Organizational Induction	(1)
EDLD 661	Development and Assessment of Curriculum Programs & Instructional Practices	(3)
EDLD 663	Organizational Theory, Planning, and Management	(3)
EDLD 664	Professional Assessment	(1)

READING PROGRAM

Program Chairperson: Janice Pilgreen

Regular Faculty: Janice Pilgreen, Amber Rodriguez

Reading — M.Ed.

This program is designed for professional educators who wish to increase their effectiveness in areas of literacy 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.

Prerequisites:

1. An earned B.A. or B.S. from a regionally accredited institution
2. Completion of a California state-approved Teaching of Reading course
3. Passing score on the CBEST
4. Satisfactory interview with the Reading Program Chairperson
5. Minimum GPA of 3.0
6. Demonstration of graduate-level writing ability

Total Program: 30 semester hours

Core Courses: 27 semester hours

RDG 510	Foundations of Emergent Literacy Instruction	(3)
RDG 514	Literacy Assessment and Interpretation	(3)
RDG 516	Processes of Comprehending and Composing	(3)
RDG 518	Language Acquisition and Schema Development	(3)
RDG 520	Principles of Adolescent Literacy Development	(3)
RDG 521	Literature for Children and Young Adults	(3)
RDG 524	Research Design and Statistical Procedures	(3)
RDG 525	Literacy Research, Theory, and Applications	(3)
RDG 530	Reading Specialist Leadership Roles	(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:

In addition to the 6 prerequisites listed for the M.Ed., reading, the following is also required:

7. 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.)

Program Requirements (to be met by the end of the program):

1. For the Credential, a passing score on the Reading and Language Arts Specialist Exam
2. Minimum of three years of successful full-time teaching, K-12 level

Total Program: 12 semester hours

RDG 510	Foundations of Emergent Literacy Instruction	(3)
RDG 514	Literacy Assessment and Interpretation	(3)
RDG 516	Processes of Comprehending and Composing	(3)
RDG 518	Language Acquisition and Schema Development	(3)

Reading and Language Arts Specialist Credential

This program may be taken separately or concurrently with an M.Ed.

Prerequisites:

The same as those listed for the Reading Certificate.

Program Requirements:

(to be met by the end of the program): The same as those listed for the Reading Certificate.

Total Program: 27 semester hours

RDG 510	Foundations of Emergent Literacy Instruction	(3)
RDG 514	Literacy Assessment and Interpretation	(3)
RDG 516	Processes of Comprehending	

	and Composing	(3)
RDG 518	Language Acquisition and Schema Development	(3)
RDG 520	Principles of Adolescent Literacy Development	(3)
RDG 521	Literature for Children and Young Adults	(3)
RDG 524	Research Design and Statistical Procedures	(3)
RDG 525	Literacy Research, Theory, and Applications	(3)
RDG 530	Reading Specialist Leadership Roles	(3)

SCHOOL PSYCHOLOGY PROGRAM

Program Chairperson: Jackie Allen

Regular Faculty: Jackie Allen, Veronica Runnels

Adjunct Faculty: Sam Bouman, Barbara Fraley

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 (3.0 is preferred) 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. Internet access and a course or the equivalent to demonstrate competence in word processing, database management, computer presentation, and Internet skills. This prerequisite must be satisfied before enrolling in SPSY 548.
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. A personal interview with the program chairperson or designated faculty member.
8. An application for Certificate of Clearance or a valid California Teaching Credential.
9. A writing competency sample.

Additional Requirements:

1. Candidates seeking the Pupil Personnel Services Credential must show evidence of having passed the CBEST prior to registering for SPSY 586B.
2. Demonstrated suitability for the profession of school psychology by completing SPSY 578, prior to entering SPSY 589A.
3. A Certificate of Clearance or a valid California Teaching Credential before registering for SPSY 586A.
4. A signed CEOL Dispositions Agreement Form.

Total Program: 63 semester hours for M.S. and credential. Minimum 31 semester hours with PPS/M.S. in School Counseling (CCTC 2001 standards) or equivalent.

Core Courses: 60 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 501	Educational Assessment	(3)
SPSY 502	Learning Disabilities & Neurology	(3)
SPSY 535	Child Psychopathology	(3)
SPSY 547	Introduction to School Psychology	(3)
SPSY 548	Program Planning & Evaluation	(3)
SPSY 549	Counseling and Psychological Theories	(3)
SPSY 564	Instruction and Intervention	(2)

SPSY 567	Crisis Prevention and Intervention	(2)
SPSY 571	Individual Counseling in Schools	(3)
SPSY 572	Group Counseling in Schools	(3)
SPSY 573	Psychology of Multiculturalism in Schools	(3)
SPSY 574	Consultation Skills for School Psychologists	(3)
SPSY 577	Individual Assessment	(3)
SPSY 578	Advanced Assessment	(3)
SPSY 579	Alternative Assessment & Behavior Intervention	(3)
Elective from recommended CEOL classes		(3)
SPSY 586A	Practicum I in School Psychology	(1)
SPSY 586B	Practicum II in School Psychology	(1)
SPSY 587A	Practicum III in School Psychology	(1)
SPSY 587B	Practicum IV in School Psychology	(1)
SPSY 589A	Supervised Field Work in School Psychology Level I*	(2)
SPSY 589B	Supervised Field Work in School Psychology Level II*	(2)
SPSY 599	Independent Study in School Psychology	(1-4)

Culminating Activity: 3 semester hours

SPSY 598	Graduate Seminar in School Psychology	(3)
Passing National School Psychology Praxis Exam for eligibility for PPS Credential in School Psychology.		

SPECIAL EDUCATION PROGRAM

Program Chairperson: Patricia Taylor

Regular Faculty: Bettye Messick,¹ Carol Oberg, Patricia Taylor

Student Teaching and Intern Coordinator: Carol Oberg

¹Regional Campus faculty

This program is designed for those interested in teaching and advocating for learners with mild/moderate special education needs, in particular but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual developmental disabilities, autism, traumatic brain injury, 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 or Reading Certificate. An Autism Authorization is also available.

Mild/Moderate Education Specialist Preliminary Credential candidates receive a complete range of instruction and support in instructing learners with mild/moderate disabilities within a continuum of service delivery options. The Reading Instruction Competence Assessment (RICA) and any course-related Teacher Performance Assessments (TPA's) are required. Candidates in good standing may begin ASCD 501 and ASCD 504 in M.S. while in the Preliminary Credential Program. Upon completion of the Education Specialist Preliminary Credential candidates have five years to complete their Clear Education Specialist credential.

The Preliminary Education Specialist candidate is required to successfully contribute to the field through documented advocacy and service before student teaching (SPED 409). The M.S. candidate must also document this level of service as well as contribute to professional literature, conference presentations, grant writing, or district professional activities prior to the Graduate Seminar (SPED 596).

Mild/Moderate Education Specialist Preliminary Credential

Admissions Requirements:

1. A GPA of 2.7 or higher in a completed B.A. or B.S.

2. A passing score on admissions interview.
3. CBEST Pass
4. CSET Pass
5. TB Clearance
6. Fingerprint Clearance
7. Health Education/Drug Prevention/Sexually Transmitted Disease course
8. Internet access capability
9. US Constitution course
10. Speech course
11. Computer for Educators approved course

Additional Requirement: Completion of Professional Writing for Education Specialist experience in the first semester or first two terms.

Core Requirements: 41 Semester Hours

EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(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	Directed Teaching	(6)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)
SPED 505	Advanced Positive Behavior Support: Theory and Practice	(3)
	Reading courses per advisement	(6)
	Professional Education Specialist Writing experience	(3)

Internship Program

The Education Specialist Internship Program offers an intern credential for those qualified to become the teacher of record in a mild/moderate special education class. Candidates who are interns take all the core courses for the Mild-Moderate Education Specialist Preliminary Credential, as well as SPED 459, a 1 semester hour scholarship course, for each semester and term they are teaching. Interns may complete SPED 409 in their intern classroom. The internship credential is a two-year program that is district specific.

Admissions Requirements:

1. Acceptance into the Education Specialist Pre-

- liminary Credential Program with all admissions requirements completed and current
2. Completion of SPED 457 with a B or better
 3. Completion of EDUC 470 with a B or better
 4. District letter indicating 120 hours or more of successful classroom experience with learners with special needs
 5. District "intent to hire" letter or contract specifically stating a special education classroom
 6. Interview with Student Teaching and Intern Coordinator

Intern Course:

SPED 459 Intern Seminar (1,1,1)

Special Education Studies — M.S.

Admissions Requirements: The same as those listed for the Mild-Moderate Education Specialist Preliminary Credential. Applicant must be in good academic and dispositional standing during credential work.

Total Program: 36 semester hours

Core Courses: 6 semester hours

ASCD 501 Education Assessment (3)

ASCD 504 Methods of Research (3)

Area of Concentration: 18 semester hours

SPED 502 Disabilities/Bio-Neurology (3)

SPED 504 Current Issues Policies and 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 (3)

SPED 510 Autism Spectrum (3)

Electives: 9 semester hours

Courses selected in a specialty or
enhancement area (3,3,3)

Culminating Activity: 3 semester hours

SPED 596 Graduate Seminar (3)

Autism Authorization: The Autism Authorization requires being enrolled in a credential program. It is not required for the Preliminary Credential because the training is embedded within the coursework. The authorization includes 12 semester hours of course work and some online participation. SPED 510, Autism Spectrum, is the first course in the series.

ORGANIZATIONAL LEADERSHIP DEPARTMENT

Chairperson: Laura Hyatt

Endowed Chair: Thomas Harvey

Doctor of Education — Ed.D. Organizational Leadership

Regular Faculty: Stuart Allen, Linda DeLong, Doug DeVore, Laura Hyatt, Ray Luechtefeld, Cheryl Magee, Carol Roberts, Peter Williams

The doctoral program in organizational leadership is designed for the professional who wishes to pursue a doctoral degree 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 focus of the program is to apply leadership theory to practice through relevant and experiential learning.

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 and master'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 hours per semester (2 courses) of organizational leadership and 3 semester hours per semester (1 course) of research. The program is blended with a combination of face-to-face and virtual work. Students attend three on-campus Practicum

Sessions and a three and one-half day Research Seminar during the semester as well as virtual activities such as webinars. In addition, students participate in a learning group in their geographical area.

The organizational leadership sequence includes 36 units delivered in 12 courses over three years that may be taken for credit or for a grade. Each course integrates leadership theory, skill development, and practice in the field. Examples of content include leadership theory, communication, conflict, change, systems thinking, diversity, visioning, and teamwork.

The research sequence is 18 units. Four courses (12 semester hours) provide students with a foundation in quantitative and qualitative research. Typically a student completes these four research courses during the first two years. The remaining 6 units of research are completed during the dissertation process in the third year.

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)

The 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 in the Dissertation in Organizational Leadership course each semester up to the eight year time limit for the completion of the degree.



Professor James Calhoun directs Chamber Singers and University Chorale.

Photo: Zachary Horton

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*Member of the Executive Committee

Note: Personnel information is correct as of June 30, 2012.

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FACULTY AND ADMINISTRATION

Complete information on La Verne faculty and administrators can be found at laverne.edu/profiles/.

Basic directory information on all University employees is available in the Phonebook at 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 laverne.edu/. A complete course catalog is available at 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 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 laverne.edu/, while details on academic organization, personnel, and student affairs as well as expanded academic calendars 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 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 laverne.edu/about/maps-directions/.

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