

CATALOG

2015 – 2016



UNIVERSITY OF
LA VERNE



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/

2015-16 Catalog – Provisions Subject to Change

The information provided in the catalog reflects current policies, procedures and fees in place at the time of publication. However, the University reserves the right to make necessary changes in policies, requirements, tuition, fees and calendars contained herein at any time without prior notification.

2015-16 Catalog Effective Dates – August 31, 2015 through August 30, 2016

University of La Verne catalogs become effective on the first day of the Academic Year (Fall Semester /Term) and remain in effect until the first day of the following academic year (Fall Semester/Term).

2015-16 Catalog – Student Responsibility

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 academic program he/she is pursuing. Requirements and regulations will not be waived, nor exceptions granted because a student pleads ignorance of policies and 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. Students are expected to satisfy the requirements of the catalog in effect at the time they are admitted to, and begin coursework in, a degree program. However, a student may elect to graduate under the catalog in effect at the time of his or her graduation provided the student complies with ALL requirements of that catalog. New catalogs take effect on the first day of the Academic Year (Fall Semester/Term) it was published. The official Course Catalog is online at MyLaVerne and is updated continuously.

Student Consumer Complaint Process

A student who has a complaint concerning academic program quality and/or accrediting standards (including complaints that the University has violated state consumer protection laws) is invited to contact the Office of the Provost at 909-448-4748 or The University encourages students to work through internal University processes for resolution of complaints. If after doing so a student believes that his or her complaint warrants further attention, he or she may contact the Western Association of Schools and Colleges (WASC) at WASC is the academic accrediting body of the University of La Verne. If the student believes the complaint warrants still further consideration after review by WASC, a complaint can be submitted to the Attorney General of the State of California (Attorney General at or 916-322-3360 or 800-952-5225). Prospective students may contact WASC or the Attorney General with complaints as well.



A Message from President Devorah Lieberman

Welcome to the University of La Verne. I am delighted that you are reviewing our catalog. This publication includes essential information about our university and its outstanding academic offerings, as well as countless rewarding activities and opportunities outside of the classroom. It is important that every student at La Verne receives a well-rounded La Verne Experience.

Since its founding in 1891, La Verne has provided a responsive, values-based education to every student. You are 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, and aiding with scholastic and personal growth.

At the University of 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 La Verne Advantage – 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 profession and of society.

I invite you to learn more about La Verne by exploring our web site, 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 am confident you will want to become part of this growing and vibrant learning community.

A handwritten signature in black ink that reads "Devorah Lieberman". The script is elegant and cursive.

Devorah Lieberman, Ph.D.
President

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ACADEMIC CALENDARS 2015-2016

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

Central Campus Semester Calendar *(16 weeks)

Fall Semester 2015: August 31 - December 20, 2015

| | |
|---------------------------------|--|
| August 31, Monday | Classes begin at 7:00 a.m. |
| September 7, Monday | Labor Day – academic holiday |
| November 26-27, Thursday-Friday | Thanksgiving Recess - academic holiday |
| December 20, Sunday | Fall Semester ends |

January Interterm 2016: January 4-31, 2016

| | |
|----------------------|--|
| January 4, Monday | Classes begin at 7:00 a.m. |
| January 18, Monday | Martin Luther King, Jr. - academic holiday |
| January 30, Saturday | Winter Commencement |
| January 31, Sunday | January Interterm ends |

Spring Semester 2016: February 1-May 29, 2016

| | |
|---------------------------------|------------------------------------|
| February 1, Monday | Classes begin at 7:00 a.m. |
| February 15, Monday | President's Day - academic holiday |
| Spring Break - academic holiday | March 14-20, Monday-Sunday |
| March 25th, Friday | Good Friday - academic holiday |
| May 28, Saturday | Spring Commencement |
| May 29, Sunday | Spring Semester ends |
| May 30, Monday | Memorial Day - academic holiday |

Summer Terms 2016: June 6 - August 14, 2016

| | |
|----------------|-------------------------------------|
| July 4, Friday | Independence Day - academic holiday |
|----------------|-------------------------------------|

*This calendar is also used at the Ecumenical Center for Black Church Studies.

CAPA SEMESTER Calendar

Fall 2015: August 31-December 20, 2015

Cycle I

August 31- October 25
September 4-5, 11-12, 25-26
October 9-10, 23-24

Cycle II

October 26- December 20
October 30-31
November 6-7, 20-21
December 4-5, 18-19

Accelerated Sunday

October 26- December 20
November 1, 8, 15, 22
December 6, 13, 20

Accelerated Evening

October 5 - December 20, 2015

Online

August 31 – November 8, 2015

Spring 2016: February 1- May 29, 2016

Cycle I

February 1 – March 20
February 5-6, 12-13, 26-27
March 11-12, 18-19

Cycle II

March 28- May 22
April 1-2, 8-9, 22-23
May 6-7, 20-21

Accelerated Sunday

March 28- May 22
April 3, 10, 17, 24
May 1, 15, 22

Accelerated Evening

March 21 - May 29, 2016

Online

March 21 - May 29, 2016

Summer 2016: June 6 – August 14, 2016

Cycle I

June 6 – August 7
June 10-11, 24-25
July 8-9, 22-23
August 5-6

Accelerated Sunday

June 6- July 31
June 12, 19, 26
July 10, 17, 24, 31

Accelerated Evening

June 6 – August 14

Online

June 6 - August 14, 2016

COLLEGE OF LAW*

LAW SEMESTERS CALENDAR

Fall Semester 2015 August 10 – December 13

| | |
|---------------------------|------------------------------------|
| August 10 | Orientation for Fall 2015 Entrants |
| August 10 | Classes begin |
| September 7 | Labor Day – holiday |
| November 26 – 27 | Thanksgiving Recess – holiday |
| November 30 – December 13 | Exam Period |

Spring Semester 2016 January 11 – May 15

| | |
|-----------------------|---------------------------------------|
| January 11 | Classes begin |
| January 18 | Martin Luther King, Jr. Day – holiday |
| February 15 | Presidents Day – holiday |
| February 29 – March 6 | Spring Break |
| March 25 | Good Friday – holiday |
| April 30 – May 15 | Exam Period |

Summer Term 2016 June 6 – July 29

| | |
|--------------|---------------------------------------|
| June 6 | Classes begin |
| July 4 | Independence Day (observed) – holiday |
| July 28 – 29 | Exam Period |

*This calendar is also used at the American Baptist Theological Center.

TERMS CALENDAR (10 weeks)

Central Campus Programs:

| | |
|---|---|
| D.B.A., Doctor of Business Administration | M.P.A., Master of Public Administration |
| D.P.A., Doctor of Public Administration | M. S., Accounting |
| M.B.A., Master of Business Administration | M.S., Finance |
| M.Ed., Reading | M.S., Gerontology |
| M.H.A., Master of Health Administration | 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

| | |
|-------------------------------|---------------------------------|
| Fall Term 2015 | August 31 – November 8, 2015 |
| Mini Fall Term 2015 (5 weeks) | November 9 – December 20, 2015 |
| For graduate students only | |
| November 23-27, 2015 | Thanksgiving – holiday |
| Winter Term 2016 | January 4 – March 13, 2016 |
| March 14-20, 2016 | Spring Break – academic holiday |
| Spring Term 2016 | March 21 – May 29, 2016 |
| Summer Term 2016 | June 6 – August 14, 2016 |
| July 3, 2016 | Independence Day – holiday |

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 had 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 the 1960's 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. The University founded its Orange County campus in 1981 and its San Fernando Valley campus in 1983. A decade later it created campuses in Ventura and San Bernardino/Riverside Counties, and in 2000 established a separate campus for the College of Law in Ontario, California. Continuing the trend of improving services to students, La Verne developed the Central Coast, Kern County, High Desert campuses. More information on La Verne's regional campuses may be found at <http://laverne.edu/location/regional-campus-locations/>.

The University of La Verne is a Hispanic Serving Institution (HSI).

Vision

The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.

University Mission

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to a lifelong learning across the liberal arts and professional programs.

Core Values of the University of La Verne

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty and staff.

Lifelong Learning

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement

The University asserts a commitment to improving and enhancing local, regional and global communities.

Nondiscrimination Policy

The University of La Verne is a coeducational university organized as a nonprofit 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.

The University of La Verne is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the enrollment of any student, or its educational programs and activities, and in the employment of any member of the faculty or staff, or to the election of any officer or trustee of the University.

Inquiries concerning the University's equal opportunity policies, compliance with applicable laws, statutes and regulations (such as Titles VI and VII of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973), and complaint procedures may be directed to the Dean of Student Affairs, Loretta H. Rahmani, Ed.D, Abraham Campus Center 137, 1950 Third Street, La Verne, CA 91750, (909) 448-4053, lrhmani@laverne.edu. To the extent such inquiries and complaints pertain to employment-related matters, they should be directed to the Chief Human Resources Officer, Jody L. Bomba, 1950 Third Street, La Verne, CA 91750, (909) 593-3511, ext 4075, jodybomba@laverne.edu. The Dean of Student Affairs is designated as University of La Verne's Section 504 and Title IX Coordinator. The Chief Human Resources Officer is the University's Equal Employment Opportunity Officer and Deputy Section 504 and Deputy Title IX Coordinator with respect to employment matters.

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 nine regional campuses in central and southern California administered through the office of Regional and Online Campuses.

College of Arts & Sciences

Lawrence T. Potter, Jr, Dean
Keith Lord, Assistant 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
Keeok Park, 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

Barbara Poling, Interim 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

Gilbert Holmes, Dean
Randall Rubin, Associate Dean for Academic Affairs
Susan Exon, Associate Dean for Faculty Development
Jendayi Saada, Assistant Dean
Center for Academic and Bar Readiness

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

Full description: law.laverne.edu/

Regional and Online Campuses (ROC)

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. Degree requirements are the same at the central campus and all other locations.

Full description: laverne.edu/locations Telephone: (909) 448-4949

Regional Campuses:

Central Coast Campus

4119 Broad Street, Suite 200

San Luis Obispo, CA 93401

Tel.: (805) 788-6200

High Desert Campus-Victorville

15447 Anacapa Road, Suite 100

Victorville, CA 92392

Tel.: (760) 955-6440

Inland Empire Campus

3237 Guasti Road, Suite 300

Ontario, CA 91761

Tel.: (909) 937-6985

Kern County Campus

1201 24th Street, Suite D-200

Bakersfield, CA 93301

Tel.: (661) 861-6800

Orange County Campus

2855 Michelle Drive, Suite 250

Irvine, CA 92606

Tel.: (714) 505-6936

Point Mugu Campus

Naval Base Ventura County

162 N. Mugu Road

Point Mugu, CA 93042

Tel.: (805) 986-6900

San Fernando Valley Campus

4001 W. Alameda, Suite 300

Burbank, California 91505

Tel.: (818) 295-6500

Vandenberg AFB Campus

P.O. Box 5578

Vandenberg AFB, CA 93437

Tel.: (805) 734-6200

Ventura County Campus

500 E. Esplanade, Suite 1000

Oxnard, CA 93036

Tel.: (805) 981-6020

Other ROC Programs:

Campus Accelerated Program for Adults (CAPA), a La Verne campus program designed for working adult students, offers classes in the evenings and on weekends.

Tel.: (909) 448-4151

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

Tel.: (909) 448-4949

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

ROC Continuing Education

Extended Learning- Non-degree and non-credit continuing education opportunities offered to individuals interested in expanding their horizons.

Professional Development Courses- Graduate level, non-degree credit courses offered to educators for salary advancement or re-certification.

DEGREE/CREDENTIAL PROGRAMS OFFERED AT REGIONAL AND ONLINE CAMPUSES

| Degree | Major/Program | Central Coast | La Verne Online | Education Programs | High Desert | Inland Empire | Kern County | Orange County | Point Mugu** | San Fernando Valley | Vandenberg | Ventura |
|--------|-------------------------------------|---------------|-----------------|--------------------|-------------|---------------|-------------|---------------|--------------|---------------------|------------|---------|
| 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 | CC | 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 Leadership | CC | | ED | HD | | KC | OC | | SF | | VC |
| M.ED. | Special Emphasis | CC | | ED | HD | | KC | OC | | | | VC |
| M.H.A. | Health Administration | | | | | IE | | OC | | | | |
| M.S. | Child Development | | OL* | | | | | | | | | |
| M.S. | Leadership and Management | CC | OL | | HD | IE | KC | OC | PM | SF | VN | VC |
| M.S. | Educational Counseling | CC | | ED | HD | | KC | OC | | SF | | VC |
| M.S. | Special Education | | | ED | | | KC | | | | | |
| CRED | Educational Specialist – Mild/Mod. | | | ED | | | KC | | | | | |
| CRED | Multiple and Single Subject | CC | | ED | HD | | KC | OC | | | | VC |
| CRED | Pupil Personnel Services Credential | CC | | ED | HD | | KC | OC | | SF | | VC |
| CRED | Preliminary Administrative Services | CC | | ED | HD | | KC | OC | | SF | | VC |

**Offered by the College of Education and Organizational Leadership

** Associate Degree (AA) offered at the Point Mugu Regional Campus only.

Accreditation

The University of La Verne is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission. The College of Education and Organizational Leadership is accredited by the National Council on Accreditation of Teacher Education (NCATE/CAEP) 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.

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 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 Council of Colleges of Arts and Sciences.

STUDENT SERVICES

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

Division of Student Affairs

Loretta Rahmani, Ed.D. Dean of Student Affairs and Title IX Coordinator

Ruby Montaño-Cordova, Associate Dean of Student Affairs

Juan Regalado, Associate Dean of Student Affairs

<http://sites.laverne.edu/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.

<http://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.

<http://sites.laverne.edu/student-life/campus-activities-board/>

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.

<http://sites.laverne.edu/student-life/clubs/>

Commencement Services

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

<http://sites.laverne.edu/commencement/>

Counseling and Psychological Center Services (CAPS)

Counseling and psychological 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.

<http://sites.laverne.edu/caps/>

Dining Services

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

<http://laverne.cafebonappetit.com/>

Disabled Students Services

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

<http://laverne.edu/students-with-disabilities/>

Emergency Student Loans

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

<http://laverne.edu/financial-aid/>

First Generation Student Success Program (FGSSP)

The First Generation Student Success Program (FGSSP) provides educational opportunities for first generation college students to learn, connect and engage successfully in a university setting. Through the FGSSP, students receive substantial support through mentorship, parental involvement and self-reflective processes, as well as academic, personal and professional development programs and workshops.

<http://sites.laverne.edu/multicultural/first-generation-program/>

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.

<http://sites.laverne.edu/student-life/greek-life/>

Health Services

The Student Health Center provides medical services and consultation for eligible students. Prior to entrance, a Physical Examination Form and Immunization Record is required. These forms can be found on the following website:

<http://sites.laverne.edu/health-services/>

International Student Services (OISS)

The OISS supports international students by providing semester and term orientations, immigration advising, OPT workshops and social-cultural activities.

<http://sites.laverne.edu/office-of-international-student-services/>

Leadership Education and Development (LEAD)

The LEAD program offers support, theory, and practical skills training through workshops and retreats aimed at traditional-age students interested in leadership.

<http://sites.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 it generally takes place the weekend before classes begin.

<http://sites.laverne.edu/student-life/orientation/>

Office of Multicultural Services (OMS)

OMS creates opportunities for learning, exploring, deconstructing and celebrating diversity and inclusion as it impacts students and the global community. The OMS supports the First Generation Student Success Program, cultural graduation celebrations, cultural clubs and organizations, student diversity related training and initiatives, and a host of other diversity initiatives on campus.

<http://sites.laverne.edu/students/multicultural/>

Housing and Residential Life

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

and Residential Life office is to partner with students living on-campus to create a learning environment where students feel they are part of the university, are engaged in productive citizenship, and expand their potential. For more information on the on-campus experience, including how to apply, please visit:

<http://sites.laverne.edu/housing/>

Title IX: Sex Discrimination, Harassment, and Assault

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. Sex discrimination includes sexual harassment, sexual assault and sexual exploitation. The University of La Verne has designated Loretta H. Rahmani, Ed.D., the Dean of Student Affairs [(909) 448-4053, lahmani@laverne.edu] and Jody L. Bomba, Chief Human Resources [(909) 448-4075, jodybomba@laverne.edu] to serve as its Title IX Coordinator and Deputy Coordinator. The Title IX Coordinator and Deputy Coordinator are available to receive reports of sex discrimination at the University of La Verne, including sexual harassment, sexual assault, and sexual exploitation, to discuss questions or concerns relating to the investigation of complaints received, reporting and complaint procedures, and education and training opportunities across campus. For more information concerning the University's Title IX policy, resources, complaint procedures and complete list of Title IX Deputy Coordinators please see the website.

<http://sites.laverne.edu/student-affairs/title-ix-resource-guide/>

<http://sites.laverne.edu/student-affairs/files/2011/06/Sexual-Misconduct-Policy-and-Complaint-Procedure-11-20-2014.pdf>

Veteran Student Success

The Office of Veteran Student Success serves as an advocate liaison that connects all veteran students with services, resources, programs and events designed to assist in their efforts-academically, financially, emotionally, socially, and physically- to achieve their educational goals. The Office of Veteran Students Success is located on the 2nd Floor of the Abraham Campus Center.

<http://sites.laverne.edu/veteran-affairs/>

Other Services and Activities

Bookstore

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

<http://laverne.edu/bookstore/>

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.

<http://sites.laverne.edu/safety-parking/safety/>

Career Services & Employer Relations

Career counseling, resume/cover letter review, job/internship search assistance, mock interviews, workshops, and career/major exploration assessments are available in the Career Services Center for all La Verne Campus and Regional Campus students. The office is located in the Abraham Campus Center.

<http://sites.laverne.edu/careers/>

Child Development Center

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

<http://laverne.edu/education/partnership-and-out-reach/fairplex-child-development-center/>

Office of Civic and Community Engagement (OCCE)

This office promotes the University's core value of community and civic engagement by developing mutually beneficial and sustainable relationships between the university and community partners. The office develops and supports service learning courses and the UVCS -CS 305: Learning Through Community Service requirement. OCCE coordinates co-curricular community engagement activities such as the MLK Day of Service and the Federal Work Study Community Service Program.

<http://sites.laverne.edu/civic-and-community-engagement/>

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.

<http://sites.laverne.edu/chaplain/>

Sports Science and Athletics Pavilion

The Sports Science and Athletic Pavilion hosts indoor intercollegiate athletics, intramurals, and recreational sporting events and other University-wide events.

Study Abroad Office

The Study Abroad Office provides information on and coordinates semester-long study abroad programs for La Verne Students. It also provides information about short term study tours offered by La Verne faculty.

<http://sites.laverne.edu/study-abroad/>

Summer Service

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

<http://sites.laverne.edu/chaplain/interfaith-engagement/summer-service/>

ATHLETICS

Julie Kline, Athletic Director

Julie Smith, Assistant Athletic Director/Senior

Women's Administrator

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GO LEOS!!!

The University of La Verne, a NCAA Division III Member Institution, thrives on providing an engaging, diverse Athletics' community focusing on progressive growth while creating a challenging competitive environment with equitable opportunities. 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 boast competitive intercollegiate competition in basketball, cross country, golf, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, volleyball, and water polo. The men also compete in a highly competitive arena offering intercollegiate programs in baseball, basketball, cross

country, football, golf, soccer, swimming & diving, indoor and outdoor track & field, and water polo. In addition to fine facilities and equipment, the athletic department is staffed with highly qualified and enthusiastic coaches, certified athletic trainers and strength & conditioning coach.

The University of La Verne is a member of the Southern California Intercollegiate Athletic Conference (SCIAC) and National Collegiate Athletic Association and competes against California Institute of Technology, California Lutheran University, Chapman University, Claremont-Mudd-Scripps, Occidental College, Pomona-Pitzer Colleges, University of Redlands, and Whittier College. In addition, La Verne competes against other top regional institutions as well as a number of colleges and universities outside the west region. All programs are designed to offer a high quality student-athlete experience.

Student Athletic Eligibility: To maintain full compliance with NCAA Division III and Southern California Intercollegiate Athletic Conference standards, only full-time traditional undergraduate students, 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 minimum full-time academic program and be making satisfactory progress toward a degree as defined by the institution. 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 previous two full time semesters 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 and summer units completed may be calculated once with 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 as a graduate student in intercollegiate athletics if he/she meets all requirements for participation as defined by the institution and NCAA guidelines. Undergraduate students in their final semester taking less than full time hours and graduate students participating in intercollegiate athletics

are required to purchase a student health insurance plan through student accounts even if the athlete has a personal insurance policy.

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 a formal application for admission. Students who wish to become degree candidates must submit a 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 degree applicability 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 degree applicability of courses 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 will become property of the University of La Verne and will not be returned to applicants or forwarded to third parties. The university reserves the right to select its students and deny admission at its sole discretion based on applicant's suitability and the best interest of the university. Any applicant who is found to submit altered, forged, or falsified documentation to the University will be denied admission or have any offer of admission already made revoked, and no further applications will be considered. Additionally, inappropriate behavior by applicants, including those that pose a threat or present a danger to the college community or other behaviors where it is considered to be in the best interest of the college to refuse admission, may be used as a basis to deny the student admission or revoke any offer of admission. Such behaviors and/or findings of falsified admission information may also be used to justify disqualification or termination of enrollment for a current student, including 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:** Applicants must sign and submit the completed application form, personal statement, and the non-refundable \$50 application fee.
- 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. A final high school transcript with the graduation date will be required.
- 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 1170 (or ACT scores of at least 26) 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.

Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.3 or above will be invited to apply to Honors at Entrance and may be admitted pending program approval. Transfer students who have completed an HTCC Honors Transfer Program with an overall transfer GPA of 3.3 will be admitted to Honors and will also have the 24 required ULV Honors elective credits reduced to 12.

First-Year Resource Program: The Admission Committee may choose to grant admission through the First-Year Resource Program (FYRP). The First-Year Resource Program is described in the "Student Acceptance through the First-Year Resource Program (FYRP)" 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 college level coursework will be considered transfer applicants. Students classified as Advanced Freshmen are high school graduates with less than 28 completed semester hours. 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 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 a college level English course. Additionally, a minimum 2.7 GPA is required and completion of college-level Math is strongly recommended.

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.

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 \$53,007. 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 tuition 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 for a detailed credential review to be evaluated for transfer credit. There is a fee for this service. A brochure is available upon request. Students attending a foreign university that is accredited by a U.S. accrediting agency are exempt from the detailed credential review.
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/550pBT on the Test of English as a Foreign Language (TOEFL)

- (b) A minimum score of 420 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) A minimum of 58 on the Cambridge English (CAE)
- (e) A minimum of 53 on the Pearson Test of English Academic (PTE)
- (f) Completion of the equivalent of WRT 110 (English composition) and 32 transferable semester units with a grade of C or better
- (g) 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.

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. 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 with the intent to enroll 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: Deposited students can access and submit Residence Hall Application and License Agreement at sites.laverne.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 (FYRP): This program is designed to assist selected students who have demonstrated potential for success in college through grades and/ or college entrance examinations, but fall short in academic preparedness in one or more subject areas at the time of admission. Students in FYRP are provided additional support as they begin their academic careers at the University of La Verne. They are limited to 15 semester hours during their first academic year as they acclimate to rigorous college-level course work. All students will work closely with an academic advisor in their major to develop schedules that maximize academic success. Additionally, students who make normal satisfactory academic progress at the end of their first academic year will be allowed to register for up to 18 semester hours of full-time enrollment in subsequent semesters.

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 for 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. 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 dis-

qualification. If reinstated, the student may be placed on academic probation.

Regional and Online Campuses (ROC)

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 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 and Online Campuses 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 completed at least 28 semester hours of transferable college credit from a regionally accredited college or university, including WRT 110 (or the equivalent), with an overall minimum GPA of 2.0.
- Applicants for a *B.A. in Educational Studies* must have completed 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), with an overall minimum GPA of 2.0. They also must sign a College of Education and Organizational Leadership Disposition Agreement Form.
- Applicants for a *B.S. in Child Development* must have completed at least 30 semester hours (15 semester hours of General Education and 15 semester hours of Child Development) of trans-

ferable college credit from a regionally accredited college or university, including WRT 110 and WRT 111 (or their equivalents), and EDUC 251, EDUC 253, and (EDUC 354A - ROC students only) (or their equivalents). An overall minimum GPA of 2.5 is required. Applicants must also 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 ROC program brochures.

Application Procedures for the Bachelor's Degree: To apply for admission to the University of La Verne through ROC, 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 or forwarded to another institution. The following documents must be submitted as part of the application for the Bachelor's Degree:

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 application fee, the regional campus will notify the applicant of the required documents necessary to complete the application process.
2. **Official Transcripts and Certificates of Prior Work:** Official transcripts from all colleges and universities previously attended must be submitted. If applicable, military documents, college level test scores (CLEP/DANTES), and documentation for Educational Credit for Training or non-collegiate sponsored programs must be submitted for evaluation of potential transfer credit. All previous college work must be evaluated for transfer. Any transcripts of coursework completed prior to admission that are not submitted will not be considered for transfer credit after admission has been granted.

ed. 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 ROC 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 in service 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.
4. **Additional Information:** La Verne reserves the right to request additional information in order to make an informed decision.

Application Procedures for the Associate Degree: The University offers one Associate Degree. Students who attend courses at one of our Military sites can apply for admission to the University of La Verne's Associate Degree Program in General Studies. Applicant will follow the admission policies of the 2015 catalog with the following exceptions: 1) All applicants for the Associate Degree must submit verification of a High School Diploma or equivalent. 2) Official Transcripts and Certificates of Prior Work.

Evaluations: ROC 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. Upon admission, the Office of the Registrar will provide a complete audit of all acceptable transfer credits that are applicable toward a University of La Verne degree.

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

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

Students who do not complete their degrees within seven years of the date of their admission letter must reapply for admission and fulfill the graduation requirements in effect at the time of their readmission. Students who leave due to academic disqualification may reapply for admission after one calendar year.

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

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

Associate Degree Students must complete all degree requirements within 4 years of their admission.

Transfer Credit for Undergraduate Students

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 for all undergraduate students. 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 unofficial preliminary evaluations and unofficially advise students towards their degree requirements. The official evaluation must be finalized through the Office of the Registrar.

General Transfer of Courses: Students may transfer a maximum of 88 semester hours for credit towards the Bachelor's degree from an accredited institution recognized by La Verne. 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;

Any transfer work completed 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 complete a minimum of 128 semester hours required for the degree.

General Transfer of Courses for the Associate Degree: Students may transfer a maximum of 40 semester hours for credit towards the Associate Degree. Courses eligible for transfer credit include any courses designated as baccalaureate level by the credit granting institution. Any coursework completed with a grade below C- will not be considered for transfer credit to the University of La Verne.

Transfer credit will be awarded up to this 40 semester hour limit in the following order:

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

Any transfer work completed after matriculation and beyond the 40 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 residency, general education, and major requirements, as well as the 60 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 is evaluated using 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 to the University of La Verne 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.

California Community College Transfer Policy:

The University of La Verne has established 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. Transfer 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:

<http://sites.laverne.edu/articulation/by-institution/>.

Statute of limitations of courses: To maintain the currency and integrity of the University of La Verne degree, each department may establish limits on the age of previously completed coursework in regards to the applicability of that coursework to the major requirements for the undergraduate degree. These limits are stated in the descriptions of individual program and major requirements in the Programs section of this catalog. These limits do not impact the transferability of coursework to general education or non-major elective requirements.

Fulfilling La Verne General Education via Transfer Work:

1. Full CSU-GE and IGETC certifications: a) At the time of matriculation, students who have completed either the California State University General Education Breadth Certification (CSU-GE) or 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 requirements with the exception of the Foreign Language requirement, depending on the student's declared major, b) CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California, c) students must provide proof of certification when the final transcript is sent to La Verne, d) transfer students will still be required to fulfill the La Verne Experience requirement which includes University Values LVE 300, Community Engagement CS 305 (or an approved course), and University Reflection LVE 400.
2. Partial CSU-GE and IGETC certifications: a) Courses completed with a grade of C- or better prior to matriculation at La Verne that partially fulfill selected CSU-GE or IGETC requirements will be credited toward partial fulfillment of similar La Verne General Education requirements with the exception of the Foreign Language requirement, depending upon the student's declared major, b) CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California, c) students must provide proof of certification when the final transcript is sent to La Verne, d) transfer stu-

dents will still be required to fulfill the La Verne Experience requirement which includes University Values LVE 300, Community Engagement CS 305 (or an approved course), and University Reflection LVE 400.

3. Courses from California Community Colleges: a) Courses completed with a C- or better at one of California's 112 community colleges that are approved as fulfilling an area requirement for either CSU-GE or IGETC requirements will be used to fulfill a similar general education requirement at La Verne. Students may still be required to fulfill a Foreign Language requirement depending on their declared major, b) CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California,
4. Courses from non-California Community Colleges: Courses completed with a C- or better at a non-California Community College can be used to fulfill general education requirements at La Verne provided that: a) the institution is accredited by an organization recognized at La Verne, b) the course is considered to be at the baccalaureate level at the sending institution, c) the sending institution has a clearly stated general education pattern and, d) the course can be used to fulfill a like general education requirement at the sending institution. When an institution's general education requirement cannot be mapped onto La Verne's general education requirements, the courses in this area will be used to fulfill the La Verne General Education Elective requirement. If the sending institution does not have a clearly stated general education pattern, courses will be evaluated on a course-by-course basis

Associate Degree General Education Transfer Policy: At the time of matriculation, students who have completed one of the two certifications listed above (numbers 1 or 2) will be credited with fulfilling all of La Verne's General Education requirements. Associate Degree students can also fulfill their General Education requirements with courses from one of California's Community Colleges (number 3) or with courses from non-California Community Colleges (number 4).

Transfer Credit for Exams and Testing

Advanced Placement Exam (AP) Transfer Credit:

The Office of the Registrar articulates up to 44 semester hours of credit for the Bachelor's Degree and 21 semester hours of credit for the Associate Degree 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.

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.

General Certificate of Education Advanced-Level (GCE A-Level):

The Office of the Registrar will award credit for each A-Level exam with a grade of A, B or C. A minimum of 4 semester hours of credit will be awarded for each successful A-Level result. Credits will fulfill specific general education requirements at the department's discretion or will earn elective credit.

CLEP and DSST Exams: Transfer credit for the College Level Examination Program (CLEP) and DSST exams are awarded based on the articulation of each individual exam and are reviewed for major or general education requirements by university faculty. Based on these reviews, articulation guides have been created and are available on the Registrar's Articulation website. Furthermore, a combined maximum of 21 semester hours for the Associate Degree and 44 semester hours of credit by exam may be applied toward the Bachelor's Degree (AP and IB credits do not contribute to this total). Exams are normally articulated as lower division credit, and duplication policies are followed as described below.

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.

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 student's application for admission.

Vocational/Technical Transfer Credit Policy: A total of 21 semester hours for the Associate Degree and 44 semester hours for the Bachelor's Degree of vocational/technical courses may be transferred and applied toward a bachelor's degree at the University of La Verne. These courses must be at the baccalaureate level as designated by the sending institution. Applicability of these units toward specific degree requirements is finalized by the Office of the Registrar.

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. A total of 21 semester hours of credit can be applied to the

Associate Degree and 44 semester hours can be applied to the Bachelor's Degree.

Service members 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: La Verne will grant transfer credit for courses articulated to fulfill the Written Communication, a sub-area stated within the La Verne General Education 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.



FINANCIAL INFORMATION

Financial Arrangements and Payment Policies

The student is responsible for the payment of any outstanding balance on his or her student account. All tuition, fees, room and board charges are due by the deadlines listed below. Students who register after the due date are required to pay at the time of registration.

The online student account serves as the official student bill and will reflect the charges, credits and amounts due. It is the student's responsibility to view their student account online for their balance and make the appropriate arrangements for payment to be received by the deadline date.

Students must complete their financial arrangements no later than one to two weeks prior to the start of the term/semester. Students who do not make financial arrangements two weeks 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 to two weeks 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 25. 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. No student is allowed to register for a semester/term if there is an overdue debt from a previous semester or term. Students who register after the due date are required to pay at the time of registration. The University offers the payment options listed below.

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 to two weeks prior to the term. All deferred payment plans require the completion of an agreement.

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 \$30. 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. Accepted forms of credit card payment include: VISA, MasterCard, and Discover. 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 and Fees

| | |
|---|-----------|
| Full-time students (12-18 semester hours and 1-5 semester hours in the January Interterm), per semester..... | \$19,280* |
| Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour | \$1,096 |
| Summer Sessions, per semester hour | \$626 |
| Paralegal Certificate, per semester hour | \$400 |

Religion Program (off-campus), per course.....\$565
 *The full-time student rate includes tuition, student medical insurance, health center, technology, library and an ASULV fee.

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\$25,530
 per year\$51,060

Washington D.C. Internship.....\$24,996

Graduate Tuition

Master's degrees in College of Business & Public Management, per semester hour\$757
 M.Ed., Educational Leadership, Preliminary Administrative Services Credential, Professional Administrative Services Credential, per semester hour\$654
 Master's degrees in School Psychology (CEOL), per semester hour\$705
 All other master's degree and credential programs in College of Education & Organizational Leadership, per semester hour\$695
 Master's degrees in College of Arts & Sciences, per semester hour\$757
 Psy.D., D.P.A., Ed.D.. per semester hour\$1,007

Regional Campuses and La Verne Online

Tuition (per semester hour)*

| <u>Program</u> | <u>Undergraduate</u> | <u>Graduate</u> |
|---------------------------------|----------------------|-----------------|
| Regional Campuses | \$592 | \$757 |
| Corporate rate | \$492-542 | \$657-707 |
| Education Program | \$523-623 | |
| Military base Regional Campuses | \$250 | \$330 |

*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.

CAPA Professional Development Center

Tuition, per semester hour\$626

Residence Hall Charges Room Rates

Main Campus Students, Per Semester

Room, Brandt/Studebaker/Hanawalt Halls, triple occupancy\$2,335
 Room, Brandt/Studebaker/Hanawalt Halls, double occupancy\$2,760

Room, Brandt/Studebaker/Hanawalt Halls, single\$3,460
 Room, Oaks Hall, triple occupancy\$2,680
 Room, Oaks Hall, double occupancy\$3,290
 Room, Oaks Hall, single occupancy\$3,700
 Room, Vista La Verne, double occupancy\$3,785
 Room, Vista La Verne, single occupancy\$4,180
 Room, Sheraton Fairplex, double occupancy ...\$4,655

Main Campus Students, Per Term

Room, Oaks Hall, double occupancy\$2,195
 Room, Oaks Hall, single occupancy\$2,465
 Room, Brandt/Studebaker/Hanawalt Halls, double occupancy\$1,840
 Room, Vista La Verne, double occupancy\$2,520
 Room, Vista La Verne, single occupancy\$2,790

College of Law Students, Per Semester

Room, Oaks Hall, double occupancy\$3,630
 Room, Oaks Hall, single occupancy\$4,080
 Room Vista La Verne, double occupancy\$4,175
 Room Vista La Verne, single occupancy\$4,610

Board Rates

Residential Undergraduate Students, Per Semester

10 meals per week\$2,490
 12 meals per week\$2,605
 14 meals per week\$2,710
 19 meals per week\$2,965

Residential Term and Commuter Students

Leo Dollars Plan, per term\$500

Housing Fees

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

Fees

Academic Services (not charged to full-time, traditional-age students), per course\$30
 APA fee (doctoral students)\$100
 Apostille/Certification\$80-\$110
 Appeals\$50
 Application, undergraduate, credential and masters's\$50
 Application, doctoral\$75
 Assessment Testing Kit Fee\$50
 Auditing, (traditional undergraduate students) per semester hour\$548
 Auditing, per semester hour..one-half normal tuition
 Cap and Gown Fee (doctoral students)\$55

| | |
|---|------------------------------|
| Community Service Alternative Assessment | \$50 |
| Competency Exam (CBPM)..... | \$100 |
| Continuous Registration (Psy.D.,Ed.D.) 1-2 semester hours of tuition..... | \$1,007-2,014 |
| Continuous Registration (D.P.A.), per term | \$670-\$1,340 |
| Course Challenge | one semester hour of tuition |
| Doctoral Dissertation completion | \$450 |
| Graduation, doctoral | \$300 |
| Graduation, master's | \$160 |
| Graduation, undergraduate..... | \$140 |
| Health Center (mandatory for all international graduate students and all other students who qualify and purchase the Student Insurance Plan separately) per semester | \$75 |
| per term | \$60 |
| Student Medical Insurance (mandatory for all international graduate students), per semester | \$444 |
| per term | \$264 |
| Journalism, Radio, TV,MSSLab Fee(s) | \$100 |
| Laboratory Fee, per course | \$150 |
| Late Financial Arrangement | \$100-300 |
| Legal Studies Certificate | \$35 |
| Legal Studies Association (one time charge) | \$25 |
| Legal Studies, online research, per course | \$20 |
| Lost ID card | \$5 |
| Make-up Examination | \$40 |
| Missed Payment Fee | \$30 |
| Music Lessons, per semester hour..... | \$250 |
| Photography Laboratory | \$175 |
| Professional Development Courses (700-level, non-degree credit), per semester hour | \$115 |
| Replacement of Diploma | \$60 |
| Returned Check/Rejected Credit Card | \$25 |
| RICA Test Preparation | \$100 |
| Senior Citizens Audit Program (Per Course)..... | \$50 |
| Student Orientation Fall | \$75 |
| Student Orientation Spring | \$35 |
| Student Tuition Deposit (non-refundable)..... | \$200 |
| Taskstream Account Misuse | \$27-70 |
| Teacher Performance Assessment..... | \$50-100 |
| TPA Resubmission | \$100-125 |
| TPA Late Fee | \$50-100 |
| Transcript, per copy | \$6 |
| Transcript (24-hour turnaround), per copy..... | \$15 |
| Written Composition | \$50 |

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. 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 students (12-16 semester hours), per semester | \$12,500 |
| Part time students (1-11 semester hours), per semester | \$9,800 |
| Approved academic overload and Summer per semestert hour..... | \$1,000 |

Fees

| | |
|--|-----------|
| Application..... | \$50 |
| Bar Readiness, per semester | \$253-506 |
| Graduation | \$300 |
| Late Financial Arrangement..... | \$100-300 |
| Late Registration Fee | \$100 |
| Library, per semester | \$120 |
| Licensing Exam | \$45 |
| Lost ID card | \$5 |
| Missed Payment Fee | \$30 |
| Multipurpose, per semester | \$246 |
| Returned Check/Rejected Credit Card | \$25 |
| Student Bar Association, per semester | \$50 |
| Transcript, per copy | \$6 |
| Transcript (24-hour turnaround), per copy..... | \$15 |

REFUND/TUITION CREDIT POLICIES

It is the student's responsibility to officially notify the Registrar, or the regional campus where the student is enrolled, if he or she withdraws from classes at any point during the semester or term. Failure to attend class or informing the instructor does not constitute official withdrawal from a course. Failure to complete the withdrawal process by the established deadlines dates will result in continued obligation for tuition and other charges. Students who have received (or whose accounts have been credited with) financial aid funds will have these funds returned to the appropriate financial aid programs before any refunds will be issued to the student.

Policies and procedures on withdrawal are covered in the “Tuition Credits/Refunds” section below as well as in the sections entitled “Withdrawal from 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, 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: Students who drop their class(es) through the end of the add/drop period are eligible for 100% refund of tuition and fees. Students who withdraw from their class(es) 7 business days from the end of the add/drop period are eligible for 75% refund of tuition charged. Students who withdraw from their class(es) 7 business days from the end of the 75% refund period are eligible for 50% refund of tuition charged. Courses that are less than seven weeks are not eligible for a 50% refund. The tuition refund policies for dismissal, suspension, and expulsion are the same as for voluntary withdrawal.

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 dividing the number of days in the term or semester that the student was not enrolled by the total number of days in the term or semester. The Financial Aid Office will calculate the amount of the refund to the financial aid programs.

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

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

Student Refunds: A student who is eligible for a refund due to excess financial aid and who used a credit card to pay any and all of his or her tuition and fees will have a refund processed to his or her credit card up to the amount of the payment. This policy applies to all credit card transactions, regardless of the order of payment. Any credit over the amount paid by credit card will be processed through direct deposit or paper check.

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.

The University reserves the right to request prepayment before allowing a registration from students who do not comply with payment policies or whose accounts have previously been subject to collections.

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.

Delinquent Payment of Perkins and Institutional Loans

Students with a Federal Perkins Loan must complete an exit interview before any records will be released. If a student defaults on payment of a Perkins or Institutional Loan(s), all records will be held until the student either pays off the loan or brings the loan current.

FINANCIAL AID

Diane Anchundia, Director of Financial Aid
Fernando Ramos, Associate Director of Financial Aid

All students admitted to a degree or certificate program may apply for financial assistance. All student financial aid (institutional, federal, and state aid) will be administered by and coordinated through the Office of Financial Aid located in Woody Hall.

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

Financial Assistance Eligibility

To be eligible for federal, state, and need-based institutional aid, the student must:

- Be a U.S. citizen, permanent resident or eligible non-citizen.
- Complete the FAFSA by the priority deadline: www.fafsa.gov.
- Be accepted for admission to the University as a regular, degree-seeking student. Non-degree students are ineligible for financial assistance.

- Demonstrate financial need.
- Be enrolled in good standing with at least half-time status (for federal aid, full-time for institutional aid).
- Maintain satisfactory academic progress.
- Be registered for the draft with the Selective Service if the student is male, at least 18 years old, was born after December 31, 1959, and is not a current member of the active armed service. Males who are age 26 and older are not required to register with the Selective Service.
- Not be in default on any Title IV loans or owe a repayment on any Title IV grant.

NOTE: Non-citizens and/or International Students may qualify for private, University and/or merit-based aid.

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.

University of La Verne Financial Assistance Policy

La Verne students are limited to a maximum of eight semesters of institutional financial assistance or until the requirements of their first degree are completed, whichever occurs first. Some students may require less than eight semesters to complete their first degree. Once students complete their degree requirements they will no longer be eligible to receive University-funded financial aid. If students choose to pursue another degree they may be able to receive state or federal grants, outside scholarships, or loans. Students who wish to request an exception to this policy due to extenuating circumstances may submit an appeal with supporting documentation to the Office of Financial Aid.

Types of Assistance: Financial aid is money awarded to assist a student to attend college who would otherwise not have the opportunity. There are two types of assistance a student may be awarded: gift financial aid and self-help financial aid. Gift financial aid is money the recipient does not have to pay back, such as University grants and scholarships, outside 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 a Financial Aid Award Letter along with other important information and instructions.

The University of La Verne awards institutional financial assistance on the basis of financial need and merit and does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, disability, or prior military service.

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

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

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

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

How To Apply for Financial Aid

The 2015-2016 Award Year FAFSA must be used to apply for financial aid in the 2015-2016 academic year.

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 Competitive award. For transfer students who are not enrolled in high school and who have completed at least 24 college semester units, 36 quarter units or the equivalent, all college grades received by the date the college certifies the student's GPA will be used.

Continuing La Verne Students: The Registrar automatically submits GPA information to 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.

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 www.laverne.edu/financial-aid) a tax transcript copy or tax transcript from the IRS, 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.

Requirements

The federal government requires that colleges and universities develop and enforce an internal system to monitor the academic progress of financial aid recipients and mandates that financial aid recipients be making satisfactory academic progress in order to maintain financial aid eligibility. These standards may be different than the academic standards required to remain in the program, to advance to candidacy, or to earn a degree or certificate. Where differences exist, the standards set forth in this policy shall be used to determine eligibility for participation in student finan-

cial aid programs at the University of La Verne (La Verne).

Criteria

Academic progress criteria apply to applicants and recipients of financial aid programs created under Title IV regulations of the Higher Education Act of 1965, as amended, as well as to recipients of other programs used by the Office of Financial Aid at La Verne to provide students with financial assistance to achieve their primary educational objective.

Specific programs include the following:

- Federal ACG Grant Federal Perkins Grant
- Cal Grant A Federal SMART Loan
- Cal Grant B Federal Stafford Loan
- Cal Child Development Grant Federal Supplemental Educational Opportunity Grant
- Federal Graduate PLUS Loan Federal TEACH Grant
- Federal Pell Grant Federal Work-Study

These standards of satisfactory academic progress also apply to students receiving agency-sponsored assistance; and participation in all scholarship, grant, loan or employment programs provided through La Verne funds. La Verne has developed the standards described in this policy.

Standards

At the end of each academic year, the academic progress of financial aid applicants is measured by the criteria listed below. Students must meet all of the following standards:

Maintain a minimum grade point average, and
Complete a minimum number of units each academic year, and
Complete no more than 150% of units required to complete primary educational objective, and
Complete the primary educational objective within a maximum time frame.

Students who do not meet the satisfactory academic progress standards and or who fail to maintain satisfactory academic progress will be disqualified from receiving future financial aid.

Initial Review

The academic progress of financial aid applicants and recipients are reviewed at least once annually, primarily at the end of the academic year. There are

two categories within the standards of satisfactory academic progress that students must meet: qualitative and quantitative. Students who meet or exceed these standards are said to be making satisfactory academic progress. Students who do not meet one or more of the standards should refer to the sections identified below that are related to Financial Aid, Ineligibility, and the Appeal Process.

Qualitative Standards (the degree of excellence)

At the time of review, a student's official cumulative grade point average is evaluated to determine whether qualitative standards are being met. To maintain satisfactory academic progress, students must meet the minimum grade point average requirements for continued enrollment at La Verne, as stated in the La Verne catalog under academic information: Academic Progress and Probation. Grade point averages are based on the official cumulative record of the student at the time of review. Official grade point averages may include work earned at prior schools.

1. Minimum Grade Point Average (GPA) GPA Program

2.00 Students pursuing an undergraduate certificate, degree, teacher credential, or JD degree must maintain this minimum "cumulative" GPA.

3.00 Students pursuing a doctoral degree, a graduate degree or graduate certificate must maintain this minimum "cumulative" GPA.

Quantative Standards (the amounts or proportions)

At the time of review, a student's ratio of the number of semester hours earned is compared to the semester hours attempted to determine whether quantitative standards are being met. To maintain satisfactory academic progress, students must complete at least 67 % of the units attempted each academic year. Paralegal certificate students by definition are considered undergraduate students based upon the program length, regardless of the number of units earned. Teacher credential students are considered post baccalaureate degree students and not graduates. Courses taken as incompletes, withdrawals, repetitions and all transfer credits accepted by the university from other institutions will be calculated as units attempted. This includes repeat courses and courses taken with a grade options: WF, CRD, NCR, WNC, INC, IP, NG and W will be counted as units attempted.

2. Minimum percentage completed per academic year
- | % | Program |
|-----|--|
| 67% | Students pursuing an undergraduate degree must complete this minimum percentage of units. |
| 67% | Students pursuing a graduate degree must complete this minimum percentage of units. |
| 67% | Students pursuing a doctoral degree or J.D. degree must complete this minimum percentage of units. |

Unit Cap

The academic progress standards for students receiving financial aid are more restrictive than for the general student population. The standards are based upon a reasonable expectation of academic progress toward an educational objective. Students who exceed 150% of the maximum number of units required to complete their degrees are not considered to be making satisfactory academic progress toward their certificate or degree.

1. Maximum number of units attempted

| Units | Program |
|--------|---|
| 192 | Students pursuing an undergraduate degree must not exceed this maximum number of units attempted. |
| 45-92 | Students pursuing a graduate degree must not exceed this maximum number of units attempted. |
| 81-180 | Students pursuing a doctoral degree must not exceed this maximum number of units attempted. |
| 126 | Candidates for the J.D. degree must not exceed this maximum number of units attempted. |

Maximum Time Frame

Students not completing their degrees within the maximum time frame are not considered to be making satisfactory academic progress toward their certificate or degree. All terms of enrollment will count toward the maximum time frame as well as any transfer credits. Enrollment in terms/semesters in which no financial aid is received will be included in the maximum time limit. Enrollment in summer sessions/terms will count toward the maximum time frame, grade point average, and unit requirements.

Undergraduate

| Students | Terms | Years | Status | Conditions |
|----------|-------|-------|-----------|---|
| | 18 | 6 | Full-time | Students pursuing an undergraduate degree will be allowed this maximum time frame to complete a degree. |

Graduate

| Students | Terms | Years | Status | Conditions |
|----------|-------|-------|-----------|---|
| | 9 | 3 | Full-time | Students pursuing a graduate degree will be allowed this maximum time frame to complete a degree. |

JD Students

| Students | Terms | Years | Status | Conditions |
|----------|-------|-------|-----------|---|
| | 12 | 6 | Full-Time | Students pursuing a JD degree will be allowed this maximum time frame to complete a degree. |

Certificate Program Students

Students pursuing approved certificate programs will be monitored on the basis of each certificate program requirement.

Failure to Maintain Standards

At the end of each academic year, the Office of Financial Aid notifies students who do not meet satisfactory academic progress requirements, in writing. Students who fail to meet the satisfactory academic progress standards are disqualified from receiving future financial aid.

The Appeal Process

Students may be given the opportunity to appeal the determination that they are not meeting the satisfactory academic progress standards. Appeals for reestablishing eligibility are based on extenuating circumstances. Examples of extenuating circumstances include, but are not limited to: injury; extended illness; one-time extenuating circumstances that have since been resolved; and enrollment limitations due to academic advisement.

The student must obtain, complete, and submit, along with any supporting documentation, a University of La Verne Academic Satisfactory Academic Progress Appeal Request Form to the Office of Financial Aid. The appeal will be evaluated and the student will be notified of the decision within 10 days of the submitted request.

Regaining Financial Aid Eligibility

Students who have lost eligibility for financial aid due to lack of academic progress can be reinstated by successfully completing sufficient units to meet the desired standards. The student must notify the Financial Aid Office once the units have been completed. If extenuating circumstances apply, the student must submit a Satisfactory Academic Progress Appeal Form along with supporting documentation to the Financial Aid Office. If a student's SAP appeal is granted and approved, he/she will be placed on financial aid probation during the time outlined in their Probation letter. If at the end of the student's financial aid probation period he/she fails to maintain the minimum standards of financial aid the student will be ineligible to receive future financial aid.

Financial Aid Disqualification

Students who fail to meet the minimum standards of the Financial Aid Satisfactory Academic Progress Policy are no longer eligible to receive financial aid at the University of La Verne.

Academic Disqualification

Students who are academically disqualified are no longer eligible to receive financial aid at the University of La Verne.

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.

Notice of Disbursement and Right to Cancel

Federal Loans: Students and borrowers have the right to cancel the entire loan or any portion (a specific disbursement) of any federal Direct, Perkins or PLUS loan. Requests to cancel a specific loan disbursement may be submitted prior to the date of crediting to the student's account or within 14 days from the date the student receives official notification from the Student Accounts Office that loan funds have credited to the student's account. To request cancellation of a loan disbursement, the student can complete a Request to Cancel and Return Loans Form located on the Student Accounts section of the University of La Verne website. Interest will not be charged and loan fees will be returned to the loan holder. Cancelling a loan disbursement could cause a balance to be due which the student will be responsible for paying. This is especially true if the student received a bookstore voucher or a refund due to excess funds (credit balance) on the account.

Repayment After the Designated Time Period:

Students cannot cancel the loan disbursement if the designated time period described above has already passed. Instead, students can repay the loan disbursement directly by contacting the loan holder (Direct Loan Servicer for Federal Direct Loans or the Student Loan Specialist at the University of La Verne for Perkins Loan). The borrower (the student for student loans; the parent borrower for parent loans) will be responsible for any interest that may have accrued and/or any loan fees.

Cal Grant B Access Authorization: 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; this form is available online, or through the Offices of Financial Aid or Student Accounts.

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 begins 60 days after the last disbursement. Parents are eligible to defer their Direct Parent PLUS Loan payments until after their dependent graduates. The Federal Direct Loan program at <https://studentloans.gov>, can provide specific information regarding this 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. 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 2015-2016 academic year, Federal Pell Grant awards will range from \$581 to \$5,775. A student cannot receive Federal Pell Grant funds from more than one institution for the same period of enrollment. If more than one institution submits a request for payment to the Federal Pell Grant Program for the same period of enrollment, one of the schools will be required to withdraw the Federal Pell Grant award from the student's financial aid. The student will ultimately be responsible for any balance resulting from the duplicate enrollment.

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 2015-2016 academic year, FSEOG Grant awards will range from \$500 to \$3,000. 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 2015-2016 academic year, Federal Perkins Loan awards will range from \$375 to \$4,500. 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, 2014 and June 30, 2015, the interest rate is 4.66%.

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 may borrow up to \$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.

| 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 | | \$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. As of October 1, 2014 Federal Direct Parent PLUS Loan origination fees are 4.292%; based on Federal Sequestration this is subject to change October 1, 2015. The interest rate on the funds borrowed is currently 7.21%, and is subject to change July 1, 2015. 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 additional

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. The current interest rate is 7.21% and is subject to change July 1, 2015. Applicants 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, is the largest scholarship source awarded to undergraduate students funded by the state of California, and 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 2015-2016 academic year is \$8,056. The tentative maximum award for new Cal Grant B recipients is \$1,648. The awards are contingent upon the 2015-2016 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 that 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 2015-2016 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 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 first-time 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)

Each Performance Scholarship recipient receives a \$25,000 annual award for the first three years. The fourth year will cover full-tuition. 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 eligible 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 La Verne 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 La Verne 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.

University of La Verne Loans: This is a student *loan*. To be eligible for consideration of a La Verne Loan, a student must be admitted through the Office of Undergraduate Admission at the La Verne campus and be enrolled as a full-time student. La Verne Loans are interest free loans. Recipients must have a minimum 2.5 GPA, and have graduated from a California high school.

Repayment begins six-months after student goes below full-time status.

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, be enrolled as a full-time student, and be an entering Freshman. These scholarships are offered for the Spring Semester after completing Honors 101 and 102 with the Galapagos trip. The recipients are awarded \$2,000 in addition to other La Verne institutional scholarships, not to exceed the total cost of tuition and fees.

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. For additional information or questions regarding military and veteran benefits, please contact the Office of Veteran Student Success at 909-448-4416.

Yellow Ribbon Program: The University of La Verne is pleased to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a partnership between the University of La Verne and the Department of Veterans Affairs (VA). The program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008 and is designed to help students supplement their Post 9/11 GI Bill Tuition Benefits. For additional information or questions regarding military and veteran benefits, please contact the Office of Veteran Student Success at 909-448-4416.

ACADEMIC INFORMATION

Academic Communication

The University student portal is called MyLaVerne. MyLaVerne provides student access to the University's official Course Catalog, course schedules for every term, and student information. MyLaVerne can be accessed from the University's homepage at laverne.edu or the La Verne portal at myportal.laverne.edu. Registration, grade reporting, online request for transcripts, and course evaluation are all accomplished through MyLaVerne. Students can also access and accept their financial aid award information, check account balance and make payments to their account through



MyLaVerne. For information on MyLaVerne see laverne.edu/registrar/mylaverne-info/.

All enrolled students are provided a University of La Verne email address and network username. This provides students access to their MyLaVerne secured account and campus portal. Students should not share their La Verne network, MyLaVerne, or email information/password with anyone at any time.

All official communication between the University and students is conducted electronically and sent to the students' La Verne e-mail address (@laverne.edu). Students are expected to open and check their campus email on a regular basis. We expect students to read, respond and archive all official correspondence from the University. 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.

Students should also use their La Verne email address to communicate with university officials. Communication with University employees and faculty in regards to any academic or financial information will not normally be replied to if the student does not use their La Verne email address. This is to protect the privacy of student information.

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, 909-448-4510.

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 ROC 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 ROC student.

By signing the registration form, or by gaining a pin number (AAC) 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 students are expected to take a writing placement exam for appropriate placement into Written Communication A or B. Transfer students who achieved a passing score of 3, 4, or 5 on the Advanced Placement English Language or English Literature exam, a 4 on the higher level International Baccalaureate Language A1 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 required 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 to campus, 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.

Academic Policies: Registration, Adds, Drops and Withdrawals

Registration, Attendance and Withdrawals

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). Students are obligated to make financial arrangements for courses in which they have enrolled. Financial arrangements must be made prior to the first day of the semester/term.

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/add 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 – 11week 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 5 or 6 week terms begins approximately three weeks prior to the first day of the enrollment term. Registration continues through the first 5 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. Full-time traditional undergraduate students who were full-time during the fall may take up to five units during January Interterm at no additional charge regardless of whether or not the course is required for the degree. Registration for 4-week summer terms begins in the spring and continues through the fourth 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 their MyLaVerne account. The La Verne Course Catalog and all schedules of courses are available on MyLaVerne. All students can verify the courses they have enrolled in for a specified term and the amount they will be obligated to make payment arrangements on their MyLaVerne Account. A student who registers and decides not to attend the course(s) must follow the Drops and Withdrawals policy printed in this section. Complete registration information and procedures are available at lav-erne.edu/registrar.

Late Registration/Adds: Students must have permission of the instructor of the class to appeal for late entry into a class. Students cannot assume an instructor will allow entry to a class if they do not attend the first class meeting. Students must obtain and complete the appropriate appeal form and submit to the Undergraduate or Graduate Academic Appeals Committee. Further information can be obtained in the Appeals section in the catalog.

Late Registration/Adds by appeals with fee begins as indicated below:

1. Enrolling the 8th workday of a semester or term or thereafter.
2. Enrolling in a January Interterm course on the 5th workday of class or thereafter.
3. Enrolling in a 5-6 week term course on the 6th workday of class or thereafter.

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.

Waitlist: A student can make a request to be on a waiting list for closed classes. This will list the student name on the class roster to notify the instructor they wish to enroll in a specified class. Not all classes will allow a wait list. If a course has the wait list option this will be designated on the schedule of courses. A student can view how many wait list spaces are available for a specified course. If there is still a seat available the student can request that seat on MyLaVerne. The registration system will automatically notify a student when a space is available. Upon receipt of notification that a space is available a student must immediately enroll officially into the class.

Dropping a Class: Dropping a class is the process through which students officially notify the Registrar or Regional Campus of their intention to not attend a class or classes. Classes that are officially dropped are not posted on the student's official transcript. Failure to drop a class will result in a failing grade. Drops can be processed via the student's MyLaVerne account. Students should view the academic calendar for their semester/term to determine the last day to drop. The time period to drop a class is indicated below:

1. To drop a class from a term or semester that is 10 weeks or greater a student can initiate the Drop beginning the first day of open enrollment through the first seven work days (Monday through Sunday) of the term or semester, excluding university holidays. CAPA Weekend Cycles and Accelerated term students must also drop classes within the first seven work days of the term.
2. To drop a class for January Interterm or a term 4 weeks or less in length a student can initiate a Drop beginning the first day of open enrollment through the 4th workday of the term.
3. To drop a class from a term that is 5 – 6 weeks in length a student can initiate a Drop beginning the first day of open enrollment through the 5th workday of the term.

Withdrawal from Class: Withdrawal is the process through which a student officially notifies the Registrar or regional campus of their intent to not attend a class or classes after the drop period is over.

Withdrawals are recorded on the student's official transcript as a W.

Withdrawals can be processed via the student's MyLaVerne account. The withdrawal period for terms and semesters is indicated below:

1. The withdrawal period for a term or semester class that is 10 weeks in length or greater begins the 8th workday (Monday through Sunday) of the term or semester, excluding university holidays and continues through 60% of the term or semester. CAPA Weekend Cycles and Accelerated term students may also withdraw from classes beginning the 8th day of the term dates through 60% of the term.
2. The withdrawal period for January Interterm or 4 weeks in length or less begins the 5th workday of the term and continues through 60% of the term.
3. The withdrawal period for a term 5-6 week in length, begins the 6th day of the terms through 60% of the term.
4. Students enrolled in a class that meets 2-6 consecutive days must withdraw before the second class meeting commences.
5. Students enrolled in a class that meets for one day only cannot withdraw.

Students can submit their request to withdraw in person, by phone, e-mail, letter, or fax to the Registrar or regional campus center. Students should view the academic calendar for their semester/term to determine the last day to withdraw. A student who fails to withdraw officially from a registered course will receive a failing grade (NCR, F, WF, WNC) Faculty are required to submit a student's last date of attendance for all students who stop attending classes prior to the last day to withdraw.

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.

Statute of Limitation

The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit

appeals in regards to retroactive registration/add/drops/withdrawal, extensions of time on INC/IP as well as submission of grades. The policy can be found under the Academic Appeal section of this catalog.

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, Financial Aid, 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 (fall/spring) 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 service. Leaves of Absence for military service have no time limit and may return at any time. You may be asked to submit proof of enlistment or deployment. Students are required to keep the University informed about plans to return; otherwise, they will be considered withdrawn after the two-semester limit has expired, except in cases related to military enlistment or deployment.

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, Financial Aid, 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 (16 weeks) schedules or with term (5-10 week) 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 Progress

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, practicum, studio work, and other academic work leading to the award of credit hours.

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 12-18 semester hours each semester, 1-5 semester hours in January Interterm, and 10 semester hours during the summer term. A term Bachelor student normally accomplishes this by taking 8 semester hours for each term offered in an academic year.

Below is a chart indicating the minimum semester hours needed for the semester based and term based undergraduate students for each reported time status. CAPA students who attend Weekend cycle courses, CAPA Accelerated Evening, CAPA Accelerated Sunday and/or CAPA Distant Learning terms are all considered to be semester students. Students need to be aware what the minimum time status is required to maintain eligibility for financial

aid, athletics, student activities, insurance, housing, I-20 to name a few.

Undergraduate Semester

| Based Programs | FT (Full Time) | TH (3/4 Time) | HT (Half Time) |
|------------------------------------|----------------|---------------|----------------|
| Traditional Undergraduates (BA/BS) | 12 | 9 | 6 |
| CAPA, REL, LVPL | 12 | 9 | 6 |

Undergraduate Term

| Based Programs | FT (Full Time) | TH (3/4 Time) | HT (Half Time) |
|------------------------|----------------|---------------|----------------|
| Undergraduates (BA/BS) | 8 | 6 | 4 |

Course Load: Graduate- To be considered full time, a graduate student in the 16-week semester plan must enroll in a minimum of nine semester hours each semester. To be considered half time, a student must enroll in a minimum of five semester hours each semester. A student wishing to enroll in more than 15 semester hours in any semester or more than one semester hour per week during January Interterm must have prior approval from the appropriate Dean.

For graduate students enrolled in accelerated 10-week terms, six semester hours constitute full-time status; three semester hours constitute half-time status.

To be considered a full time student when enrolled in less 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. However, this may not qualify the student for financial aid eligibility or loan deferments.

Graduate Semester

| Based Programs | FT (Full Time) | TH (3/4 Time) | HT (Half Time) |
|--------------------------|----------------|---------------|----------------|
| Master's Degree Programs | 9 | 7 | 5 |
| Teacher Credential | 12 | 9 | 6 |
| Psy.D and Ed.D. | 9 | 7 | 5 |
| Law School Programs | 9 | 7 | 5 |

Graduate Term

| Based Programs | FT (Full Time) | TH (3/4 Time) | HT (Half Time) |
|--------------------------|----------------|---------------|----------------|
| Master's Degree Programs | 6 | 4 | 3 |
| Teacher Credential | 8 | 6 | 4 |
| DPA | 6 | 4 | 3 |

Course Overloads: A Central/Main Campus Undergraduate is eligible to enroll in a maximum of 18 semester hours in a single semester. A Central

Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution, cannot enroll in more than 18 semester hours total for both institutions for the Fall or Spring Semester. A Central Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution, cannot enroll in more than 12 semester hours total for both institutions for the Summer. Students who desire to take more than the maximum semester hours must petition to the Undergraduate Academic 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.

Graduate 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.

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 and may take no more than 8 semester hours for graduate credit. The approval form must be completed prior to the beginning of the semester with appropriate signatures (undergraduate program advisor, instructor, Registrar, and appropriate Dean for the graduate courses). All 400-level courses taken without such approval will be considered to have been taken for undergraduate credit. Undergraduates may not enroll in 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:

| | |
|-----------|--|
| Freshman | 0-27 semester hours successfully completed |
| Sophomore | 28-59 semester hours successfully completed |
| Juniors | 60-91 semester hours successfully completed |
| Seniors | 92 semester hours successfully completed and above |

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-time and part-time graduate students making normal academic progress must complete their degrees within the limits specified under Time Limitation in the Graduation Requirements—Graduate Programs section of this catalog. To maintain financial aid eligibility, students may have to meet additional requirements as described in the Financial Aid section of this catalog. Students receiving veterans benefits who fail to maintain the 3.0 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

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

Academic Probation: Academic probation is a serious warning to the student that his/her scholastic record is unsatisfactory. Continued failure to improve this record will result in academic disqualification. Students on probation may also have restrictions

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

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

Academic standing is determined after every term for students enrolled in 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 achieve 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.

Disqualified students are not allowed to return as an enrolled student.

Central Campus Undergraduate Academic Disqualified students must appeal to the Associate Vice President for reinstatement to the University. ROC undergraduate students must appeal to the Dean of the Regional and Online Campus for reinstatement to the University. Central Campus and ROC graduate students must appeal to their Academic Dean. Extenuating circumstances will be reviewed on a case by case basis.

Academic disqualification will be recorded on the students' academic 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 Disqualification is distinct from Financial Aid Satisfactory Academic Progress. Students who appeal for academic reinstatement must also appeal to the Office of Financial Aid.

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. S/he 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. S/he 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. S/he 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 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, ROC and graduate students may register until the last day to withdraw from a course.

Independent Study: An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form, available from the Registrar and www.laverne.edu/registrar/, must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at La Verne. Traditional undergraduates must register for independent studies only during the normal registration period. CAPA, ROC and graduate students may register 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: Matriculated students, who believe they can successfully demonstrate the competencies of a course without attendance, may request to challenge the course. Most La Verne courses may be challenged for credit. Students can view the MyLaVerne Course catalog to determine if a course is challengeable.

The student may see a list of course goals and objectives prior to challenging the course. A complete list of steps to challenge a course can be found on the Office of the Registrar website. 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 the course for credit. A maximum of eight semester hours of course challenge may be counted toward fulfilling the undergraduate residency requirement.

Service website along with instructions.

A student may not challenge any course 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.

College Writing A and College Writing B Challenge Exam: Students who believe they can successfully demonstrate the competencies for WRT 110 College Writing A or College Writing B can pay the \$50 nonrefundable fee to initiate this process. Traditional Students who desire to take the writing challenge exam will need to contact the Writing Department. Regional and Online students need to consult with their Academic Advisor.

Students who do not pass the College Writing A or the College Writing B exam must enroll immediately in the class to earn credit for the course. Students who pass the exam can also request to obtain course credit for WRT 110 or WRT 111 by paying the additional fee. Students must contact the Office of the Registrar and the Office of Student Accounts to complete this process.

Community Service Alternative Assessment: Students who have already completed 20 hours of unpaid community service in *one* community organization within the past two years from the date of application for alternative assessment may be able to meet the requirement for Community Service through an assessment of prior learning. Alternative Assessment assumes that you have already attained mastery of the learning outcomes as stated on the Community Service Web site: <http://laverne.edu/general-education/requirements/community-service>

There is a \$50 non-refundable fee for this assessment. The Request for Community Service Assessment form can be found on the Community

Certification Options: Students have the option of fulfilling certain General Education requirements by showing competency through prior learning or experience. The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Fitness. If a student successfully demonstrates competency in a particular area, the general education area will be fulfilled, but no course credit will be given. For Written Communication and Community Service, students are required to pay a fee in order to enter the certification process (see "Tuition and Fees"). Students certified in Written Communication or Community Service have the additional option of paying the Course Challenge Fee and receiving course credit. Payment for course credit must be completed within one semester or term after completing the certification or no course credit will be given. Students who wish to meet a requirement through certification should contact the appropriate department for information.

Auditing: Most courses may be audited with the permission of the instructor as long as seats are available. Students pay one-half the regular tuition. Students do not receive semester hours nor meet any University requirements. Audited courses will appear on a student's transcript with a grade of Audit. The normal registration deadlines apply, and changes from audit to grade status (or grade to audit status) must be made before the end of the tenth day of classes in any semester; the end of the third day of classes during January Interterm.

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:

| | |
|------------|---|
| Alpha Code | Precollege- not applicable to bachelor's degree program |
| 001-099 | Activity and survey courses — lower division applicable to bachelor's degree programs |
| 100-199 | Elementary and survey courses — |

| | |
|---------|---|
| | lower division applicable to bachelor's degree programs |
| 200-299 | Intermediate courses and courses introductory to a discipline applicable to bachelor's degree programs |
| 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 or introductory graduate level courses applicable to advanced degree programs and credential programs |
| 500-699 | Graduate level courses applicable to advanced degree programs and credential programs |
| 700-799 | Graduate level, 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.

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."

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: Non-challengeable courses 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."

Final Examinations

The University Registrar publishes final exam schedules each semester. Students have a right to sit for no more than two final exams in one day. In cases where a student has more than two final exams scheduled on the same day, faculty will accommodate students.

- a. Students are individually responsible to work directly with their instructor(s) to request alternative exam arrangements as soon as possible. Unreasonable requests for accommodations such as, but not limited to, last minute requests except in illness or emergencies, may be denied by the instructor(s).
- b. When three final exams are scheduled back-to-back on a single day, or students experience documented and verified illness or emergency, students may wish to speak with their instructors. Instructors may collaborate with individual students to reschedule final exams on date that is mutually agreeable. The rescheduled exam must be made with enough time to allow the instructor to meet the deadline for grade submission.
- c. Students and/or instructors who are unable to reach agreement for reasonable requests for accommodations may appeal to the department chair or academic dean of the school or college as soon as possible. Appeals will be handled on a case-by-case basis.
- d. The instructor must make arrangements with the Learning Enhancement Center (LEC) and notify the student if proctored testing is necessary. Students are expected to follow-up with the LEC to make arrangements for testing and to inquire about specific policies or procedures associated with proctored exams.
- e. Final exams for "term" students are given on the last class session.

Grades

Grading Policy—Undergraduate.

- A4.0 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.
- WNCExcluded 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.
- WNCExcluded 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 extenuating cause and b) the student has successfully completed all coursework up to the last day to withdraw in the semester or term.

Students must initiate a request for an incomplete, and if able complete the Incomplete Contract available on MyLaVerne. The contract can be found on the Student Record Menu. The contract must be submitted prior to the last day of the term. The contract will be reviewed by the instructor at the time of grade submission. The instructor can amend the contract, list outstanding course requirements and approve or deny the request for an Incomplete.

By requesting an INC, the student agrees to complete the coursework specified on the contract. It is the student's responsibility to check his or her MyLaVerne account to view the status of the incomplete contract.

If the grade of incomplete (INC) was issued for the following terms:

Deadline to submit coursework to remove "INC" grade is:

Fall Term The last day of the following winter term

Mini Fall Term The last day of the following winter term

Winter Term The last day of the following spring term

Spring Term The last day of the following fall term

Summer Term The last day of the following fall term

Semester students (Semesters are defined as 16 weeks and the 4 week January Interterm) must submit all final coursework/assignments as follows:

If the grade of Incomplete (INC) was issued for the following semester:

Deadline to submit coursework to remove "INC" grade is:

Fall Semester The last day of the following spring semester

January Inter-term The last day of the following spring semester

Spring Semester The last day of the following fall semester

Summer Term The last day of the following fall semester

No Grade (NG): This is a temporary grade issued by the Registrar pending receipt of the official grade from the instructor. If an instructor does not submit a final grade, the NG grades, will be automatically converted to a failing grade of NCR or F. NG are automatically converted to a failing grades using the same calendar guidelines as stated above for "INC" grades. Students who received an NG are encouraged to contact their instructor to obtain their correct final grade.

In Progress Grades (IP): In Progress grades are reserved for directed studies, independent studies, field work courses, senior projects , and graduate culminating activities wherein the contract at the time

of registration specifies a date of completion that is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal term or semester to complete. Students who receive IP grades are considered to be maintaining satisfactory academic progress for financial aid purposes. An IP grade will automatically be converted to a failing grade of NCR or F, if not cleared within one year following the term of registration. A grade of IP is not considered as enrollment.

Students who receive a grade of (IP) must submit all final coursework/assignments by the dates as specified below. **(Note faculty can designate an earlier date to require all coursework to be submitted. This date is specified on the Directed Study Contract or Independent Study Contract.)**

Term students (Terms are defined as 5 to 11 weeks in length) must submit all final coursework/assignments as follows:

| If the grade of In Progress (IP) was issued for the following terms: | Deadline to submit coursework to remove "IP" grade is: |
|--|--|
| Fall Term | The last day of the following fall term |
| Mini Fall Term | The last day of the following mini-fall term |
| Winter Term | The last day of the following winter term |
| Spring Term | The last day of the following spring term |
| Summer Term | The last day of the following summer term |

Semester students (Semesters are defined as 16 weeks or greater and the 4 week inter-term) must submit all final coursework/assignments as follows:

| If the grade of In Progress (IP) was issued for the following semester: | Deadline to submit coursework to remove "IP" grade is: |
|---|--|
| Fall Semester | The last day of the following fall semester |
| January Inter-term | The last day of the following January Inter-term |
| Spring Semester | The last day of the following spring semester |
| Summer Term | The last day of the following Summer 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 graduation. Only the grade and semester hours of the repeated course are counted.

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

Statute of Limitation

The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit appeals in regards to retroactive registration/add/drops/withdrawal, extensions of time on INC/IP as well as submission of grades. The policy can be found under the Academic Appeal section of this catalog.

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 Office of the Registrar two semesters or three terms prior to their anticipated completion date. Any student with a major in Liberal Arts, 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. Upon submission of the Application for Graduation and associated fees, the Office of the Registrar or Graduate Services will complete an official degree audit to assess the student's progress toward degree completion. Students who have not submitted an application for graduation are not eligible for degree posting and will not be reviewed for degree completion.

Students who have declared their intent for graduation by submitting their Application for Graduation will have their records reviewed by university officials. If the review results in the student being eligible to be printed on a commencement list, a student can no longer add or delete a major, minor, or concentration.

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.

Changes to Academic Records after Degree Completion: A student's Academic Record is academically sealed at the time the student's degree is posted to their transcript. With the exception of error, omissions, or documented discrepancies, changes to the student's major, minor, concentration, GPA, academic honors, the removal and/or change of incomplete grades or other components of the academic record are not permitted.

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 44 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 44 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 and 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.

Academic Resources

The Elvin and Betty Wilson Library: The University's central library, owns more than 250,000 physical volumes, 53,000 journals, 14,000 electronic books and access to an online catalog, LEOpac. Research assistance is available to all La Verne students in person and via telephone, online chat or email. For more information visit <http://laverne.edu/library/>

The Law Library: The University of La Verne Law Library occupies 27,000 square feet and holds more than 300,000 volumes and microform volume equivalents. This modern facility offers wireless Internet access, a computer lab with enhanced audio-visual capabilities, 12 study/conference rooms, and a seating capacity that accommodates 300 library users. For more information visit <http://laverne.edu/library/>

Learning Enhancement Center: The Learning Enhancement Center (LEC) provides academic support for ULV undergraduates, including CAPA and La Verne Online students, through one-on-one, online, and group tutoring, Supplemental Instruction, and academic skills workshops. The LEC can be reached at 909-448-4342 or LEC@laverne.edu.

Graduate Success Center: The Graduate Success Center provides comprehensive academic support services to all graduate students at the University of La Verne; on campus and online. For more information visit <http://sites.laverne.edu/graduate-success-center/>

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.

Policy Against Discrimination and Harassment: The University of La Verne is committed to maintaining a learning, working, and living environment for students, faculty and staff that is free from discrimination and harassment based on a person's race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status pro-

tected by applicable law.

The University also prohibits discrimination and harassment based on the perception that anyone has any of these characteristics, or that anyone is associated with a person who has, or is perceived as having, any of these characteristics.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities, to women who are pregnant, and/or to accommodate religious beliefs and practices.

Sexual misconduct including, but not limited to, sexual assault, sexual exploitation, domestic and intimate partner violence and stalking is a form of sexual harassment and is also a violation of University policy.

Any person who believes s/he has been subjected to discrimination or harassment or the victim of sexual misconduct may utilize the University's complaint procedures. All such complaints will be promptly and thoroughly investigated through an impartial investigative process. It is against University policy and applicable law to retaliate against anyone who files a complaint or cooperates in the investigation of a complaint. Complaints may be submitted to the Office of Student Affairs and/or Office of Human Resources.

Information concerning the Policy Against Discrimination and Harassment and Policy Against Sexual Misconduct, compliance with applicable laws, statutes and regulations (such as Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973), and complaint procedures is available from the Office of Student Affairs, Office of Human Resources, or online at <http://laverne.edu/students/student-affairs/> or <http://laverne.edu/hr/>.

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, 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.

Crime Awareness and Campus Security Act

Report: The University of La Verne is compliant with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (The Clery Act) as amended in 1998, which requires all post-secondary institutions to publish and distribute certain information regarding campus crimes, including reports of campus sexual assault, sexual assault policies, and security programming to all current students, employees, and to any applicant who so requests. A copy of the University of La Verne annual security report can be obtained by contacting the University of La Verne Campus Safety Department at 909-208-4903 or by accessing the website www.ulv.edu/security/.

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 ROC 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 contains no personally identifiable information and adheres 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.

Protection of Animal Subjects: The University's Policies and Procedures for the Protection of Animal Subjects in research have been developed to comply with federal requirements and are specified in the University's Federal Assurance filed the Office of Laboratory Animal Welfare (OLAW). Guidelines were developed in accordance with the *Guide for the Care and Use of Laboratory Animals 8th Edition (Guide-8)*, Public Health Service, OLAW, US Department of Agriculture Animal Welfare Regulations, and, as applicable, the Code of Federal Regulations – Title 9: Animals and Animal Products. The Institutional Animal Care and Use Committee (IACUC) conducts semiannual reviews of IACUC membership and function, IACUC records, and reporting, veterinary care, personnel qualifications and training, and occupational health and safety of personnel. The IACUC has the responsibility to determine compliance with federal guidelines regarding research with live animals, 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.

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

Responsibilities

Class Attendance: The University of La Verne Faculty believes class attendance is consistent with classroom conduct to foster successful learning and academic success. University Faculty support efforts to ensure students who are enrolled in courses are attending scheduled online or face to face sessions and are fully participating in required course activities and assignments.

The University of La Verne Faculty requires regular and prompt attendance in all courses. Students who do not attend courses without prior consent of the faculty member will not be guaranteed a space in the course if the student: 1) does not attend the first week of the term/semester for a course or 2) does not comply with the online instructor's attendance requirements (e.g., logging into the online course) the first week of the term/semester. Students who do not attend courses or participate online as described above may be administratively dropped, at the discretion of the instructor and/or Regional Campus Director.

Students who add a course during open registration period or by instructor approval after the open registration period must attend consecutive class meetings equivalent to one week to secure their spot in the course. For example, if a course meets three times a week, students are expected to attend three consecutive class sessions; students who enroll in online courses are expected to have logged in and completed all assignments up to the current week of attendance.

To review the entire attendance policy, please refer to the Registrar website at laverne.edu/registrar.

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; aca-

demically 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.

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 or designee (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.

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 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. Appeals begin with the instructor of 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 violations 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 ROC student may appeal for re-instatement to the Dean of ROC. 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.

Statute of Limitation for Academic Appeals

All appeals must be submitted in a timely manner to be considered. Appeals requesting an action affecting registration or grades for a previous term will be accepted as follows:

Retroactive **Registration, Add, or Drop** for a previous Semester/Term:

- All requests in reference to a **Registration, Add, or Drop** for a previous semester/term must be submitted with all supporting documentation within one (1) calendar year from the end of the semester/term being appealed.
- Exceptions may include appeals for retroac-

tive Continuous Enrollments. Continuous Enrollment appeals will be considered on a case by case basis.

Retroactive **Withdrawals** for a previous Semester/Term

- All requests in reference to a retroactive **withdrawal** for a course in a previous semester/term must be submitted with all supporting documentation within one (1) calendar year of the ending date of the semester/term being appealed.

Appeals for Extension of Time to Complete expired Grades:

- Appeals to request an extension of time to complete an expired INC/IP must be submitted (1) calendar year from the end of the semester/term the grade expired.

Appeals for an extension of time to complete degrees submitted by undergraduate students will be considered if the following conditions have been met:

- The student applied for graduation prior to the time he/she last attended the University.
- The student has the support of his/her faculty advisor/academic program chair.
- The student must be able to complete all degree requirements within one (1) calendar year of the appeal being approved by the Undergraduate Appeals Committee.

Students whose appeals are approved for an extension of time to complete the degree requirements may be required to take additional GE/Major course requirements.

- Note additional courses in the major may be required as prescribed by the academic program chair.

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 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.

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 and remain in place for the duration of the demonstration so long as they do not damage the structures to which they are affixed.

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

CODE OF STUDENT CONDUCT

The University of La Verne community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The student conduct program within the Office of the Dean of Student Affairs is committed to an educational and developmental process that balances the interests of individual students with the interests of the University of La Verne community. The student conduct process is not intended to punish students; rather, it exists to

protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

The student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct procedures are conducted with "fundamental fairness" in mind. However they do not include the same protections of due process afforded by the courts. Due process, as defined within these procedures, assures:

- Written notice and an administrative review meeting before an objective decision-maker
- No student will be found in violation of University of La Verne policy without information showing that it is more likely than not (i.e. preponderance of evidence) that a policy violation occurred
- Any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

Code of Student Conduct: Jurisdiction

The Code of Student Conduct at the University of La Verne is reviewed and revised annually. Students are provided a copy of the *Code of Student Conduct* annually in the form of an email with a link on the University of La Verne website: (<http://sites.laverne.edu/student-affairs/code-of-student-conduct/>). Should there be a need to make substantive changes to the Code of Student conduct during the academic year, students will be emailed and informed of the changes. Students are responsible for having read and abiding by the provisions of the *Code of Student Conduct*.

The *Code of Student Conduct* applies to behaviors that take place on the campus, at University of La Verne sponsored events and may also apply off-campus when the Dean of Student Affairs or their designee determines that the off-campus conduct affects a substantial University of La Verne interest. A substantial University of La Verne interest is defined to include:

- a Any situation where it appears that the student's

conduct may present a danger or threat to the health or safety of him/herself or others;

- b. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
- c. Any situation that is detrimental to the educational mission and/or interests of the University of La Verne;
- d. Any situation that has implications or ramifications that affect members of the on-campus community or the campus community at large.

The *Code of Student Conduct* may be applied to behavior conducted online, via email or other electronic medium. Students should be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The University of La Verne does not regularly monitor for this information but may take action if and when such information is brought to the attention of University of La Verne officials.

The *Code of Student Conduct* applies to guests of community members whose hosts may be held accountable for the misconduct of their guests.

There is no time limit on reporting violations of the *Code of Student Conduct*; however, the longer someone waits to report an offense, the harder it becomes for University of La Verne officials to obtain information and witness statements and to make determinations regarding alleged violations. Essentially, delayed reporting may limit the University's ability to take action.

Though anonymous complaints are permitted, doing so may limit the University of La Verne's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of the Dean of Students Affairs, the Academic Dean of respective program, Housing and Residential Life Office, or Campus Safety.

University of La Verne email (@laverne.edu) is the University of La Verne's primary means of communication with students. Students are responsible for all communication delivered to their University of La

Verne email address.

Non-Traditional-Age and Graduate Programs:

The College of Business and Public Management, College of Arts and Sciences, College of Educational and Organizational Leadership, Regional Campus (ROC), Campus Accelerate Program for Adults (CAPA), and on-line programs for non-traditional and graduate students will follow the same "Code of Student Conduct" and "University Policies" as outlined in this document. Cases of Social Misconduct will be referred to the Dean of Student Affairs Office for the adjudication process.

Parental Notification: The University of La Verne reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University of La Verne may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

Code of Student Conduct: Violations of the Law:

Alleged violations of federal, state and local laws may be investigated and addressed under the *Code of Student Conduct*. When an offense occurs over which the University of La Verne has jurisdiction, the University of La Verne conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

The University of La Verne reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed until an administrative review can be held, typically within two weeks. The interim suspension may be continued if a danger to the community is posed and the University of La Verne may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process.

Code of Student Conduct: Policies:

The University of La Verne considers the behavior described at <http://sites.laverne.edu/university-policies/> as inappropriate for the University of La Verne community and in opposition to its core values. These expectations and policies apply to all students, whether undergraduate, graduate, doctoral, or

professional. The University of La Verne encourages community members to report to University of La Verne officials all incidents that involve the violation of the policies listed. Any student found to have committed or to have attempted to commit misconduct as outlined in <http://sites.laverne.edu/student-affairs/policies/> <http://sites.laverne.edu/student-affairs/policies/> is subject to University sanctions.

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 <http://laverne.edu/hr/> or <http://sites.laverne.edu/student-affairs/>.

Mandated Reporting – Per AB 1433, the University of La Verne is mandated to report to local law enforcement any report of a violent crime (i.e. willful homicide, forcible rape, robbery, or aggravated assault); hate crime (acts committed because of an actual or perceived characteristic as described in section 422.55 of the Penal Code); or sexual assault. While reporting of acts of violence is mandated, reporting of a victim's identity is not, unless the victim consents. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity may not be disclosed either.

Interim Measures:

Immediate Interim Suspension: Under the *Code of Student Conduct*, the Dean of Student Affairs or designee may impose restrictions and/or separate a student from the community pending the scheduling of a campus administrative review on alleged violation(s) of the *Code of Student Conduct* when a student represents:

- a) a threat of serious harm to others,
- b) is facing allegations of serious criminal activity,
- c) to preserve the integrity of an investigation,
- d) to preserve University of La Verne property and/or
- e) to prevent disruption of, or interference with, the normal operations of the University of La Verne.

Interim suspension actions can include separation

from the institution or restrictions on participation in the community pending the scheduling of a campus administrative review on alleged violation(s) of the *Code of Student Conduct*. During an interim suspension, a student may be denied access to University of La Verne housing, and/or the University of La Verne campus/facilities/events. As determined appropriate by the Dean of Student Affairs (or designee), this restriction may include classes and/or all other University of La Verne activities or privileges for which the student might otherwise be eligible.

No Contact Order: The University may impose a “no-contact” order on two or more students where it is determined that:

- a) it is in the best interest of the students identified to minimize contact with each other,
- b) there is a health and safety concern, and/or
- c) contact may result in an escalation of an incident, concern or behavior.

“No-Contact” orders establish that any communication, or form of contact, whether in person, through an intermediary, phone, cell, text, email, written correspondence, or through a social media (like Facebook) is not permitted.

“No-contact” orders will remain in place until the University has been able to conclude an administrative review. “No-contact” orders may remain in place after an administrative review and without the need to have found a student responsible as long as the “no-contact” order is intended to a) minimize health and safety concerns or b) reduce the escalation of incidents.

Interim Hold on Student Record: The University may impose a “hold” on a student record where it is determined that:

- a) there is a substantial benefit to the respondent's health and wellness as a result of meeting with the administrative review officer,
- b) there is a substantial risk to the health and safety of the respondent that could be mitigated by having the respondent meet with the administrative review officer,
- c) there is a health and safety concern to the University community that could be mitigated by having the respondent meet with the administrative review officer.

Code of Student Conduct: Overview of Process-

This overview gives a general idea of how the University of La Verne's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible, and are not exactly the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University of La Verne policies.

Once notice is received from any source (victim, campus safety, RA, 3rd party, online, etc.), the University of La Verne may proceed with an administrative review with the student alleged to have violated policy (responding student). An administrative review officer will be assigned to oversee the administrative review process including sending notices to meet; meeting with respondent, victims and witnesses; investigating the incident(s); making a decision; and sending notice of decision.

An administrative review officer is a University Official designated, and trained, for the investigation, evaluation and decision making related to possible violations of the Code of Student conduct.

STEP 1: Notice of Administrative Review:

Students identified as allegedly having violated a policy (respondents) of the *Code of Student Conduct* receive formal notice for an administrative review meeting. Notice is sent via a formal communication through e-mail communication to the respondent's University of La Verne email account and/or hard-mail. The notice will:

- a) Provide notice of alleged violation and the time/date that it occurred (to the extent that is possible);
- b) Provide notice of specific policies respondent is alleged to have violated;
- c) Inform respondent of their right to schedule an administrative review meeting within a specified date (usually 3–5 days from date of notice);
- d) Inform the respondents of the right to have an administrative review meeting within a specific date (usually 7–10 dates from date of notice);
- e) Inform the respondents of their right to not attend or participate an administrative review meeting & impact of those actions;
- f) Provide the respondents an opportunity to submit a written statement with their version of the

events/incident;

- g) Provide the respondents information regarding the student code of conduct and process.

Individuals identified as victims or witnesses may also receive a notice requesting to meet with administrative officer to discuss incident(s) in question as part of the administrative review investigation.

STEP 2 – Administrative Review Meeting(s) and Investigation:

The University will conduct an administrative review & investigation into the nature of the incident, complaint or notice, the evidence available, and the parties involved.

During the administrative review meeting, respondents will:

- a) Have an opportunity to share their perspective on the incident, present related evidence or identify possible witnesses;
- b) Have an opportunity to review the notice (statements) received by the University indicating a violation of student code of conduct;
- c) Be informed of the follow-up being done by the administrative review officer as part of their investigation. This may include additional administrative review meetings with respondent; intermediate action; or request for additional information;
- d) Be informed of expected date by which university official expects to notify respondent of outcome of administrative review process/investigation (usually 7 – 14 days from date of initial meeting).

Should a responding student not attend/participate or schedule an administrative review meeting within the specific dates, the administrative review officer will proceed with their investigations and make decisions based on the information available to them.

The administrative review officer may take the following steps as part of their review & investigation of an incident:

- a) Initiate any necessary remedial actions on behalf of the victim (if any);
- b) Take necessary interim measures (as appropriate);
- c) Determine the identity and contact information of the party bringing the complaint, whether that person is the initiator of the complaint, the alleged victim, or a University of La Verne proxy or repre-

sentative;

- d) Conduct an immediate preliminary investigation to identify an initial list of all policies that may have been violated, to review the history of the parties, the context of the incident(s), any potential patterns and the nature of the complaint;
- e) Conduct a comprehensive investigation to determine if there is reasonable cause to believe that the responding student violated University policy, and to determine what specific policy violations should serve as the basis for the complaint;
- f) Meet with the party bringing the complaint;
- g) Interview all relevant witnesses;
- h) Obtain all documentary evidence and information that is available;
- i) Obtain all physical evidence that is available;
- j) Complete the investigation promptly by analyzing all available evidence;
- k) Make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not to have occurred);
- l) If there is insufficient evidence through the investigation to support reasonable cause, the allegations will be closed with no further action;
- m) Share the findings and update the party bringing the complaint on the status of the investigation and outcome, where appropriate or required by law.

STEP 3 Findings:

A student will be found “not responsible” where:

- a) The responding student was not involved in the alleged policy violation;
- b) The incident or behavior in question does not constitute a violation of the University of *Code of Student Conduct*;
- c) Where there is inconclusive information to meet preponderance of evidence (i.e. more likely than not to have occurred than not have occurred).

In such instances where the student is found not responsible, the investigation will be closed and duly noted on the student conduct file. The investigation may be re-opened if new /relevant information is made available that it would significantly impact the finding. The party bringing the complaint, if any, may request that the Title IX Coordinator and/or Dean of Student Affairs (where applicable), review the investigation file to possibly re-open the investigation. The

decision to re-open an investigation rests solely in the discretion of the Title IX Coordinator or the Dean of Student Affairs in these cases, and is granted only on the basis of extraordinary cause.

A student will be found responsible where the administrative review officer determines that there is a preponderance of evidence (i.e. more likely than not to have occurred than not have occurred) that a code of student conduct policy was violated. In such incidents the administrative review officer will assign a sanction, notify the student respondent and duly note it on the student conduct file.

Conduct Sanctions:

One or more of following sanctions may be imposed upon any student for any single violation of the *Code of Student Conduct*:

- Restitution: This sanction requires payment for damages to property.
- Fines: This sanction imposes a fee for the violation of a policy.
- Community/University of La Verne Service Requirements: This sanction requires that student perform some level of community service.
- “No-Contact” Order: This sanction requires that a student not have any contact with specified individuals.
- Loss of Privileges: This sanction imposes restriction on privileges or access to buildings, areas, or events normally afforded to a student
- Confiscation of Prohibited Property: This sanction places items belonging to individual in a temporary hold until the items can be appropriately be removed from campus or destroyed.
- Behavioral Requirement/Contract: This sanction asks students to perform or follow outlined behavioral expectations.
- Educational Program: This sanction asks student to complete an educational project as specified by the administrative review officer. Projects may range from participation in a program/activity/project to writing a reflection paper and are at the discretion of the administrative review officer.
- Restriction of Visitation Privileges: This sanction limits an individual from having guests on-campus or being able to visit specific residence halls/buildings;
- Persona Non Grata from the University or speci-

fied facilities: This sanction informs the student that they are not allowed in or within 25 feet of University Housing facilities or University – as specified.

- Housing Warning: this sanction informs the student that they have engaged in behavior that is a violation of the housing code of student conduct and their behavior is of concern.
- Housing Probation: This sanction informs the student that they have engaged in behavior that has created a significant disruption to the University and on-campus housing community. It serves as notice that should the student engage in additional policy violations they may be asked to leave housing. This sanction also denotes that a student is not in good judicial standing with Student Housing or the University
- Housing Reassignment: This sanction requires students to relocate or move to a different room on-campus.
- No-Recontract: This sanction informs students that they are not eligible to re-contract to live on-campus.
- Housing Removal: This sanction serves to inform the student that their Student Housing contract is being cancelled and as such they will be required to vacate and remove their belongings from housing facilities by a specified date. Housing removal sanctions are usually accompanied with “No-Recontract,” “Persona Non Grata” and “University Probation” sanctions.
- Other Sanctions: Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the Associate Director of Residential Life or designee.
- University Warning: this sanction informs the student that they have engaged in behavior that is a violation of the University Code of Student conduct and their behavior is of concern.
- University of La Verne Probation: This sanction informs the student that they have engaged in behavior that has created a significant disruption to the University community. It serves as notice that should the student engage in additional behavior that constitutes a policy violations they may be subject to university suspension or expulsion. This sanction also denotes that a student is not in good judicial standing with the University.
- Social Probation/Eligibility Restriction: This sanc-

tion informs the student that they are no longer to be an active member or officer in student organizations; hold a student leadership position (i.e. RAs, Welcome Week Leader, etc.); and/or participate/attend University of La Verne programs/events as specified.

- University of La Verne Suspension: This sanctions informs the student that they have engaged in behavior that has created significant disruption to the University such that, for a specified period of time, they are not eligible to be a student at the University of La Verne. University of La Verne Suspension sanctions are usually accompanied by “Persona Non Grata” sanctions. Upon return from University Suspension, a student will be required to meet with a University official and be on a one year University probation status.
- University of La Verne Expulsion: This sanction informs the student that they have engaged in behavior that has created significant disruption to the University such that they are not eligible to be a student at the University of La Verne. University of La Verne Expulsion may result in a “Student Conduct Action” notation in their University of La Verne transcript.

The following sanctions may be imposed upon groups or organizations found to have violated the *Code of Student Conduct*: One or more of the sanctions listed above; and/or deactivation; de-recognition; loss of all privileges (including status as a University of La Verne registered group/organization) for a specified period of time.

Notification of Outcomes:

The outcome of an administrative review is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a “crime of violence” or forcible or non-forcible sex offense, the University of La Verne will inform the alleged victim/party bringing the complaint in writing of the final results of an administrative review regardless of whether the University of La Verne concludes that a violation was committed. Such release of information may only include the alleged student’s/responding student’s name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for

the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).

In cases where the University of La Verne determines through the student conduct process that a student violated a policy that would constitute a “crime of violence” or non-forcible sex offense, the University of La Verne may also release the above information publicly and/or to any third party. FERPA defines “crimes of violence” to include: arson; assault offenses (includes stalking); burglary; criminal homicide—manslaughter by negligence; criminal homicide—murder and non-negligent manslaughter; destruction/damage/vandalism of property; kidnapping/abduction; robbery; forcible sex offenses; non-forcible sex offenses.

Failure to Complete Conduct Sanctions:

All students, as members of the University of La Verne community, are expected to comply with conduct sanctions within the timeframe specified by the Dean of Student Affairs or their designee. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions, holds on student records, and/or suspension from the University of La Verne and may be noted on, or with, the student’s official transcript at the end of the semester.

Social Misconduct Appeal Review Procedures:

Any party directly involved in an incident (either as a victim or respondent) may request an appeal of the decision from an administrative review by filing a written appeal request, subject to the procedures outlined below. All sanctions imposed remain in effect, and all parties should be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

Grounds for Appeal Request:

Appeals requests are limited to the following grounds:

1. A substantive error occurred that significantly impacted the outcome of the administrative review (e.g. substantiated bias, material deviation from established procedures, etc.);
2. To consider new evidence, unavailable during the original administrative review or investigation, that could substantially impact the original finding

or sanction. A summary of this new evidence and its potential impact must be included;

3. The sanctions imposed are substantially disproportionate to the severity of the violation.

Appeal requests must be filed in writing with the Office of the Dean of Student Affairs or designee within five (5) business days of the notice of the outcome to the administrative review, barring exigent circumstances. Any exceptions are made at the discretion of the Dean of Student Affairs and, when appropriate, the Title IX Coordinator. All appeal requests must include the original decision, the original sanction, reason for appeal, and contact phone number and email address.

The Dean of Student Affairs or designee will share the appeal request by one party with the other party (parties) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the complainant, who may also wish to file a response, request an appeal on the same grounds or different grounds). The Dean of Student Affairs will refer the appeal request(s) to the designated Appeal Review Officer or Appeal Review Board for that case. The Appeal Review Officer or Board will draft a response memorandum to the appeal request(s), based on the determination that the request(s) will be granted or denied, and why. The Appeal Review Officer or Board will conduct an initial review to determine if the appeal request meets the limited grounds and is timely. They may consult with the Dean of Student Affairs and/or Title IX Coordinator on any procedural or substantive questions that arise.

If the appeal request is not timely or substantively eligible, the original finding and sanction will stand and the decision is final. If the appeal request has standing or merit, the Appeal Review Officer or Board will consider the appeal or remand it to the original decision maker(s), typically within 3-5 business days. Efforts should be made to remand to the original decision maker whenever possible, with clear instructions for reconsideration only in light of the granted appeal grounds. Where the original decision-maker may be unduly biased by a procedural or substantive error, the Appeal Review Officer or Board will consider the appeal. Full administrative re-reviews are not permitted. In reviews, the original finding and sanction are presumed to have been decided reasonably and appropriately, thus the burden is on the

appealing party(ies) to show clear error.

On consideration, the Appeals Review Officer, Board or original decision maker may affirm or change the findings and/or sanctions of the original administrative review officer according to the permissible grounds. Substantive errors should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All decisions made in appeals are to be made within five (5) days of submission and are final, as are any decisions made by the original administrative review officer, Dean of Student Affairs or Title IX Coordinator as the result of reconsideration consistent with instructions from the Appeal Review Officer or Board.

Complainant Rights

Complainants are afforded the following rights in this process:

- To be treated with respect, dignity, and sensitivity throughout the process.
- To seek support services at the University or referrals for support services off campus.
- To privacy and protection under the Family Education Rights and Privacy Act (FERPA), as applicable. The University will make all reasonable efforts to ensure preservation of privacy, restricting information to those with a legitimate need to know.
- To be informed of the University's Policies and Procedures related to Student Conduct.
- To a prompt and thorough investigation of the allegations.
- To have a support/advisor person present during all phases of the complaint process, including administrative review meetings*.
- To have information related to the alleged violation be reviewed with him/her by the Administrative Review Officer during an administrative review meeting.
- To participate or decline to participate in the disciplinary procedure. However, the Administrative Review Officer will determine an outcome with the information available to him/her.
- To refrain from making self-incriminating statements. However, the Administrative Review Officer will determine a resolution with the infor-

mation available to him/her.

- To appeal the decision made by the Administrative Review Officer and sanctions determined by the Administrative Review Officer (or designee).
- To be notified, in writing, of the case resolution – including the outcome of any appeal.
- To report the incident to law enforcement if she/he wishes to do so and as appropriate.
- To understand that information collected in this process may be subpoenaed in criminal or civil proceedings.

Respondent Rights

Respondents are afforded the following rights in this process:

- To be treated with respect, dignity, and sensitivity throughout the process.
- To seek support services at the University or referrals for support services off campus.
- To privacy and protection under the Family Education Rights and Privacy Act (FERPA), as applicable. The University will make all reasonable efforts to ensure preservation of privacy, restricting information to those with a legitimate need to know.
- To be informed of the University's Policies and Procedures related to Student Conduct.
- To a prompt and thorough investigation of the allegations.
- To have a support/advisor person present during all phases of the complaint process, including administrative review meetings*.
- To have information related to the alleged violation be reviewed with him/her by the Administrative Review Officer during an administrative review meeting.
- To participate or decline to participate in the disciplinary procedure. However, the Administrative Review Officer will determine a resolution with the information available to him/her.
- To refrain from making self-incriminating statements. However, the Administrative Review Officer will determine a resolution with the information available to him/her.
- To appeal either the decision or the sanctions determined by the Administrative Review Officer (or designee).

- To be notified, in writing, of the case resolution – including the outcome of the appeal.
- To understand that information collected in this process may be subpoenaed in criminal or civil proceedings.

The complainant and respondent may be accompanied by a “support person/advisor” during all phases

of the administrative review process. The “support person/advisor” must be a current member of the University of La Verne Community, not otherwise involved in the incident or investigation, a family member, or attorney. The role of the “support person/advisor” at any administrative review or appeal meeting is that of an observer and/or advisor.



GRADUATION REQUIREMENTS

BACCALAUREATE GOALS

The University of La Verne is dedicated to the intellectual, personal, and professional development of its students through a focus on the whole individual. Its faculty nurtures a love of learning and innovation, and encourages each student to make an informed and conscientious commitment, to engage in an ever-changing world.

Every student from the University will graduate with:

- Broad knowledge and appreciation of the liberal arts integrated with a depth of knowledge in a specialized discipline;
- Ability to think critically and creatively and apply those skills toward resolution of local, national and global problems;
- Excellence in written, oral and creative expression through a variety of traditional and contemporary media;
- Effective leadership and teamwork skills with cultural competence;
- Commitment to ethical, environmental and social responsibility accompanied by civic and community engagement.

LA VERNE EXPERIENCE

The **La Verne Experience** is a holistic approach that incorporates La Verne's traditions and values, integrates curricular, co-curricular, and community engagement activities that promotes best practices in higher education. Requirements for traditional undergraduates span their four years at La Verne.

In the **Freshman Year** all students participate in a FLEX Learning Community with three linked GE (1 major) classes including a writing class.

Sophomore Year students participate in a SoLVE class. Core 200 – Sophomore Seminar, guides students in an exploration of the La Verne values and co-curricular opportunities in the community and builds the e-Portfolio. It may not be taken as a direct-ed study.

During the **Junior Year** students participate in a Learning Community with two or three linked major classes, which include integrated curriculum with reflective learning.

In the **Senior Year** students take the Capstone class in the major plus an e-Portfolio capstone course. In the e-Portfolio capstone, students will showcase artifacts that demonstrate their best work, examine and an interdisciplinary problem, and reflect on the total La Verne Experience, La Verne values, and curricular and co-curricular experiences.

ROC and CAPA students take LVE 300 and e-Portfolio capstone courses. LVE 300 explores the role of the educated individual in modern society from the global, organizational, and personal contexts using the reflective lenses of diversity and inclusivity, ethical reasoning, community and civic engagement, lifelong learning, and the e-Portfolio. LVE 300 guides students to become practice ready professionals and influential community leaders.

e-Portfolio

Reflective learning is one of the core elements of the La Verne Experience. This includes making meaningful connections across the various experiences students will have, including those that are curricular, co-curricular, personal, and professional. These integrations will create powerful growth and learning to prepare students for challenges beyond their time at La Verne. The e-Portfolio will be a primary vehicle for creating and presenting artifacts (evidence) representing these experiences. It will also help students control their digital presence as well as prepare them to present their best self for any challenge beyond graduation. There will be plenty of opportunities for students to develop their e-Portfolio including throughout the La Verne Experience, General Education, and major courses as well as several touch-points as students matriculate.

Baccalaureate Degree Requirements

General Requirements: To obtain a bachelor's degree from the University of La Verne, a student must complete the residency requirement, the minimum GPA requirement in the major, and overall, General Education requirements, all major requirements, upper-division requirement, minimum course grade requirement, and the minimum number of semester hours required. Below you will find the specifics for each requirement. It is the responsibility of the student to familiarize himself or herself with these requirements. Faculty and professional advisors are assigned to assist students with their degree objectives.

Residency Requirement: Students must enroll and successfully complete 44 semester hours of course work at the University of La Verne. At least 16 semester hours of the residency hours must be at the upper-division level in the major, and five semester hours in general education must be taken at the University of La Verne. All traditional age, undergraduate students on the main campus must take 16 of their last 32 units prior to graduation at the University of La Verne.

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, the University of La Verne will limit academic residency to twenty-five percent or less of the degree requirements. There is no "final year" or "final semester" residency requirements for these students 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.

GPA Requirements: To qualify for graduation, the student must have a minimum La Verne GPA and a cumulative GPA of 2.0 or better, both in the major and overall. The Programs section of this catalog lists any additional departmental GPA requirements. Refer to Academic Information to find information in regards to graduating with honors.

Course Grade Requirements: For the purpose of fulfilling elective requirements and general education requirements other than Written English, a course in which a D or D+ was received will be counted only if the course was taken at the University of 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 for prerequisites for undergraduate courses as well as for undergraduate supportive courses in the major. All major courses must be taken for a letter grade.

Senior Seminar/Culminating Activity Requirement: All undergraduate students of the University of La Verne must register and complete their major/concentration senior seminar or culminating activity at the University of La Verne.

Minimum Number of Semester Hours: The minimum number of semester hours required for degree completion is 128 successfully passed semester hours. Repeated courses, unless designated in the catalog as being repeatable, will be counted one time only. The minimum number of semester hours for a course to meet a GE requirement is 2 semester hours unless otherwise designated.

Degree Completion Date: The degree is not considered completed until all of the above requirements have been fulfilled, all relevant transfer work and grades have been received, and all applicable graduation or appeal fees have been paid. The degree date will be determined by the final event that completes the degree; this may be the final day of the term or semester, the date coursework is completed for an IP or INC grade, or the payment of required graduation and/or appeal fees. Degrees completed via transfer work will be assigned a degree date based on the nearest La Verne term or semester ending date, with certain exceptions determined by the Office of the Registrar.

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.

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 General Education requirement. Students may take a maximum of one course in their major to fulfill their General Education requirement, and they must complete a minimum of 5 upper division semester hours as part of the General Education courses.

The University of La Verne is dedicated to broad integrated knowledge and appreciation of the liberal arts. Students satisfy this requirement by taking:

1. Critical Skills

- | | |
|-----------------------------------|----------|
| a. Written Communication A (LVWA) | 1 course |
| b. Written Communication B (LVWB) | 1 course |
| c. Oral Communication (LVOC) | 1 course |
| d. Quantitative Reasoning (LVQR) | 1 course |
| e. Lifelong Wellness (LVLW) | 1 course |

2. Areas of Knowledge

- | | |
|----------------------|-----------|
| a. Humanities (LVHU) | 2 courses |
|----------------------|-----------|

The following are examples of areas that may fulfill the LVHU requirement:

Art History/Appreciation, Communications, English/Literature

History, 2nd Semester of College Level Modern Languages (Required for selected majors)*, Music History/Appreciation, Philosophy/Religion, Theatre History/Appreciation, Humanities, General Studies

- | | |
|---------------------------|-----------|
| b. Social Sciences (LVSS) | 2 courses |
|---------------------------|-----------|

The following are examples of areas that may fulfill the LVSS requirement:

Anthropology, Economics, Geography, Political Science, Psychology, Sociology

- | | |
|----------------------|--|
| c. The Natural World | |
|----------------------|--|

| | |
|---------------------|----------|
| Life Science (LVLS) | 1 course |
|---------------------|----------|

| | |
|-------------------------|----------|
| Physical Science (LVPS) | 1 course |
|-------------------------|----------|

- | | |
|-------------------------------|----------|
| d. Creative Expression (LVCE) | 1 course |
|-------------------------------|----------|

The following are examples of areas that may fulfill the LVCE requirement:

Art, Music, Photography, Theatre, Creative Writing, Communication (Video)

- | | |
|--------------------|----------|
| e. Elective (LVEL) | 1 course |
|--------------------|----------|

The elective can be any course from above, an interdisciplinary course (INTD) or a course from the College of Business and Public Management, the College of Education and Organizational Leadership or the Legal Studies or Computer Science programs. The elective excludes: remedial, prerequisite and supplemental courses for the student's declared major; first semester foreign language, AP, IB, CLEP, Dantes, and any other competency examination.

The La Verne Experience

The *La Verne Experience* is centered on integrating the curriculum through learning communities, connecting classroom theory to real-world practices, and infusing Community Engagement throughout the educational experience. Students satisfy this requirement by taking:

- | | |
|---------------------------------|----------|
| 1. University Values (LVUV) | 1 course |
| 2. University Reflection (LVUR) | 1 course |
| 3. Community Engagement (LVCE) | 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 Science, Sociology, Spanish, Speech Communication, Theatre. Students whose first language is not English and who successfully pass (C- or better) WRT 109 Intro to Expository Writing, WRT 110 College Writing A, or WRT 111 College Writing B will have their Foreign Language requirement waived.

The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Wellness. 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.

WRT 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 transferable course in written composition equivalent to WRT 110, Written Communication A, must have scores on file in the Admissions Office from one of the following proficiency tests before registration for his or her first semester at La Verne: the iBT (TOEFL), the SAT, the IELTS or ELS Language Centers level 112. This includes students who are transferring from other institutions in the United States. If the test scores indicate that the student is below WRT 110 level, they will be placed into WRT 109 his or her first semester at La Verne and continue instruction in WRT 110 and WRT 111 in the following semesters.

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 pre-requisites. 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, except in limited instances approved by the department chair and the Registrar. 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. Students who desire to double major should make this decision early and meet with the advisors of both majors. 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.

Note: students who declare double majors that are designated B.A. or B.S. must choose one of the designations. Students obtain a single degree, B.A. or B.S.

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 44 additional semester hours at La Verne of which 16 must be upper division. The major, general education, and upper-division requirements in effect at the time of matriculation for the second bachelor's degree must also be completed, but courses taken for the first degree may be applied to the second.

Bachelor's Degree Minors: Students may declare a minor in a second field upon the approval of the minor field department if the student has completed 20 semester hours of upper-division work in the minor field, or 24 semester hours in the minor field of which 16 are upper division, or 30 semester hours in the minor field of which 12 are upper division. Individual departments may require specific courses and/or additional work for the minor as specified in the Undergraduate Programs section of this catalog. Courses declared as part of the major (not including supportive requirements) cannot be applied toward the minor. No course can be applied toward a minor

unless a grade of C- or better was received. A course in which CRD was received cannot be applied to a minor.

Adding an additional Major/Minor/Concentration after degree posting: Students can add a major, minor, or concentration after their degree has been officially posted to their transcript. Students must contact the appropriate Program Chair/Advisor to declare their intent to add the additional major/minor/concentration. Once the student has the approval of the Program Chair/Advisor he/she must also complete an Application for Graduation in the Office of the Registrar. This will allow the Office of the Registrar to monitor completion of the added major/minor/concentration, and update the student record to allow registration. A fee will not be charged for this application. Upon completion, the Program Chair/Advisor must notify the Registrar's Office, at which time the added major/minor/concentration will be noted on the student's official transcript along with the completion date. The additional program will be indicated as an event separate from the original degree. The diploma will not be revised.

Students who request the added major/minor/concentration after degree posting are no longer considered admitted to a degree program and therefore will not be eligible to apply for financial aid for the required additional courses. However all other

policies and requirements listed in the catalog under the major, minor, or concentration areas will apply.

Associate Degree Programs

An Associate Degree is offered at the Point Mugu Regional Campus only. To earn an Associate Degree in General Studies, 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 20 semester hours earned at the University of La Verne as a residency requirement.
3. A minimum of 18 semester hours in the major of which 12 must be from the University of La Verne. Requirements for the General Studies major can be found in the program section of this catalog.
4. A minimum of 18 semester hours in General Education. The required courses are listed below (1 course is defined at 2-4 semester hours):

Fine Arts – 1 course

Humanities – 1 course

Natural Science – 1 course

Social Science – 1 course



UNDERGRADUATE STUDIES



ACADEMIC 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 STUDIES

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:

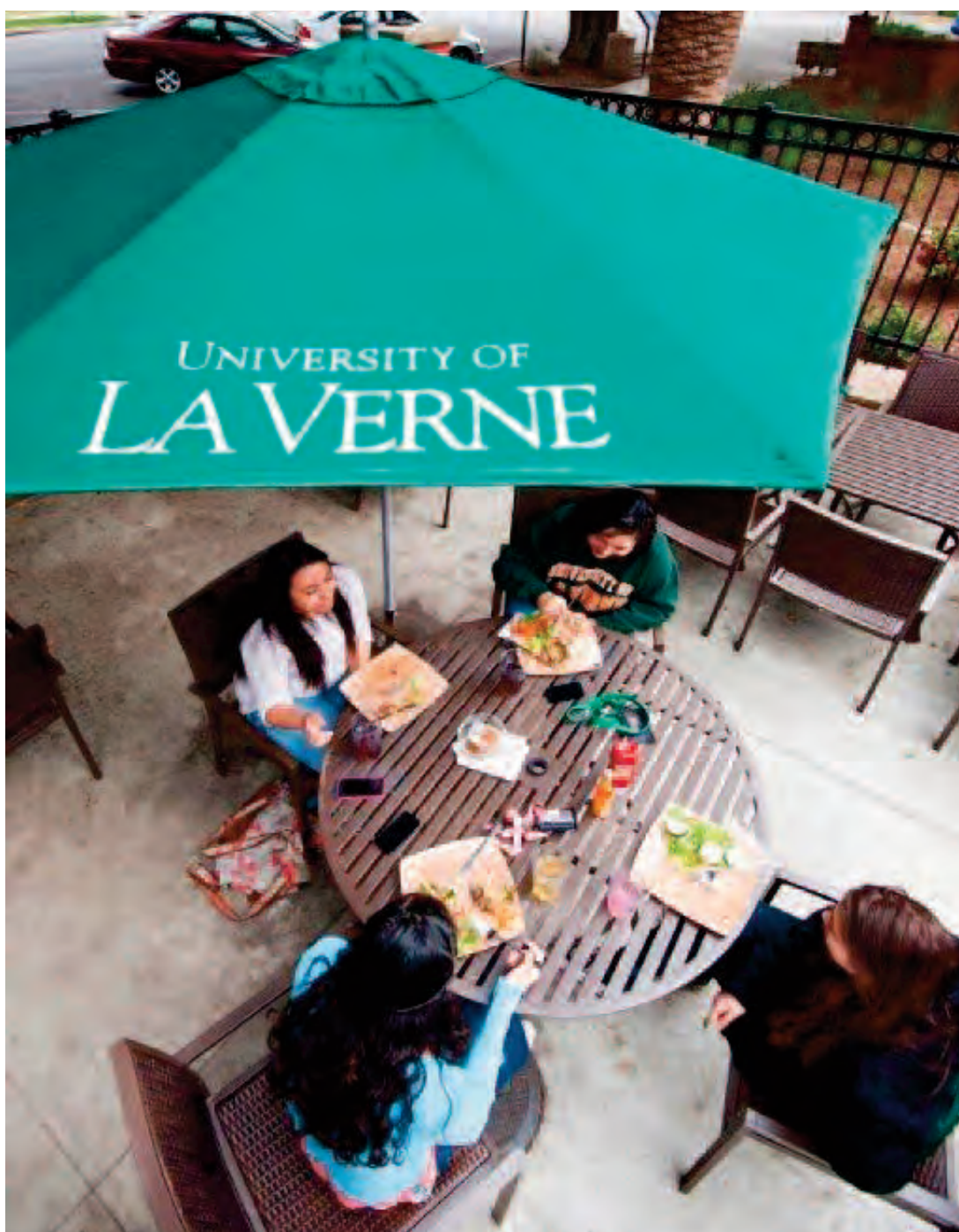
| | |
|---|----------|
| • Accounting — B.S., B.A. | 106, 108 |
| • Anthropology — B.S. | 101 |
| • Art History — B.A. | 77 |
| • Athletic Training — B.S. | 87 |
| • Behavioral Sciences — B.S. | 102 |
| • Biology — B.A./B.S. | 77 |
| • Broadcasting — B.A. | 79 |
| • Business Administration — B.S., B.A. | 107, 108 |
| • Business Management — B.S. | 108 |
| • Chemistry — B.A./B.S. | 78 |
| • Child Development — B.S. | 112 |
| • Communications — B.A. | 79 |
| • Community Health — B.S. | 95 |
| • Comparative Literature — B.A. | 81 |
| • Computer Science/Engineering — B.S. | 90 |
| • Creative Writing — B.A. | 94 |
| • Criminology — B.S. | 102 |
| • E-Commerce — B.S. | 92, 108 |
| • Economics — B.S. | 107, 109 |
| • Educational Studies — B.A. | 113 |
| • English — B.A. | 81 |
| • French — B.A. | 92 |
| • Health Administration — B.S. | 110 |
| • History — B.A. | 82 |
| • International Business & Lang. — B.S. | 84, 108 |
| • International Studies — B.A. | 85 |
| • Journalism — B.A. | 80 |
| • Kinesiology — B.S. | 86 |

| | |
|------------------------------------|-----|
| • Legal Studies — B.S. | 88 |
| • Liberal Arts — B.A. | 85 |
| • Mathematics — B.A./B.S. | 89 |
| • Music — B.A. | 95 |
| • Natural History — B.A. | 78 |
| • Organizational Management — B.S. | 110 |
| • Philosophy — B.A. | 99 |
| • Photography — B.A. | 96 |
| • Physics — B.A./B.S. | 90 |
| • Political Science — B.A. | 82 |
| • Psychology — B.S. | 98 |
| • Public Administration — B.S. | 111 |
| • Religion — B.A. | 99 |
| • Religion and Philosophy — B.A. | 100 |
| • Social Science — B.A. | 83 |
| • Sociology — B.S. | 103 |
| • Spanish — B.A. | 93 |
| • Speech Communication — B.A. | 103 |
| • Studio Art — B.A. | 76 |
| • Theatre — B.A. | 104 |

Bachelor's Degree Minors:

| | |
|---------------------------|-----|
| • American Law | 89 |
| • Anthropology | 101 |
| • Art History | 77 |
| • Behavioral Sciences | 102 |
| • Biology | 78 |
| • Business Administration | 109 |
| • Business Management | 109 |
| • Child Development | 113 |
| • Creative Writing | 94 |
| • Criminology | 103 |
| • Economics | 109 |
| • Educational Studies | 114 |
| • English | 81 |
| • Ethnic Studies | 102 |
| • French | 93 |
| • Gender Studies | 84 |
| • History | 82 |
| • Information Science | 91 |
| • Interfaith Studies | 101 |
| • International Studies | 86 |
| • Internet Programming | 91 |
| • Japanese | 93 |
| • Kinesiology | 88 |
| • Latin American Studies | 85 |
| • Marketing | 110 |
| • Music | 95 |
| • Philosophy | 100 |
| • Photography | 96 |
| • Physics | 90 |
| • Political Science | 82 |
| • Psychology | 98 |

| | | | |
|-------------------------------------|-----|--|-----|
| • Religion | 100 | • Prehealth Science | 97 |
| • Sociology | 103 | • Prelaw | 98 |
| • Software | 91 | • Teacher Education | 149 |
| • Spanish | 94 | • Writing | 94 |
| • Speech Communication | 104 | | |
| • Studio Art | 76 | Undergraduate Certificates: | |
| • Theatre Arts | 105 | • Analytical Instrumentation | 79 |
| Associate Degree: | | • Environmental Chemistry | 79 |
| • General Studies (Point Mugu only) | 84 | • Paralegal Studies | 89 |
| Undergraduate Programs: | | • Solar Photochemistry & Technology | 79 |
| • Honors | 83 | • Systems Engineering | 92 |
| | | • Website & Internet Application Development | 92 |



COLLEGE of ARTS and SCIENCES

Dean: Lawrence T. Potter, Jr

Assistant Dean: Keith Lord

ART AND ART HISTORY DEPARTMENT

Chairperson: Jon Leaver

Regular Faculty: 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 a rich environment of interdisciplinary learning and exploration in which the student will develop a sound foundation of knowledge and a wealth of experience in the visual arts. The art studio courses, art history lectures and seminars, and the University gallery programs provide the context for the curricula in two majors, Studio Art and Art History.

Studio Art — B.A.

Core Requirements:

| | | |
|---------|--|-----|
| ART 120 | Foundations of Design | (4) |
| ART 140 | Drawing Techniques and Materials | (4) |
| ART 200 | Introduction to Visual Culture | (4) |
| ART 212 | Materials, Tools, and Techniques for the Visual Arts | (4) |
| ART 392 | Junior Seminar | (2) |
| ART 499 | Senior Project Seminar | (4) |

Electives:

A minimum of 8 units of additional 200 level studio courses from the following:

| | | |
|----------|--------------------------------------|-----|
| ART 221 | Introduction to Stage Design & Craft | (4) |
| ART 250 | Sculpture | (4) |
| ART 260 | Painting | (4) |
| ART 270 | Installation and Mixed Media | (4) |
| ART 280 | Digital Art Practices | (4) |
| PHOT 210 | Elementary Photography | (4) |
| PHOT 230 | Documentary Photography | (4) |

A minimum of 8 units of additional art history

courses from the following:

| | | |
|-------------------------------------|---|-----|
| ART 210 | Art History Foundation: Ancient through Early Renaissance | (4) |
| ART 211 | Art History Foundation: Renaissance through Contemporary | (4) |
| 300-400 level art history electives | | (4) |

A minimum of 10 units of additional 300-400 level studio courses from the following:

| | | |
|-------------------|-------------------------------|------------|
| ART 340 | Life Drawing I | (4) |
| ART 350 | Sculpture II | (4) |
| ART 370 | Painting II | (4) |
| ART 380 | Advanced Digital Art Practice | (4) |
| PHOT 300 | Freehand Photoshop | (4) |
| PHOT 315 | Alternative Processes | (4) |
| PHOT 351 | Landscape Photography | (4) |
| Internship in art | | (variable) |
| Study Abroad | | (variable) |

Studio Art Minor

The minor in Studio Art is an opportunity to pursue visual art as an enhancement to a major in another discipline. It is an excellent interdisciplinary option for students with majors in areas such as business, education, philosophy, and science.

Core Requirements:

| | | |
|--|--|---------|
| ART 120 | Foundations of Design | (4) |
| ART 140 | Drawing Techniques and Materials | (4) |
| ART 200 | Introduction to Visual Culture | (4) |
| ART 212 | Materials, Tools, and Techniques for the Visual Arts | (4) |
| Three 300-400 level studio ART courses | | (4,4,4) |

Art History — B.A.

The art history 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. Students who intend to pursue graduate study in art history should be proficient in a foreign language and should include these courses in their study. Students who intend to pursue

graduate study and/or a career in museums and arts administration should take MGMT 300. Students may do both the internship and study abroad, but only one is required.

Core Requirements:

| | | |
|---------|---|-----------------|
| ART 200 | Introduction to Visual Culture | (4) |
| ART 210 | Art History Foundation: Ancient through Early Renaissance | (4) |
| ART 211 | Art History Foundation: Renaissance through Contemporary | (4) |
| Five | 300-400 level art history courses | (4, 4, 4, 4, 4) |
| | Internship in art or study abroad | (2-10) |
| ART 499 | Senior Project Seminar | (4) |

Art History Minor

The minor in Art History is an opportunity for a student to pursue art history as an enhancement to a major in another discipline. It is an excellent interdisciplinary option for students with majors in areas such as business, education, philosophy, and science.

Core Requirements:

| | | |
|---------|---|--------------|
| ART 200 | Introduction to Visual Culture | (4) |
| ART 210 | Art History Foundation: Ancient through Early Renaissance | (4) |
| ART 211 | Art History Foundation: Renaissance through Contemporary | (4) |
| Four | 300-400 level art history courses | (4, 4, 4, 4) |

BIOLOGY DEPARTMENT

Chairperson: Jerome Garcia

Regular Faculty: Christine Broussard, Jeffery Burkhart, Heidy Contreras, Stacey Darling-Novak, Jerome Garcia, Jay Jones, Todd Lorenz, Jennifer Tsui, Kathleen Weaver, Pablo Weaver

Adjunct Faculty: Patricia Caldani, Aleli Clark, Michael Kinney, Harvey Good, Randy Good, Raminder Kaur, Aubry McSweeney, James Muscato, Robert Neher, Jennifer Ruiz, Gregory Siegel, Latisha Wilkins

The Biology Department offers a major that provides breadth within the natural sciences but also depth within the many sub-disciplines of biology. This is accomplished with core areas that include introductory, foundational, and mastery courses, an environmental,

applied/translational, and integrative/interdisciplinary themed course, and supportive courses from the Natural Science Division. The range of courses prepares students for the health professions, cellular and molecular biology, environmental biology, and teaching.

Biology — B.S.

Core Requirements: 28-32 semester hours

Core Introductory Courses 8 semester hours

| | | |
|----------|------------------------|-----|
| BIOL 201 | General Biology I, or | (4) |
| BIOL 205 | Animal Biology | (4) |
| BIOL 202 | General Biology II, or | (4) |
| BIOL 204 | Plant Biology | (4) |

Core Foundational Courses 14-16 semester hours

| | | |
|----------|---|-------|
| BIOL 310 | Cell Biology | (4) |
| BIOL 311 | Genetics | (4) |
| BIOL 323 | Ecology | (2) |
| BIOL 378 | Evolution | (2) |
| One | 200-400 elective biology or advisor approved course | (2-4) |

Core Mastery Courses 6-8 semester hours

| | | |
|----------|---|-------|
| BIO 379 | Research Methods | (2) |
| BIO 380 | Biostatistics | (2) |
| BIO 499A | Senior Seminar or chairman approved 300+ course | (1) |
| BIO 499B | Senior Seminar or chairman approved 300+ course | (1-3) |

Additional Biology Requirements: 12 semester hours

One course (4 semester hours) must be taken from each of the three designated themes.

Themes:

| | | |
|---|-----------------------------------|-----|
| Environmental (one of the following must be taken): | | |
| BIOL 305 | Vertebrate Zoology | (4) |
| BIOL 312 | Environmental Biology | (4) |
| BIOL 322 | Marine and Freshwater Biology | (4) |
| BIOL 327 | Mountain and Desert Biology | (4) |
| BIOL 334 | Ornithology | (4) |
| BIOL 377 | Biotech, Society, and Environment | (4) |
| BIOL 390 | Natural History of the Tropics + | |
| BIOL 390F | | (4) |

Applied/Translational (one of the following must be taken):

| | | |
|----------|--------------|-----|
| BIOL 302 | Microbiology | (4) |
|----------|--------------|-----|

| | |
|---|-----|
| BIOL 316 – Molecular Biology | (4) |
| BIOL 343 – Human Anatomy | (4) |
| BIOL 345 – Immunology | (2) |
| BIOL 346 – Molecular Basis of Disease | (4) |
| BIOL 376 – Human and Environmental Toxicology | (4) |
| BIOL 441 – Nutrition | (2) |

Integrative/Interdisciplinary (one of the following must be taken):

| | |
|--------------------------------|-----|
| BIOL 313 Developmental Biology | (4) |
| BIOL 314 Biochemistry | (5) |
| BIOL 336 Invertebrate Zoology | (4) |
| BIOL 344 Human Physiology | (4) |
| BIOL 361 Plant Physiology | (4) |
| BIOL 374 Science & Society | (4) |

Supportive Courses: 28 semester hours

| | |
|---|------|
| MATH 105 – Precalculus | (4) |
| Physics 201 General Physics I or 203 Physics I | (5) |
| Chemistry – (CHEM 201, 202, and 311) | (15) |
| Any 200-400 Natural Science or advisor approved course (MATH, PHYS, CHEM, NASC) | (4) |

Biology Minor

Biology Minor Coordinator: Jerome V. Garcia

Students may pursue the Biology minor by first meeting with a Biology professor to discuss their interests/goals with respect to earning the minor. The foundational requirements provide the fundamental physical and biological principles of the natural sciences, while the elective courses taken will focus the student into a particular concentration of Biology (health sciences, organismal, environmental, and cellular or molecular biology).

Foundational Requirements: Two of the five courses must be taken*.

| | |
|---|------|
| BIO 101 Life Science: The Human Environment | (4) |
| BIO 201 General Biology I | (4)* |
| BIO 202 General Biology II | (4)* |
| BIO 204 Plant Biology | (5)* |
| BIO 205 Animal Biology | (5)* |

Electives: A minimum of 16 semester hours of upper-division BIO courses are required. One upper division

chemistry course may be substituted for one of the upper division Biology courses, but is contingent on the completion of BIO 314-Biochemistry.

**BIO 201, 202, 204 or 205 may be substituted with an approved upper division course if its counterpart has been taken; therefore taking BIO 101 disqualifies the individual from this choice.*

Natural History – B.A.

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:

Analytical Instrumentation

Requirements: CHEM 400, 401, 404, 405

Electives: One of the remaining four courses.

Environmental Chemistry

Requirements: CHEM 401, 402, 404, 407

Electives: One of the remaining four courses.

Solar Photochemistry and Technology

Requirements: CHEM 400, 401, 403, 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 Prod. | (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 sem.) | (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 (2nd 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 325 | Magazine Production | (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) |

One of the following three:

| | | |
|----------|---------------------------------------|-----|
| BUS 360 | Principles of Marketing | (4) |
| BUS 368 | Integrated Marketing Communication | (4) |
| MGMT 354 | Oral Communication in Organization | (4) |

JOUR 325 and JOUR 220, or JOUR 300:

| | | |
|----------|-------------------------|-----|
| JOUR 325 | Magazine Production | (2) |
| JOUR 220 | Newspaper Production | (2) |
| JOUR 300 | Advanced News Reporting | (4) |

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 semesters) | (2, 2) |
| JOUR 300 | Advanced News Reporting | (4) |
| JOUR 313 | Feature Writing | (2) |
| JOUR 325 | Magazine Production (2 semesters) | (2, 2) |
| JOUR 497 | Internship | (1-4) |

PHOT 327 Staff Photography (2)

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)

Supportive Electives:

PHOT 327 Staff Photography (2)

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)

ENGLISH DEPARTMENT

Chairperson: Alden Reimonenq

Regular Faculty: Bill Cook, Jeffrey Kahan, Catherine Irwin, Alden Reimonenq, Kenneth Scambray

English — B.A.

Program Chairperson:

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.

Additional Core for Single Subject Certification:

ENG 320 Language Arts for the High School Teacher (4)

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

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.

- 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.

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: Jason Neidleman

Regular Faculty: Gitty Amini, Richard Gelm, Kenneth Marcus, Julio Minoves-Triquell, Jason Neidleman, Stephen Sayles,

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

¹Regional Campus faculty

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

History — B.A.

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

Core Requirements:

- HIST 311 Development of American Democracy I (4)
- HIST 312 Development of American Democracy II (4)

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.

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 Project in HIST/PLSC | (4) |

through innovative pedagogical contexts in small classes, study-travel experiences, interdisciplinary group projects, and career preparation.

Students who complete the program curriculum with a 3.0 or better overall GPA at ULV receive the designation "Honors Program Graduate" on their diplomas and transcripts.

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 1170 are required. For currently enrolled students, an application essay, a 3.3 GPA or above, and the recommendations of two ULV instructors is required. All applications will be considered on an individual basis, and final acceptance will be determined by the Honors Program. Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.3 or above will be invited to apply to Honors at Entrance and may be admitted pending program approval. Transfer students who have completed an HTCC Honors Transfer Program with an overall transfer GPA of 3.3 will be admitted to Honors and will also have the 24 required ULV Honors elective credits reduced to 12.

Core Requirements (4 units):

HONR 499: Senior Project – The World is Our Neighborhood (2 units)
HONR 370: Honors Colloquium (1 unit, taken twice) (2 units total)

Elective Units (24 units from below; only 370 and 371 are repeatable):

| | | |
|------------|---|-----|
| HONR 101: | Global Ideas I; required for freshmen | |
| HONR 102: | Global Ideas II | (4) |
| HONR 102P: | Global Ideas II: From Galileo to the Multiverse | (4) |
| HONR 103: | Global Ideas III; required for freshmen | (4) |
| HONR 301: | Literature Interdisciplinary Seminar | (4) |
| HONR 302: | Philosophy and Religion Interdisciplinary Seminar | (4) |
| HONR 303: | Mass Media Interdisciplinary Seminar | (4) |
| HONR 304: | History Interdisciplinary Seminar | (4) |
| HONR 305: | History of Fine Arts Interdisciplinary Seminar | (4) |
| HONR 306: | Inter-area Humanities Interdisciplinary Seminar | (4) |

HONORS PROGRAM

Program Chairperson: Sean Bernard

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

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

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

| | | |
|-----------|--|-----|
| HONR 311: | Behavioral Science Interdisciplinary Seminar | (4) |
| HONR 312: | Political Science Interdisciplinary Seminar | (4) |
| HONR 313: | Economics Interdisciplinary Seminar | (4) |
| HONR 314: | Inter-area Social & Behavioral Science Interdisciplinary Seminar | (4) |
| HONR 321: | Life Science Interdisciplinary Seminar | (4) |
| HONR 322: | Physical Science Interdisciplinary Seminar | (4) |
| HONR 331: | Oral Communication Interdisciplinary Seminar | (4) |
| HONR 341: | Quantitative Reasoning Interdisciplinary Seminar | (4) |
| HONR 351: | Creative and Artistic Expression Interdisciplinary Seminar | (4) |
| HONR 361: | Lifelong Fitness Interdisciplinary Seminar | (4) |
| HONR 370: | Honors Colloquium (1 unit, may be taken four times) | (1) |
| HONR 371: | College Connection (1 unit; may be taken four times) | (1) |

| | | |
|----------|------------------------------------|-----|
| PHIL 317 | Power and Oppression | (4) |
| REL 390 | Special Topics: Women and Religion | (4) |
| SPAN 386 | Chicano Literature | (4) |
| SPCM 210 | Interpersonal Communication | (4) |
| SPCM 490 | Special Topics (Queer Theory) | (4) |
| THAR 370 | Theatre and the Community | (4) |

Social Science Electives: A minimum of 4 semester hours from the following courses or others approved by the Gender Studies Advisor.

| | | |
|---------------|---------------------------------------|-----|
| ANTH/SOC 315, | Race and Ethnicity | (4) |
| ANTH 333 | Women Across Cultures | (4) |
| ANTH 334 | Women's Experience in America | (4) |
| PSY 409 | Multicultural Psychology | (4) |
| PSY 450 | Selected Topics: Gender and Sexuality | (4) |

General Studies - Associate Degree

(Available only at Point Mugu Regional Campus)

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
 Fine Arts
 Humanities (Literature, Philosophy, Religion, Foreign Language)
 Natural Science
 Social Science

International Business and Language — B.S.

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, Japanese, or Spanish may be chosen as the language.

Prerequisites:

| | | |
|---------------|-------------------------------|-----|
| FREN 101 | Elementary French II, or | |
| JAPN 101 | Beginning Japanese II, | |
| SPAN 101 | Elementary Spanish II | (4) |
| FREN 210, 211 | Intermediate French I, II, or | |

INTERDISCIPLINARY PROGRAMS

Gender Studies Minor

This minor 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. Students may complete a minor of 20, 24, or 30 semester hours, the two core requirements and at least 16 semester hours of upper-division electives.

Core Requirements:

| | | |
|------------------------------|-------------------------------|-----|
| ANTH 314 | Sexuality and Gender Issues | (4) |
| <i>One of the following:</i> | | |
| ANTH 333 | Women Across Cultures, or | |
| ANTH 334 | Women's Experience in America | (4) |

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

| | |
|---|--------|
| JAPN 210, 211 Intermediate Japanese I, II, or | |
| SPAN 210, 211 Intermediate Spanish I, II | (4, 4) |
| ACCT 203 Financial and Managerial Acct. | (4) |
| BUS 228 Economic Theories and Issues | (4) |

Core Requirements:

| | |
|---|-----|
| FREN 420 Commercial French, or | |
| JAPN 420 Commercial/Business Japanese, or | |
| SPAN 420 Commercial Spanish | (4) |
| A 300- or 400-level FREN, JAPN, 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, JAPN, or SPAN 499 Senior Project | (4) |

Electives: Three 3 or 4 semester hour, 300- or 400-level courses in BUS, ECON, FREN, JAPN, MGMT, PLSC, or SPAN chosen with the approval of a program chairperson. Students who wish to take BUS 496: Business Seminar as their culminating activity MUST take MGMT 388: Statistics and BUS 330: Business Finance as two of their three electives.

Latin American Studies Minor

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 Civilizations 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.

INTERNATIONAL STUDIES

International Studies — B.A.

Program Chairperson: Kenneth Marcus

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.

KINESIOLOGY DEPARTMENT

Chairperson: Brian Clocksin

Regular Faculty: Paul Alvarez, Brian Clocksin, Sarah Dunn, Megan Granquist, Marilyn Oliver, Jim Paschal, Pat Widolff, Wendy Zwissler

The Kinesiology Department offers three programs of study within two majors. The Physical Education Teacher Education (PETE) program prepares students to teach Physical Education in the State of California public school system. The Health and Human Performance prepares students for careers and graduate education in health and sport science professions. The Athletic Training Education Program prepares students to become Certified Athletic Train-

ers by addressing the educational and clinical competencies required to pass the Board of Certification (BOC) examination.

Kinesiology — B.S.

Core Requirements:

| | | |
|-----------|---|-----|
| KINE 151 | Health and Physical Fitness Strategies | (4) |
| KINE 230 | Fieldwork and Foundations of Physical Education and Athletics, or | |
| KINE 233 | Introduction to Kinesiology, or | |
| KINE 235 | Fieldwork and Foundations of Athletic Training | (4) |
| KINE 323 | Biomechanics | (4) |
| KINE 345 | Research Methods and Statistics | (4) |
| KINE 355 | Anatomical Kinesiology | (4) |
| KINE 456 | Physiology of Exercise | (4) |
| KINE 456L | Physiology of Exercise Lab | (0) |
| KINE 499A | Senior Seminar A | (2) |
| KINE 499B | Senior Seminar B | (2) |

Supportive Requirement:

| | | |
|----------|---------------|-----|
| BIOL 343 | Human Anatomy | (4) |
|----------|---------------|-----|

Physical Education Teacher Education Concentration:

| | | |
|----------|---|-----|
| KINE 210 | Skill Themes and Movement Concepts | (2) |
| KINE 211 | Using Sport & Physical Activity to Teach Personal & Social Responsibility | (2) |
| KINE 212 | Teaching Games to Enhance Physical Literacy | (2) |
| KINE 213 | Enhancing Physical Literacy through Sport Education | (2) |
| KINE 214 | Promoting Lifelong Fitness | (2) |
| KINE 215 | Methods and Practice of Teaching Gymnastics and Dance | (2) |
| KINE 250 | Introduction to Adapted Physical Education | (4) |
| KINE 330 | Elementary Physical Education | (4) |
| KINE 333 | Curriculum and Organization in Physical Education | (4) |
| KINE 380 | Motor Development | (4) |
| KINE 381 | Motor Learning | (4) |
| KINE 460 | Philosophy of Physical Education and Athletics | (2) |

A minimum of 6 semester hours of advisor-approved electives (6)

Health and Human Performance Concentration:

| | | |
|--|-----------------------|-----|
| KINE 380 | Motor Development, or | |
| KINE 381 | Motor Learning | (4) |
| A minimum of 3 semester hours of Instructional Activity Courses (KINE 002-049) | | |
| | | (3) |
| A minimum of 8 semester hours of KINE electives | | |
| | | (8) |
| A minimum of 8 semester hours of advisor-approved related coursework | | |

Athletic Training — B.S.

Director: Paul Alvarez

The Athletic Training Program (ATP), 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 ATP 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 ATP. Students must communicate with that advisor on a regular basis.

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

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 ATP are available in the fall of each year. Final confirmation of acceptance

into the program will be made after final Fall grades are posted. Transfer students must meet all prerequisites for the ATP, be accepted to La Verne, and meet with the Program Director prior to applying to the ATP. Acceptance into La Verne does not guarantee acceptance into the ATP. The GPA requirement for program retention and graduation with a B.S. in Athletic Training is 2.5 overall. The following are the minimum requirements for admission.

1. Completion of 32 semester hours with a minimum overall GPA of 2.5 which is higher than the institutional standard.
2. College Transcripts showing completion of KINE 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 "ATP 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 ATP Application Form.
9. Application cover letter containing statement of professional interest, previous athletic training experiences, and career goals.
10. Professional résumé
11. An interview with ATP faculty and staff.

Prerequisites for KINE 355 and 456:

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

Kinesiology Core Requirements:

| | | |
|-----------|--|-----|
| KINE 151 | Health and Physical Fitness Strategies | (4) |
| KINE 235 | Fieldwork and Foundations of Athletic Training | (4) |
| KINE 323 | Biomechanics | (4) |
| KINE 345 | Research Methods and Statistics | (4) |
| KINE 355 | Anatomical Kinesiology | (4) |
| KINE 456 | Physiology of Exercise | (4) |
| KINE 456L | Physiology of Exercise Lab | (0) |
| KINE 499A | Senior Project A | (2) |
| KINE 499B | Senior Project B | (2) |

Supportive Requirements:

| | | |
|----------|--------------------------|-----|
| BIOL 343 | Human Anatomy | (4) |
| BIOL 344 | Human Physiology | (4) |
| PSY 101 | Principles of Psychology | (4) |

Athletic Training Core Requirements:

| | | |
|----------|--|-----|
| KINE 237 | Techniques and Observation in Athletic Training | (2) |
| KINE 324 | Evaluation & Assessment of Athletic Injuries Lower Extremities | (4) |
| KINE 325 | Athletic Training Practicum I Introduction | (1) |
| KINE 326 | Evaluation & Assessment of Athletic Injuries Upper Extremities | (4) |
| KINE 327 | Athletic Training Practicum II Lower Extremity | (1) |
| KINE 328 | Evaluation and Assessment of Head and Spinal Injuries | (4) |
| KINE 351 | Psychology of Sport Injury & Rehabilitation | (2) |
| KINE 400 | General Medical Conditions in Athletic Training | (2) |
| KINE 410 | Exercise and Rehabilitation | (4) |
| KINE 411 | Athletic Training Practicum III Upper Extremity | (1) |
| KINE 412 | Therapeutic Modalities | (4) |
| KINE 413 | Athletic Training Practicum IV Rehabilitation | (1) |
| KINE 415 | Management and Administration in Athletic Training | (4) |
| KINE 454 | Athletic Training Practicum V Team Management | (1) |

Kinesiology Minor**Prerequisite for KINE 355 and 456:**

| | | |
|----------|---------------|-----|
| BIOL 343 | Human Anatomy | (4) |
|----------|---------------|-----|

Core Requirements:

| | | |
|----------|---|-----|
| KINE 151 | Health and Physical Fitness Strategies | (4) |
| KINE 230 | Fieldwork and Foundations of Physical Education and Athletics | (4) |
| KINE 323 | Biomechanics | (4) |
| KINE 333 | Curriculum and Organization in Physical Education | (4) |
| KINE 355 | Anatomical Kinesiology | (4) |
| KINE 456 | Physiology of Exercise | (4) |

Electives: A minimum of 8 upper-division semester hours from KINE courses selected in consultation

with the KINE department chair. Additional Minor options can be developed with the Department Chair.

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 in each 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 a minimum of 46 semester hours.

Core Requirements:

| | | |
|--------|----------------------------------|-----|
| LS 301 | American Legal Studies | (4) |
| LS 304 | Legal Research and Writing | (4) |
| LS 311 | Law Office Computer Applications | (2) |
| LS 355 | Advanced On-line Research | (2) |
| 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: A minimum of 10 hours from the following:

| | | |
|--------|-----------------------------------|-------|
| LS 321 | Family Law | (4) |
| LS 328 | Property/Real Estate Transactions | (4) |
| LS 329 | Property/Bankruptcy | (4) |
| LS 330 | Business Organizations | (4) |
| LS 331 | Bankruptcy | (4) |
| LS 338 | Intellectual Property | (4) |
| LS 340 | Selected Topics | (4) |
| LS 345 | Immigration Law and Procedure | (4) |
| LS 350 | Wills, Trusts, and Probate | (4) |
| LS 357 | E Discovery | (2-4) |
| LS 358 | Trial Technology | (2) |
| LS 370 | Criminal Law and Procedures | (4) |
| LS 410 | Law in Film and Literature | (4) |

Certificate in Paralegal Studies

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

Requirements:

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

American Law Minor

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

Core Requirements:

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

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

MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Mathematics — B.A./B.S.

Program Chairperson: Michael Frantz

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 Adv. 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) |

Physics — B.A./B.S.

Program Chairperson: David Chappell

Regular Faculty: David Chappell, Vanessa Preisler

Adjunct Faculty: Chris Morgan, Scott Phelps, Amtul Chaudry

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 the 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) |
| PHYS 390 | Physics Seminar (2 semesters) | (1, 1) |

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

Supportive Requirements:

| | | |
|----------|---------------------|-----|
| CHEM 201 | General Chemistry I | (5) |
|----------|---------------------|-----|

| | | |
|----------|------------------------|-----|
| MATH 201 | Calculus I | (4) |
| MATH 202 | Calculus II | (4) |
| MATH 311 | Calculus III | (4) |
| MATH 315 | Differential Equations | (4) |

Culminating Requirement:

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

Physics Minor**Core Requirements:**

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

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

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

Computer Science and Computer Engineering — B.S.

Program Chairperson: Ray Ahmadnia

Regular Faculty: Ray Ahmadnia, Jozef Goetz, Seta Whitby

Adjunct Faculty: Patrick Brady, Mohammad Muqri, I-Born Scott, Samuel Son

This major requires a minimum of 48 semester hours of computer engineering, information science, internet programming, and software 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:

| | | |
|----------|---------------------------------|-----|
| CMPS 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) |

CMPS 499 Senior Project (4)
Comprehensive Exam (0)

Engineering Concentration:

CMPN 150 Principles of Electronics and Computer Engineering (4)
CMPN 202 Electronic Devices and Circuits (4)
CMPN 330 Microprocessor Systems (4)
CMPS 420 Cyber Security (4)
CMPN 480 Advanced Computer Architecture (4)

Information Science Concentration:

CMPS 375 Systems Analysis and Design (4)
CMPS 392 Project Management (4)
CMPS 410 Management Information Systems (4)
CMPS 420 Cyber Security (4)
CMPS 490 Database Management Systems (4)

Internet Programming Concentration:

CMPS 218 Publishing on the Web I (4)
CMPS 319 Publishing on the Web II (4)
CMPS 320 Internet Apps Development (4)
CMPS 378 C# Programming (4)
CMPS 480 Distributed Internet Computing (4)

Software Concentration:

CMPS 371 Assembly Language (4)
CMPS 400 Analysis of Algorithms (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 Programming (4)
CMPS 388 Software Engineering (4)
CMPS 390 Special Topics in Computer Science (1-4)
CMPS 392 Project Management (4)
CMPS 451 Artificial Intelligence (4)
CMPS 463 Computer Graphics (4)
CMPS 481 Mobile Apps Development (4)
CMPS 491 Systems Architecture (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, or
CHEM 103 Intro to Chemistry (4-5)
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 375 Systems Analysis & Design (4)
CMPS 392 Project Managements (4)
CMPS 410 Management Information Systems (4)
CMPS 490 Database Management Systems (4)
CMPS Elective (Upper Division) (4)

Internet Programming Minor

CMPS 218 Publishing on the Web I (4)
CMPS 319 Publishing on the Web II (4)
CMPS 320 Internet Apps Development (4)
CMPS 378 C# Programming (4)
CMPS 480 Distributed Internet Computing (4)
CMPS 481 Mobile Apps Development (4)

Software Minor

CMPS 362 Numerical Algorithms, or
CMPS 400 Analysis of Algorithms (4)
CMPS 377 Visual Basic .NET, or
CMPS 378 C# Programming (4)

| | | | |
|--------------------------------|-----|--------------------------------------|-----|
| CMPS 385 Data Structures | (4) | CMPS 490 Database Management Systems | (4) |
| CMPS 460 Operating Systems | (4) | CMPS 499 Senior Project | (4) |
| CMPS Elective (Upper Division) | (4) | MGMT 300 Principles of Management | (4) |

Systems Engineering Certificate

| | |
|---|-----|
| CMPS 370 Seminar: Introduction to Systems Engineering | (1) |
| CMPS 375 Systems Analysis and Design | (4) |
| CMPS 392 Project Management | (4) |
| CMPS 410 Management Information Systems | (4) |
| CMPS 492 Systems Architecture | (4) |

Website and Internet Applications Development Certificate

| | |
|---|-----|
| CMPS 218 Publishing on the Web I | (4) |
| CMPS 319 Publishing on the Web II | (4) |
| CMPS 320 Internet Apps Development | (4) |
| CMPS 378 C# Programming | (4) |
| CMPS 480 Distributed Internet Computing | (4) |
| CMPS 481 Mobile Apps Development | (4) |

E-Commerce — B.S.

Program Chair: Ray Ahmadnia

The major requires a minimum of 48 semester hours of core and elective courses. 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 | (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 218 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) |

Electives: One of the following:

| | |
|------------------------------------|-----|
| CMPS 301 Programming Concepts | (4) |
| CMPS 319 Publishing on the Web II | (4) |
| CMPS 320 Internet Apps Development | (4) |
| CMPS 369 Local Area Networks | (4) |
| CMPS 379 JAVA Programming | (4) |

MODERN LANGUAGES DEPARTMENT

Regular Faculty: Claire Angelici, Sean Bernard, Gabriela Capraroiu, Ann Hills, Judy Holiday, Gerard Lavatori, Jolivette Mecenas, José Pérez-González

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) |

Japanese Minor

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

| | | |
|----------|--|-----|
| JAPN 320 | Advanced Japanese Grammar and Conversation I, or | (4) |
| 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, or | (4) |
| 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) |
| JAPM 374 | Experiencing Japan: It's Culture and It's People | (4) |
| LIT 375 | Modern Asian Literature in Translation | (4) |
| JAPN 399 | Independent Study | (1-4) |
| JAPN 420 | Commercial Japanese | (4) |
| REL 305 | World Religions: East | (4) |
| HIST 464 | Modern China and Japan, or | (4) |
| PLSC 464 | Modern China and Japan | (4) |

Students must receive a C- or better for a course to be applied to the minor. Study abroad through a La Verne-approved program can also count toward the minor.

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 La Verne 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

Regular Faculty: Claire Angelici, Sean Bernard, Judy Holiday, Jolivette Mecnas, José Pérez-González

Adjunct Faculty: Lourdes Villarreal, Gary Westfahl

The Writing Program views the liberal arts tradition of studying language, rhetoric, and poetics as foundational to ethical and reflective written communication in the disciplines, professions, and civic life. Writing courses in the General Education Written Communication Area requirement (LVWA and LVWB) are designed to introduce writing-to-learn practices and audience-based communication as fundamental to lifelong learning. First-year students and transfer students are placed into a writing course based on their exam scores from the combined Written and Critical Reading SAT score or from the program's Writing Placement Examination. Additionally, transfer students with courses from other institutions that articulate with LVWA may place directly into WRT 111. Students must complete all Writing courses with a grade of C- or higher to pass. Students must complete WRT 109 with a grade of C- or higher in order to enroll in WRT 110. Students must complete WRT 110 with a grade of C- or higher in order to satisfy LVWA and WRT 111 with a grade of C- or higher in order to satisfy LVWB.

Students wishing to major in creative writing must fulfill core requirements and electives. Students wishing to minor in creative writing must fulfill core requirements. See Creative Writing B.A./Minor.

Prerequisite to LVWA:

| | |
|----------|-----|
| WRT 109 | (4) |
| WRT 109S | (1) |

Co-requisite to LVWA:

| | |
|-------------------------|-----|
| WRT 110S Writing Studio | (1) |
|-------------------------|-----|

General Education LVWA and LVWB (Written Communication Area) Requirements:

| | | |
|---------|-------------------|-----|
| WRT 110 | College Writing A | (4) |
| WRT 111 | College Writing B | (4) |

BA Educational Studies

Elective:

| | | |
|---------|-----------------------------|-----|
| WRT 306 | Writing Theory and Practice | (4) |
|---------|-----------------------------|-----|

Creative Writing – B.A.

Program Chairperson: Sean Bernard

Core Requirements:

| | | |
|---------|----------------------------------|--------|
| WRT 201 | Introduction to Creative Writing | (4) |
| WRT 303 | Poetry Writing | (4) |
| WRT 304 | Fiction Writing | (4) |
| WRT 305 | Literary Magazine Staff | (2, 2) |
| WRT 390 | Great Writer Immersion | (2) |
| WRT 499 | Senior Project | (2) |

Elective Core (8 semester hours from the following):

| | | |
|------------------------------------|--|--------|
| WRT 303 | Poetry Writing | (4) |
| (repeatable once as elective core) | | |
| WRT 304 | Fiction Writing | (4) |
| (repeatable once as elective core) | | |
| 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 chairperson.

Creative Writing Minor

Core Requirements:

| | | |
|---------|----------------------------------|--------|
| WRT 201 | Introduction to Creative Writing | (4) |
| WRT 303 | Poetry | (4) |
| WRT 304 | Fiction | (4) |
| WRT 305 | Literary Magazine Staff | (2, 2) |
| WRT 390 | Great Writer Immersion | (2) |
| WRT 499 | Senior Project | (2) |

And one of the following for a minimum total of 24 semester hours in the minor:

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

| | |
|--|-------|
| 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 DEPARTMENT

Chairperson: Reed Gratz

Regular Faculty: 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 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.

NATURAL SCIENCE DIVISION

Chairperson: Christine Broussard

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

Community Health – B.S. (Effective Fall 2016)

Chairperson: Jerome Garcia

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 U.S. 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) |

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) |
| KINE 151 | Health and Physical Fitness Strategies | (4) |
| MATH 201 | Calculus I, or | |
| MATH 202 | Calculus II | (4) |
| PSY 101 | Principles of Psychology | (4) |

work enables an examination of the social consequences of photography and offers a stream of opportunities to recognize graduate and career paths afforded by the dynamic and disruptive technology that is photography in our culture.

Photography — B.A.

48 semester hours are required, with at least 24 upper division.

Core Requirements:

| | | |
|----------|--|-----|
| ART 120 | Foundations of Design | (4) |
| ART 390 | Art History: Selected Topics: History of Photography, or | |
| PHOT 305 | Magic Box Revolutions | (4) |
| PHOT 210 | Elementary Photography | (4) |
| PHOT 230 | Documentary Photography | (4) |
| PHOT 310 | Image Processing | (4) |
| PHOT 327 | Staff Photography | (4) |
| PHOT 356 | Digital Portfolio | (4) |
| PHOT 360 | Studio Lighting | (4) |
| PHOT 499 | Senior Project | (4) |

Electives. Select a minimum of 14 semester hours from at least 4 different courses (PHOT 321 and PHOT 322 together count as one course):

| | | |
|----------|------------------------------------|--------|
| PHOT 299 | Independent Study | (1-4) |
| PHOT 300 | Freehand 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 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:

| | | |
|----------|---------------------------|-----|
| ART 120 | Foundations of Design, or | |
| PHOT 100 | How Do I Look Better? | (4) |
| PHOT 230 | Documentary Photography | (4) |
| PHOT 310 | Photoshop | (4) |

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

Photography is a primary means for personal expression and technical revelation within all facets of human experience. In practical applications of the craft, students and teachers work together to create, process, publish pictures and assess the effects of the images that make the stories of our adventures. This

| | | |
|----------|---|-----|
| ART 390 | Art History: Selected Topics: History of Photography, or | |
| PHOT 305 | Magic Box Revolutions | (4) |
| PHOT 327 | Staff Photography | (2) |

Electives: A minimum of 8 semester hours from at least two different courses.
(PHOT 321 and PHOT 322 together count as one course).

| | | |
|----------|------------------------------------|--------|
| 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) |
| PHOT 450 | Special Projects in Photography | (4) |

PREHEALTH SCIENCE PROGRAMS

Program Chairperson: Jerome Garcia
Pre-health Science Committee: Jeffery Burkhart,
Jerome Garcia, Iraj Parchamazad

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

La Verne's pre-health 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 es-

sential. 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 Pre-health 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 can be followed, but if majoring in Chemistry or another demanding major, it is especially im-

portant to receive proper advising.

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) |

One of the following:

| | | |
|---------|----------------------------|-----|
| PSY 404 | Experimental Psychology or | (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) |
|---------|--------------------------|-----|

PRELAW PROGRAM

Prelaw Advisor: Richard Gelm

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 the University of La Verne.

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, Aaron Baker, Ngoc Bui, Amy Demyan, Aghop Der-Karabetian, Glenn Gamst, Arthur Gonchar, Jerry Kernes, Chun-I Li, Christine Ma-Kellamns, Luci Martin, Nandine Nakamura, Christopher Perez, Kristina Post, Richard Rogers, Rocio Rosales-Meza

Adjunct Faculty: Wayne Henkelmann, Joleen Lara, Dorie Richards

The Psychology Department offers bachelor's and master's programs, and an APA-accredited doctoral program in Clinical Psychology. Psychology students have the opportunity to join Psi Chi, the national honor

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) |
| <i>Two of the following:</i> | | |
| PSY 303 | Learning and Behavior Change | (4) |
| PSY 306 | Cognitive Psychology | (4) |
| PSY 308 | Social Psychology | (4) |

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 | Bible 1, or | |
| REL 230 | Bible 2 | (4) |
| REL 490 | Senior Seminar | (0-1) |
| REL 499 | Senior Project | (4) |

Scripture: one course with SC designation (4)

| | | |
|---------|--|-----|
| REL 220 | Bible 1, or | |
| REL 230 | Bible 2 | (4) |
| 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 include Religion or Philosophy as a discipline can be applied here.)

Philosophy — B.A.

Core Requirements:

| | | |
|----------|---|----------|
| HUM 305 | Values and Critical Thinking | (4) |
| PHIL 110 | Introduction to Philosophy | (4) |
| PHIL 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 317 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 include 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 (0-1)
 PHIL 499 or REL 499 Senior Project (4)

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

PHIL 321 History of Ancient and
 Medieval Philosophy (4)

PHIL 350 Topics in Religion with AM mark
 PHIL 371 Classical Political Philosophies

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

PHIL 322 History of Modern and Contemporary
 Philosophy

PHIL 350 Topics in Philosophy with MC mark
 PHIL 373 Modern Political Theory
 PHIL 375 Contemporary Political Theory

Scripture: one course with SC designation (4)

REL 220 Bible 2, or
 REL 230 Bible 1 (4)
 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.)

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.)

Religion Minor

Core Requirements:

REL 100 Introduction to Religion (4)
 One course in scripture (with SC designation) (4)
 REL 220 Bible 2, or
 REL 230 Bible 1 (4)
 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.)

Interfaith Studies Minor

This minor offers students the opportunity to think critically about their own evolving worldview within a pluralistic context, and to articulate an appreciation of that pluralism. Students will develop skills in interfaith dialogue among diverse participants, as well as the ability to create and sustain formal and informal opportunities for ongoing interfaith action and dialogue. The minor consists of 24-units consisting of six courses.

5 Courses chosen from the following four *subject* areas (at least one course in each subject area, and only one can be lower division)

Historical Knowledge of Interfaith Cooperation
Appreciative, Integrative, or Synthesizing Knowledge

Interfaith Service/Community Engagement
Interfaith Leadership
REL 401 Interfaith Reflection and Interfaith Action

Historical Knowledge of Interfaith Cooperation:

REL 100 Introduction to Religion
INTD 305 Pathways to Peace

Appreciative, Integrative, or Synthesizing Knowledge:

REL 305 World Religions: East
REL 300 World Religions: West
REL 395 Religion in the City
INTD 321 Religion, Science, and Consciousness

Interfaith Service/Community Engagement

PHIL 317 Power and Oppression
REL 497 Internship

Interfaith Leadership:

HUM 302 Conflict Resolution and Non-Violence
REL 401 Interfaith Reflection and Interfaith Action

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chairperson: Hector Delgado

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

Adjunct Faculty: Monica Argondona, Glenn Good-

win, 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 (Biological 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 Quantitative Analysis | (4) |
|--------------------------------|-----|

Anthropology Minor

Core Requirements:

| | |
|---|-----|
| ANTH 320 Cultural Anthropology | (4) |
| ANTH 340 Language and Culture | (4) |
| ANTH 350 Biological 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 | Quantitative Analysis | (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 multi-ethnic 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 Quantitative Analysis | (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) |
| <i>Two of the following:</i> | | |
| SOC 329 | Correctional Systems | (4) |
| SOC 360 | The Death Penalty | (4) |
| SOC 362 | Forensic Investigations | (4) |

Criminology Minor

Prerequisites:

SOC 250 Introduction to Sociology (4)

Core Requirements:

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

Sociology — B.S.

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

Core Requirements:

One ANTH course (4)
SOC 250 Introduction to Sociology (4)
SOC 305 Quantitative Analysis (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)

Sociology Minor

Prerequisites:

SOC 250 Introduction to Sociology (4)

Core Requirements:

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

SPEECH COMMUNICATION DEPARTMENT

Chairperson: Ian Lising

Regular Faculty: Ian Lising, Rob Ruiz

Adjunct Faculty: Thomas Allison, Michaeline Anderson, Rachel Friend

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 sponsors the La Verne Slam Poetry Team that competes nationally as well as the La Verne Debate Team, which competes nationally and internationally. Both teams are 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:

SPCM 100 Fundamentals of Public Speaking (2)
SPCM 110 Introduction to Speech Communication Theory and Practice (2)
SPCM 360* Leadership Communication (4)

SPCM 452 Rhetorical Criticism (4)
SPCM 499 Senior Project (2-4)

*SPCM 360 must be taken in the same semester with at least one additional SPCM upper division class.

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)

SPCM 350 Argumentation & Debate (4 or 8)

SPCM 400 Voices of Revolution (4)

SPCM 490 Special Topics in Speech
Communication (4, 8 or 12)

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 upper division hours from the list of
B.A., Speech Communication Electives.

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: Sean Dillon, David Flaten

Director of Theatre: Steven Kent

Technical Director: Alan Tollefson

Adjunct Faculty: Christine Cummings, Matt Hill,
Jeffrey Kahan, Alma Martinez, Maro Parian, Alan
Tollefson

Senior Adjunct Faculty: Skip Clague, Georgij Paro

This Theatre Arts department views theatre as an integrative discipline that embraces many fields and activities. Our goal is to create a learning community that empowers our students to become skilled, self-motivated, socially aware theatre artists and engaged citizens. La Verne Theatre offers a rigorous academic program that includes a solid foundation in theatre history, dramatic literature, theory, and criticism, as well as acting studio training and technical programs realized through studio work, performances, and productions for the public. Active participants include non-majors as well as theatre students. The program

encourages theatre majors to develop a special emphasis area of study, such as performance, management, technical direction, stage direction and design of sets, lighting, costuming or projection, through electives approved by their advisor.

Theatre Arts Major

Core Requirements: min. of 42 semester hours:

THAR 120 Introduction to Stagecraft (2)

THAR 110 Acting for Anyone, or (4)

THAR 210 Acting Studio, or (2)

THAR 212 Acting for the Camera (4)

THAR 233 Intro. to Design for Stage & Studio (4)

THAR 251 Intro. to Theatrical Directing, or (4)

THAR 255 Theatre and Stage Management (2)

THAR 270 Theatre Seminar (2 semesters) (1,1)

THAR 321 Production Experience
(3 semesters) (1,1,1)

THAR 351 Directing Studio I (4)

THAR 370 Theatre and Community (4)

THAR 480 Cultural Hist. of World Theatre I (4)

THAR 481 Cultural Hist. of World Theatre II (4)

THAR 499 Senior Project (1-4)

Plus two dramatic literature classes from the following:

THAR 300 Drama on Page and Stage (4)

THAR 440 American Stage: Mirror of Society (4)

THAR 443 Twentieth-Century Drama (4)

THAR 445 Masters of the Drama (4)

THAR 449 Shakespeare (4)

Electives as approved by advisor include the options listed above as well as:

THAR 100 Introduction to Theatre

THAR 111 Voice for actors

THAR 113 Theatre, Acting, and Performance

THAR 115 Contemporary Dance

THAR 202 Performance Art & Experimental
Theatre

THAR 215 Rehearsal and Performance

THAR 220 Stagecraft II

THAR 232 Lighting Design I

THAR 234 Costume Design I

THAR 299 Independent Study

THAR 310 Advanced Acting Studio

THAR 311 Oral Communication

THAR 314 Conscious Acting

THAR 315 Performance Interterm

THAR 320 Stagecraft III

THAR 332 Lighting Design II

THAR 333 Stage Design Studio
THAR 334 Costume Design II
THAR 371 Musical Theatre
THAR 377 Theatre & Drama Instruction for Teachers
THAR 399 Independent Study
THAR 410 Conscious Acting: The Power of Story
THAR 455 Directing Studio II
THAR 460 Playwriting and Screenwriting II
THAR 498 Theatre Internship
THAR 499 Senior Project

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 Deans: Rita Thakur and Keeok Park

APPLIED BUSINESS SCIENCES & ECONOMICS DEPARTMENT

Chairperson: Adham Chehab

Regular Faculty: Paul Abbondante, Willie Adamson, Mehdi Beheshtian-Ardakani, Adham Chehab, Yingxia Cao, Fengmei Gong, William J Hippler III, Yan Hu, Ahmed Ispahani, David Kung, Dennis Kyte, Renee Miller, Daehyun Moon, Yehia Mortagy, Claudio Muñoz, Gonyung Park, Anwar Salimi, Yibo Xiao, Julius Walecki

MANAGEMENT & LEADERSHIP DEPARTMENT

Chairperson: Janat Yousof

Regular Faculty: Yeri Cho, Douglas Chun, Kathleen Duncan, Loren Dyck, Omid Furutan, Issam

Ghazzawi, Si Hyun Kim, Giacomo Laffranchini, Byungku Lee, Susan MacDonald, Deborah Olson, Carol Sawyer, Richard Simpson, Virgil Smith, Yvonne Smith, Janat Yousof

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

Regular Faculty: Gordon Badovick, Robert Barrett, Caroline Chizever, Janis Dietz, Greg Fast, Gail Horton, Christine Jagannathan, Astrid Keel, Jeanny Liu, Constance Rossum

PUBLIC & HEALTH ADMINISTRATION DEPARTMENT

Chairperson: Keith Schildt

Regular Faculty: Kent Badger, Suzanne Beaumaster, Marcia Godwin, Soomi Lee, Jack Meek, Keith Schildt, Nikki Shipley, Adrian Vazquez, Matt Witt, Kelly Niles-Yokum

College Mission. Our mission is to offer relevant and distinctive educational experiences that meet the professional and educational needs of our diverse student body and employers in the business, public and social sectors.

Core Values

The College of Business and Public Management embraces the University's core values:

Ethical Reasoning

Ethical behavior and social justice

Community and Civic Engagement

Student, faculty, and staff development through community engagement

Experiential learning to promote educational effectiveness

Diversity and Inclusivity

A student-centered educational community with caring faculty and staff

A strong commitment to students, faculty, and staff and their success personally, academically, and professionally

Diversity of economic and cultural backgrounds

A culture of openness that embraces differences of opinion and equality.

Lifelong Learning

A scholar practitioner model to promote intellectual contribution and faculty development

An environment that promotes self-discovery and programs for working adults

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. 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 Science in Accounting, Master of Business Administration (with concentrations in Accounting, Finance, Health Services Management, Information Technology, International Business, Management and Leadership, Marketing, and Supply Chain Management), Master of Science in Finance, Master of Health Administration (with concentrations in Financial Management, Management and Leadership, and Marketing and Business Development), Master of Public Administration (with concentration in Urban Management and Affairs, Policy, and Non-Profit), Master of Science in Gerontology, Master of Science in Leadership and Management (with concentrations in Human Resource Management, Nonprofit Management, and Organizational Development), 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.

Prerequisites: All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet. All students are encouraged to take BUS 101: Connect for Success. 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) |
| BUS 272 | Intro. to Operations Management | (4) |

Core Business Requirements:

| | | |
|----------|-------------------------------|-----|
| BUS 330 | Business Finance | (4) |
| BUS 347 | Legal Environment of Business | (4) |
| BUS 360 | Principles of Marketing | (4) |
| 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) |
| ACCT 414 | Accounting Information Systems | (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: Theory and Application | (4) |

Starting with the fall of 2014, all entering students will have to take BUS 330, BUS 360, BUS 390, and MGMT 300 as a block in their junior year.

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 | Intro. to Organizational Theory | (4) |
| MGMT 455 | Managing Human Resources | (4) |
| <i>One of the following:</i> | | |
| 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.

| | | |
|----------|-------------------------------------|-----|
| CMPS 375 | Systems Analysis and Design | (4) |
| CMPS 490 | Database Management Systems | (4) |
| CMPS 368 | Principles of Computer Networks, or | |
| CMPS 369 | Local Area Networks | (4) |
| BUS 416 | Electronic Commerce | (4) |
| | (Programming recommended) | |

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

| | | |
|----------|--------------------------|-----|
| BUS 466 | International Marketing | (4) |
| ECON 325 | International Economics | (4) |
| MGMT 451 | International Management | (4) |

Marketing Concentration: This concentration examines the tools and techniques used to determine the needs of individuals or segments of society to provide the most effective means of informing customers of the availability of goods and services, and to deliver such goods and services.

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

Economics — B.S.

Economics examines the difficult choices that society, business enterprises, the public sector, and individuals must make to distribute resources. It also deals with explaining and forecasting how an economy will perform, and it provides analytical tools for determining the attractiveness of industries, markets and behaviors that will maximize profits.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

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

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.

(Available only at selected regional campuses.)

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 per-

sonal 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 | Intro. 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 Minor

The Business Minor is suitable for students planning careers in any field where 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. It is offered only to students whose majors are outside the College of Business and Public Management.

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. It is offered only to students whose majors are outside the College of

Business and Public Management.

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. It is offered only to students whose majors are outside the College of Business and Public Management.

Core Requirements:

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

HEALTH SERVICES MANAGEMENT AND GERONTOLOGY PROGRAMS

The curriculum in health services management is designed to prepare healthcare professionals for positions of increased responsibility in health and health-related organizations. In the programs offered, students will learn to (1) analyze problems with a greater critical awareness, (2) apply sound methods of statistical and financial control, and (3) utilize management techniques and manage contracts.

Health Administration — B.S.

(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 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) |

LEADERSHIP AND MANAGEMENT PROGRAMS

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 and Budgeting | (4) |
| MGMT 388 | Statistics | (4) |
| MGMT 459 | Organizational Behavior: Theory and Application | (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 354 | Oral Communication in Organizations | (4) |
| MGMT 356 | Introduction to Organizational Theory | (4) |
| MGMT 359 | Management of Change and 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) |
|----------|--------------------------|-----|

Two of the following:

| | | |
|----------|---------------------------------------|-----|
| BUS 347 | Legal Environment of Business | (4) |
| MGMT 359 | Management of Change and Conflict | (4) |
| MGMT 457 | Mediation | (4) |
| MGMT 458 | Stress Management | (4) |
| SPCM 332 | Interviewing Principles and Practices | (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) |
| MGMT 388 | Statistics | (4) |
| PADM 469 | Management of Change and Conflict | (4) |
| PADM 470 | Administrative Processes | (4) |
| PADM 499 | Senior Seminar | (4) |

Electives: Students may take any combination of three additional courses from either of the elective areas below to meet their 40 semester hours in the major.

Area 1: The Policy and Institutional Context of Public Administration:

| | | |
|----------|--|-----|
| PADM 314 | Local Public Administration and Government, or | |
| PLSC 416 | State and Local Government and Politics | (4) |
| PADM 320 | Federalism and the Administrative State, or | |
| PLSC 301 | American Government and Politics, or | |
| PLSC 321 | Political Parties and Interest Groups | (4) |
| PADM 436 | Policy-Making Process | (4) |
| PLSC 304 | Contemporary Legal Issues | (4) |
| PLSC 311 | Development of American Democracy I | (4) |
| PLSC 312 | Development of American Democracy II | (4) |
| PLSC 375 | Contemporary Political Theory | (4) |
| PLSC 378 | American Political Thought | (4) |
| PLSC 407 | Constitutional Law | (4) |
| PLSC 410 | Congress and the Presidency | (4) |

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

| | | |
|----------|--|-----|
| BUS 346 | Written Business Communication | (4) |
| 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) |

COLLEGE of EDUCATION AND ORGANIZATIONAL LEADERSHIP

Interim 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, Cleveland Hayes, 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 Jessica Lingenfelter,¹ Karen Miller,¹ Sallie Phillips,¹ Ann Raymond

¹Regional Campus faculty

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Cindy Olivas

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 Education. 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) |
| EDUC 354A | Child Observation Practicum | (2) |
| (Prerequisite for ROC students only – graduation requirement for others) | | |

Admission Requirements:

- A GPA of 2.50 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 Virtual Child Reflection
3. Completion of specific assessments and TaskStream submissions required by the College
4. Graduation Clearance from The Office of the Registrar

Core Requirements:

| | | |
|-----------|--------------------------------|-----|
| EDUC 350 | Child Psychology & Development | (4) |
| EDUC 352 | Writing for Child Development | (4) |
| 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 | Childhood Environments: Culture, Education and Media | (4) |
| EDUC 402 | 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) |

Educational Studies — B.A.

Program Chairperson: Donna Redman

Full-time Faculty: Darren Avrit, Lisa Drewry, Andy Steck, 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, and provides an educational foundation and core competencies for students interested in Special Education. 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 | Children's Literature 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 499 | Senior Seminar | (4) |

Recommended Courses (electives):

| | | |
|----------|--|-----|
| EDUC 306 | Internet in the Classroom for K-12 Educators | (4) |
| EDUC 252 | Childhood Environments: Culture, Education and Media | (4) |
| EDUC 420 | Sex, Drugs and Health Education | (2) |

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, Kinesiology, Natural and Social Sciences, Special Education and Teacher Education

*Main campus/CAPA students only. ROC students check with academic advisor for availability.

Educational 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 for Educational Studies Major | (4) |

Educational Studies Statute of Limitations

Because of continuous changes in the field of education, admissible transfer courses must be taken within the last seven years at an accredited university or college. Additionally, courses previously taken at the University of La Verne must also be less than seven years old to be accepted into the current degree.



GRADUATE STUDIES



GRADUATE 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.

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 degree applicability of courses 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. PsyD students must be fully admitted and matriculated before beginning their program. 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 materials submitted become the property of the University and will not be returned to the applicant, copied for another use outside of admission, or forwarded to another institution. The university reserves the right to select its students and deny admission at its sole discretion based on applicant's suitability and the best interest of the university. Any applicant who is found to submit

altered, forged, or falsified documentation to the University will be denied admission or have any offer of admission already made revoked, and no further applications will be considered. Additionally, inappropriate behavior by applicants, including those that pose a threat or present a danger to the college community or other behaviors where it is considered to be in the best interest of the college to refuse admission, may be used as a basis to deny the student admission or revoke any offer of admission. Such behaviors and/or findings of falsified admission information may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

Main Campus & Regional and Online Campuses (ROC)

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 program. Applicants are evaluated on the strength of their GPA, Statement of Purpose, and letters of recommendation, as well as standardized test scores and résumés when 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. Refer to the program's specific requirements as listed in this Catalog. The general eligibility requirements for full admission to 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.) Applicants who earned degrees or completed coursework at non U.S. universities should review the International Transcript Guidelines page at www.laverne.edu/admission/graduate to ensure that proper transcript documentation is submitted to the university. Applicants who earned degrees from institutions using a marks-grading or testing-only system should obtain a course-by-course credential evaluation by an approved National Association of Credential Evaluation Service (NACES) institution (www.naces.org; fees will apply for these services). All other applicants 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 require a higher GPA, the submission of standardized test scores, and/or other documentation to be eligible for admission. Refer to each program's specific requirements as listed in this Catalog for more information. Additional details about graduate admission can be found at laverne.edu/admission/graduate/faqs/.

Some programs require a higher GPA, the submission of standardized test scores, and/or other documentation to be eligible for admission. Refer to each program's specific requirements as listed in this Catalog for more information. 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 Regional and Online Campuses (ROC), as appropriate, and forwarded to academic departments. All materials submitted become the property of the University and will not be returned to the applicant, copied for another use outside of admission, 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. PsyD students are admitted only at the beginning of each academic year. Before departments take any action regarding possible admission to a graduate program, the applicant 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 applicant 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. 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 ROC programs will be provided with forms which indicate the proper return address for transcripts to be sent. For additional guidance on obtaining and submitting proper transcripts, visit laverne.edu/admission/graduate/faqs/.
4. The appropriate number of 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. For accreditation purposes some programs may retain copies in the student file.
5. Applicants who have not completed their bachelor's degree level education at a school in the USA, Australia, Canada (English-language provinces), United Kingdom, New Zealand, or 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

- c. Completion of English 112 at the ELS Language Center.

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

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

International Students: The University of La Verne is authorized to issue an I-20 Form 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 La Verne Campus. The following documentation is not required at the time of the application, but must be submitted after an offer of admission has been made in order to have immigration documents issued to the University of La Verne:

- 1. Copy of valid passport
- 2. A signed, current Financial Statement form found at laverne.edu/admission/graduate/forms/
- 3. 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 program chair or director. 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. Program chairs or directors may take any of the actions listed below:

- 1. Grant admission to applicants who satisfy all requirements.
- 2. Grant admission to applicants 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 by the Program Chair/Director.

- 3. Hold the admissions decision pending specified additional requirements needed to strengthen the application file (e.g., a GRE or GMAT score). Applicants will be notified by Graduate Admissions of any additional requirements placing the admission decision on hold.
- 4. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program or the applicant does not satisfy all requirements.

Change of Degree: A student who desires to change degree programs must apply to the new degree program through Graduate Admissions.

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 may reapply or petition the Office of Graduate Admissions for additional time; otherwise, the file will be destroyed. PsyD students must be fully admitted and matriculated before beginning their program.

Graduate students who have matriculated into a program but have not been enrolled for two consecutive years or more must apply for readmission by submitting the following to the Office of Graduate Academic Services:

- 1. An appeal for readmission available at <http://sites.laverne.edu/graduate-academic-services/files/2011/01/Appeal-for-Readmission3.pdf>
- 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 the University of 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 the University of 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. Requirements may vary from program to program.

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

Transfer Credit: All students must request transfer credit for courses previously completed at another college or university at the time of application or during the semester/term of their admission. 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 the University of La Verne as determined by the Program Chair/Director.
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 University of 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. 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 ROC Office 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 (excluding official transcripts from first degree) 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 Chair/Director 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 University of 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

**(PLEASE SEE FINANCIAL INFORMATION
SECTION IN THE FRONT OF THE CATALOG)**

FINANCIAL AID

**(PLEASE SEE FINANCIAL AID SECTION IN THE
FRONT OF THE CATALOG)**

ACADEMIC INFORMATION

Academic Communication

The University student portal is called MyLaVerne. MyLaVerne provides student access to the University's official Course Catalog, course schedules for every term, and student information. MyLaVerne can be accessed from the University's homepage at laverne.edu or the La Verne portal at myportal.laverne.edu. Registration, grade reporting, online request for transcripts, and course evaluation are all accomplished through MyLaVerne. Students can also access and accept their financial aid award

information, check account balance and make payments to their account through MyLaVerne. For information on MyLaVerne see laverne.edu/registrar/mylaverne-info/.

All enrolled students are provided a University of La Verne email address and network username. This provides students access to their MyLaVerne secured account and campus portal. Students should not share their La Verne network, MyLaVerne, or email information/password with anyone at any time.

All official communication between the University and students is conducted electronically and sent to the students' La Verne e-mail address (@laverne.edu). Students are expected to open and check their campus email on a regular basis. We expect students to read, respond and archive all official correspondence from the University. 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.

Students should also use their La Verne email address to communicate with university officials. Communication with University employees and faculty in regards to any academic or financial information will not normally be replied to if the student does not use their La Verne email address. This is to protect the privacy of student information.

Academic Advising

The University of La Verne values academic advising as an important part of the unique La Verne experience.

La Verne campus graduate students are advised by the faculty program chair/director or professional advisors for their respective programs. Graduate students seeking academic advising should contact the appropriate academic department.

Registration for special courses such as independent studies and directed studies are permitted for 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.

Late Registration/Adds: Students must have

permission of the instructor of the class to appeal for late entry into a class. Students cannot assume an instructor will allow entry to a class if they do not attend the first class meeting. Students must obtain and complete the appropriate appeal form and submit to the Graduate Academic Appeals Committee. Further information can be obtained from the Appeals section in the catalog.

Late Registration/Adds by appeals with fee begins as indicated below:

1. Enrolling the 8th workday of a semester or term or thereafter.
2. Enrolling in a January Interterm course on the 5th workday of class or thereafter.
3. Enrolling in a 5-6 week term course on the 6th workday of class or thereafter.

Cross-Enrollment Policy: Master's degree students are admitted into programs either with semester (16 weeks) schedules or with term (5-10 week) 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. PsyD students may only enroll in semester based courses.

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.

Graduate Course Load: To be considered full-time, a graduate student in the 16-week semester plan must enroll in a minimum of nine semester hours each semester. To be considered half-time, a student must enroll in a minimum of five semester hours each semester. Some programs may limit the maximum number of hours per semester. Please refer to a specific degree page in this catalog for program requirements.

For graduate students enrolled in accelerated 10-week terms, six semester hours constitute full-time status; three semester hours constitute half-time status.

To be considered a full-time student when enrolled in less 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. However, this may not qualify the student for financial aid eligibility or loan deferments.

| Graduate Semester Based Programs | FT (Full- Time) | TH (3/4 Time) | HT (Half- Time) |
|----------------------------------|--------------------|------------------|--------------------|
| Master's Degree Programs | 9 | 7 | 5 |
| Teacher Credential | 12 | 9 | 6 |
| Psy.D and Ed.D. | 9 | 7 | 5 |
| Law School Programs | 9 | 7 | 5 |

| Graduate Term Based Programs | FT (Full- Time) | TH (3/4 Time) | HT (Half- Time) |
|------------------------------|--------------------|------------------|--------------------|
| Master's Degree Programs | 6 | 4 | 3 |
| Teacher Credential | 8 | 6 | 4 |
| DPA | 6 | 4 | 3 |

Graduate Course Overloads:

Graduate 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/Director two weeks prior to registration week. Approvals are based on extenuating circumstances.

Normal Academic Progress: 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 Probation: Academic probation is a serious warning to the student that his/her scholastic record is unsatisfactory. Continued failure to improve this record will result in academic disqualification. Students on probation may also have restrictions imposed by the Deans regarding their programs of study. A graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation with an appropriate notation made on the transcript.

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.

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 section of this catalog.

Academic Disqualification: Graduate students on academic probation who fail to earn a 3.0 GPA in any term will be academically disqualified. Disqualified students are not allowed to return as an enrolled student. La Verne Campus and ROC graduate students must appeal to their Academic Dean. Extenuating circumstances will be reviewed on a case by case basis.

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. Graduate students may register for them through the end of the "special course" registration period; ROC students may register until the last day to withdraw from a course.

Independent Study: An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and timeline before the student can begin. An Independent Study form, available from the Registrar and www.laverne.edu/registrar/, must be signed by the program chair or director prior to commencement of the study. Independent studies are available only to matriculated students in good standing at the University of La Verne. Graduate students may register for them through the end of the "special course" registration period; ROC graduate students may register until the last day to withdraw from a course. Independent studies can be approved as 599 or 699 courses for a maximum of four semester hours each.

Course Challenge: Matriculated students, who believe they can successfully demonstrate the competencies of a course without attendance, may request to challenge the course. Most La Verne courses may be challenged for credit. Students can view the MyLaVerne Course catalog to determine if a course is challengeable.

The student may see a list of course goals and objectives prior to challenging the course. A complete list of steps to challenge a course can be found on the Office of the Registrar website. 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 the course for credit. A maximum of eight semester hours of course challenge may be counted toward fulfilling the undergraduate residency requirement.

A student may not challenge any course 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.

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.

General Information on Courses

Course Catalog: University of La Verne courses are presented with course descriptions and full details at MyLaVerne online accessible from laverne.edu/A complete course catalog is available at laverne.edu/catalog/.

Course Numbering System:

| | |
|------------|---|
| Alpha Code | Precollege- not applicable to bachelor's degree program |
| 001-099 | Activity and survey courses — lower division applicable to bachelor's degree programs |
| 100-199 | Elementary and survey courses — lower division applicable to bachelor's degree programs |

| | |
|---------|---|
| 200-299 | Intermediate courses and courses introductory to a discipline applicable to bachelor's degree programs |
| 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 or introductory graduate level courses applicable to advanced degree programs and credential programs |
| 500-699 | Graduate level courses applicable to advanced degree programs and credential programs |
| 700-799 | Graduate level, 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 University of 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 graduate courses is 3 semester hours.

Final Examinations: The University Registrar publishes final exam schedules each semester. Students have a right to sit for no more than two final exams in one day. In cases where a student has more than two final exams scheduled on the same day, faculty will accommodate students.

- Students are individually responsible to work directly with their instructor(s) to request alternative exam arrangements as soon as possible. Unreasonable requests for accommodations such as, but not limited to, last minute requests except in illness or emergencies, may be denied by the instructor(s).
- When three final exams are scheduled back- to-

back on a single day, or students experience documented and verified illness or emergency, students may wish to speak with their instructors. Instructors may collaborate with individual students to reschedule final exams on date that is mutually agreeable. The rescheduled exam must be made with enough time to allow the instructor to meet the deadline for grade submission.

- c. Students and/or instructors who are unable to reach agreement for reasonable requests for accommodations may appeal to the department chair or academic dean of the school or college as soon as possible. Appeals will be handled on a case-by-case basis.
- d. The instructor must make arrangements with the Learning Enhancement Center (LEC) and notify the student if proctored testing is necessary. Students are expected to follow-up with the LEC to make arrangements for testing and to inquire about specific policies or procedures associated with proctored exams.
- e. Final exams for “term” students are given on the last class session.

Grading Policy: 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. PsyD students may not earn a grade below B-.

- 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.

- F.....0 quality points per semester hour
Quality and quantity of work in and out of class are unacceptable.
- WF0 quality points per semester hour
Designates an unofficial withdrawal from a course. 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.

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. 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/term. Changes after the 60% time period can only be approved by the Graduate Academic Appeals committee. Graduate students must take challenge exams and competency exams as 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):

Incomplete grades are authorized only when a) it is impossible for the student to complete the course because of illness or other justifiable extenuating cause and b) the student has successfully completed all coursework up to the last day to withdraw in the semester or term.

Students must initiate a request for an Incomplete, and if able complete the Incomplete Contract available on MyLaVerne. The contract can be found on the Student Record menu. The contract must be submitted prior to the last day of the term. The contract will be reviewed by the instructor at the time of grade submission. The instructor can amend the contract, list outstanding course requirements, and approve or deny the request for an Incomplete.

By requesting an INC, the student agrees to complete the coursework specified on the contract. It is the student's responsibility to check their MyLaVerne account to view the status of the incomplete contract.

Students who receive an INC must submit all final coursework by the dates as specified below. (Note: Faculty can designate an earlier date to require all coursework to be submitted. This date is specified on the Incomplete Contract.)

Term students (Terms are defined as 5 to 11 weeks in length) must submit all final coursework/assignments as follows:

| If the grade of incomplete (INC) was issued for the following terms: | Deadline to submit coursework to remove "INC" grade is: |
|--|---|
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| | |
|-----------|---|
| Fall Term | The last day of the following winter term |
|-----------|---|

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|----------------|---|
| Mini Fall Term | The last day of the following winter term |
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| Winter Term | The last day of the following spring term |
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|-------------|---|
| Spring Term | The last day of the following fall term |
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| Summer Term | The last day of the following fall term |
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Semester students (Semesters are defined as 16 weeks or greater and the 4 week inter-term) must submit all final coursework/assignments as follows:

| If the grade of Incomplete (INC) was issued for the following semester: | Deadline to submit coursework to remove "INC" grade is: |
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| Fall Semester | The last day of the following spring semester |
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|--------------------|---|
| January Inter-term | The last day of the following spring semester |
|--------------------|---|

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|-----------------|---|
| Spring Semester | The last day of the following fall semester |
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|-------------|---|
| Summer Term | The last day of the following fall semester |
|-------------|---|

In Progress Grades (IP): In Progress grades are reserved for directed studies, independent studies, field work courses, senior projects, and graduate

culminating activities wherein the contract at the time of registration specifies a date of completion that is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal term or semester to complete. Students who receive IP grades are considered to be maintaining satisfactory academic progress for financial aid purposes. An IP grade will automatically be converted to a failing grade of NCR or F, if not cleared within one year following the term of registration.

Students who receive a grade of (IP) must submit all final coursework/assignments by the dates as specified below. **(Note: faculty can designate an earlier date to require all coursework to be submitted. This date is specified on the Directed Study Contract or Independent Study Contract.)**

Term students (Terms are defined as 5 to 11 weeks in length) must submit all final coursework/assignments as follows:

| If the grade of In Progress (IP) was issued for the following terms: | Deadline to submit coursework to remove "IP" grade is: |
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| Fall Term | The last day of the following fall term |
|-----------|---|

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|----------------|--|
| Mini Fall Term | The last day of the following mini-fall term |
|----------------|--|

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|-------------|---|
| Winter Term | The last day of the following winter term |
|-------------|---|

| | |
|-------------|---|
| Spring Term | The last day of the following spring term |
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|-------------|---|
| Summer Term | The last day of the following summer term |
|-------------|---|

Semester students (Semesters are defined as 16 weeks or greater and the 4 week interterm) must submit all final coursework/assignments as follows:

If the grade of In Progress (IP) was issued for the following semester:

Deadline to submit coursework to remove "IP" grade is:

Fall Semester

The last day of the following fall semester

January Inter-term

The last day of the following January Inter-term

Spring Semester

The last day of the following spring semester

Summer Term

The last day of the following Summer 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 reevaluation 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 graduation. Only the grade and semester hours of the repeated course are counted.

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

Appeals of Final Grades. A student who feels that an incorrect grade has been given must consult with the instructor first and must make this appeal within four weeks after grades are issued. A student dissatisfied with the instructor's response may appeal to the program chair and department chair. Subsequently, an appeal may be made to the appropriate college Dean and finally to the Provost. Questions of subject matter will usually be handled by the department. Charges of injustice due to prejudice or capricious action may require the attention of the Dean.

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

Application for Graduation

All master's students must submit an Application for Graduation along with the published fee. 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. Doctoral students submit their application for graduation and must accompany paperwork for oral defense.

A graduation fee is required of all students. This fee covers the costs associated with the completion of a degree program. Upon submission of the Application for Graduation and associated fees, the Office of the Registrar or Graduate Services will complete an official degree audit to assess the student's progress toward degree completion. Students who have not submitted an application for graduation are not eligible for degree posting and will not be reviewed for degree completion or commencement.

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.

Academic Resources

The Elvin and Betty Wilson Library: The University's central library, owns more than 250,000 physical volumes, 53,000 journals, 14,000 electronic books and access to an online catalog, LEOpac. Research assistance is available to all La Verne students in person and via telephone, online chat or email. For more information visit <http://laverne.edu/library/>

The Law Library: The University of La Verne Law Library occupies 27,000 square feet and holds more than 300,000 volumes and microform volume equivalents. This modern facility offers wireless Internet access, a computer lab with enhanced audio-visual capabilities, 12 study/conference rooms, and a seating capacity that accommodates 300 library users. For more information visit <http://laverne.edu/library/>

Learning Enhancement Center: The Learning Enhancement Center (LEC) provides academic support for ULV undergraduates, including CAPA and La Verne Online students, through one-on-one, online, and group tutoring, Supplemental Instruction, and academic skills workshops. The LEC can be reached at 909-448-4342 or LEC@laverne.edu.

Graduate Success Center: The Graduate Success Center provides comprehensive academic support services to all graduate students at the University of La Verne; on campus and online. For more information visit <http://sites.laverne.edu/graduate-success-center/>

RIGHTS AND RESPONSIBILITIES

(PLEASE SEE RIGHTS AND RESPONSIBILITIES SECTION IN THE FRONT OF THE CATALOG)

GRADUATION REQUIREMENTS

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 or certificate, a student must have a cumulative GPA of 3.0 or above for all University La Verne course work required for the degree or credential or certificate. 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 meet the minimum English proficiency admission requirements (see Graduate Admission Section) before registering.

Advanced Standing: Master's Degree Programs: Master's degree candidates must have received Advanced Standing prior to the beginning of the term/semester for which they plan on registering for their 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 form with the approval of their academic advisor, a completed Program of Study, along with an Application for Graduation and the graduation fee to the Graduate Academic Services Office or regional campus. Verification of Advanced Standing is sent to the student by the Graduate Academic Services Office or the ROC Student Services Office.

Advancement to Candidacy: Doctoral Degree Programs

Doctoral degree candidates must meet their Degree Program requirements for Advancement to the Doctoral Candidacy for their respective programs. (See respective doctoral degree programs for further information.)

Time Limitation: All requirements for the master's degree are to be completed within five years from the time of first course registration post admission for the graduate program at the University of 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 592 or 594 (Thesis), or 596 (Graduate Seminar); or for EDLD 574A, 574B, or 574C; PPS 583A, 583B, or 597; RDG 598 or SPSY 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.

Doctoral students who do not complete the dissertation process within the three/five years of course work must be continuously enroll in Continuous Enrollment each semester/term up through eight-year time limit for the completion of the degree. (See respective doctoral degree programs for further information.)

Degree Completion Date: The degree is not

considered completed until all of the above requirements have been fulfilled, all grades have been received, and all applicable advanced standing or appeal fees have been paid. The degree date will be determined by the final event that completes the degree; this may be the final day of the term or semester, the date coursework is completed for an IP, INC, or CE grade, or the payment of required advanced standing and/or appeal fees.

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:

| | |
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| • Accounting, MS | 136 |
| • Business Administration, Master of (MBA) | 137 |
| • Child Development, MS | 151 |
| • Child Life, MS | 152 |
| • Education (Special Emphasis), M.Ed. | 148 |
| • Education: Advanced Teaching Skills, M.Ed. | 149 |
| • Educational Counseling, MS | 153, 154 |
| • Educational Leadership, M.Ed. | 155 |
| • Finance, M.S. | 136 |
| • Gerontology, MS | 143 |
| • Health Administration, Master of (MHA) | 142 |
| • Leadership and Management, MS | 144 |
| • Marriage & Family Therapy, M.S. (MFT) | 129 |
| • Public Administration, Master of (MPA) | 146 |
| • Reading, M.Ed. | 158 |
| • School Psychology, MS | 159 |
| • Special Education Studies, MS | 161 |

Doctoral and First Professional Degree Programs:

| | |
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| • Juris Doctor (JD) | 163 |
| • JD/MPA Dual Degree (Juris Doctor/Master of Public Administration) | 147, 164 |
| • Education, Doctor of (Ed.D.) | 162 |
| • Psychology, Doctor of (Psy.D.) | 131 |
| • Public Administration, Doctor of (DPA) | 147 |

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| • Doctorate in Business Administration (DBA) | 141 |
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Credential Programs:

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| • Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) Emphasis | 151 |
| • Clear Induction Administrative Services | 157 |
| • Mild/Moderate Education Specialist Prelim. | 160 |
| • Multiple Subject (Elementary) | 150 |
| • Pupil Personnel Services | 159 |
| • Reading and Language Arts Specialist | 158 |
| • Single Subject (Secondary) | 150 |

Certificate Programs:

| | |
|--|-----|
| • California Teachers of English Learners (CTEL) Certificate | 151 |
| • Child Life Specialist | 153 |
| • Geriatric Care Management | 144 |
| • Geriatric Administration | 144 |
| • Health Services Financial Management | 143 |
| • Health Services Marketing and Business Development | 143 |
| • Health Services Management | 143 |
| • Human Resource Management | 146 |
| • Nonprofit Management | 146 |
| • Organizational Leadership | 145 |
| • Reading | 158 |
| • Spanish Bilingual Bicultural Counseling | 155 |
| • Teacher Leadership | 157 |
| • Teaching with Technology | 149 |

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 (BBS) 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 Licensed Professional Clinical Counselor (LPCC) 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, psychological research methods/experimental psychology, statistics, and one other psychology theory class.

The undergraduate course work will be evaluated on an individual basis for its currency and appropriateness to the graduate program. In exceptional circumstances, applicants missing select courses may be admitted provisionally, at the program's discretion.

- 2) An overall undergraduate GPA of 3.0. Applicants with a GPA below 3.0 may be considered with additional requirements.
- 3) A completed application with nonrefundable application fee.
- 4) Completion of a 5-7-page statement of purpose and autobiography.
- 5) A current résumé.
- 6) 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.
- 7) Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or individuals.
- 8) An on-campus interview.
- 9) Completion of an academic assessment exam.

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

COLLEGE of ARTS and SCIENCES

Interim Dean: Lawrence T. Potter, Jr

Associate Dean: Keith Lord

Marriage and Family Therapy — M.S.

Program Chairperson: Amy Demyan

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

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 program 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 program 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 program.

Competency Exam.

The Competency Exam (PSY 595) 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 43 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

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| 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

| | | |
|----------|--|-----|
| PPSY 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 | (3) |
| 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

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|---------|------------------|-----|
| PSY 596 | Graduate Seminar | (3) |
|---------|------------------|-----|

Doctor of Psychology — Psy.D. Clinical Psychology

Program Chair/Director of Clinical Training: Jerry L. Kernes

Accreditation:

Accredited by the Commission on Accreditation of the American Psychological Association.

Questions related to the program's accredited status should be directed to the following:

Office of Program Consultation and Accreditation
American Psychological Association

750 1st Street, NE Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

Website: www.apa.org/ed/accreditation

Program Policies

All students admitted into the Psy.D. program at the University of La Verne are governed by, expected to be familiar with, and abide by the Program's policies as described in the Psy.D. Program Policies and Procedures Handbook located at:

<http://sites.laverne.edu/psychology/psyd-program/program-policies/>.

The Program Policies and Procedures Handbook is designed to orient and guide students admitted to the Psy.D. program in Clinical Psychology through their educational journey at the University of La Verne. It contains information regarding the policies and procedures that govern both administrative and academic matters. Where appropriate, students may be referred to additional documents for further information on program policies and procedures. The Program Policies and Procedures Handbook applies to all students active in the program (i.e. to all students whose Psy.D. degree has not posted). Clarification of matters contained in this handbook may be obtained from the Program Chair/Director of Clinical Training (PC/DCT). Psy.D. students should note that the policies outlined in the Program Policies and Procedures Handbook may be more stringent than the policies contained in the university catalog. Psy.D. students are expected to abide by the policies outlined in the Program Policies and Procedures Handbook and will be held accountable to them.

Training Philosophy

The program follows 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 program follows the NCSPP professional psychology educational model as well as the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology. The curriculum also meets the California Board of Psychology educational requirements for licensure as a psychologist.

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 strives to prepare doctoral students to become multi-culturally competent professionals. The program's philosophy is that clinical practice is 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 to be able to critically evaluate empirical research pertinent to the practice of clinical psychology and incorporate this information into practice.

The Psy.D. program is a secular doctoral program and embraces diversity of all kinds. The program welcomes students, faculty, and staff from many ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity.

Program goals, objectives, and competencies

The program is guided by an overarching set of principles designed to: (a) integrate theory, research, and practice; (b) infuse multicultural issues throughout; (c) provide a sequential, cumulative, and graded in complexity experience that enhances coherency and depth; (d) encourage active collaboration among students and foster cooperative classroom and program environments; and (e) meet NCSPP core professional competencies. The Psy.D. program has established the following goals, objectives, and competencies for students in the program. A detailed listing of these goals, objectives, and competencies is presented in the Program Policies and Procedures Handbook available on the

program's website at:
<http://sites.laverne.edu/psychology/psydprogram/program-policies/>.

Admissions requirements and procedures

Applicants to the Psy.D. program must submit the following materials postmarked by December 31st (for admission the following fall semester) to the Office of Graduate Admission:

1. Application for Admission form and a non-refundable application fee.
2. Official undergraduate transcripts from a regionally-accredited institution. An undergraduate major in psychology or closely related major is required. Coursework must include: introductory/general psychology, statistics, experimental psychology/research methods, and abnormal psychology; and two of the following courses: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology, physiological psychology/biopsychology, multicultural psychology, psychological testing/psychometrics, cognitive psychology, learning/memory, or sensation and perception.

A minimum overall undergraduate GPA of 3.10 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.

3. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). International students must also provide proof of financial sponsorship and financial statements.
4. Official test scores for the GRE General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). The GRE Psychology Subject test is recommended but not required. Scores must be recent (no older than 5 years).
5. Three letters of recommendation from individuals

familiar with the applicant's academic preparation, fieldwork, employment, or volunteer experience. All three letters must be from individuals who are qualified to objectively assess the applicant's ability to succeed in doctoral level study and potential to function competently as a professional clinical psychologist.

6. A current curriculum vita.
7. A statement of professional goals and aspirations (1,000 word limit, double spaced) explaining why the applicant wants to pursue doctoral study in clinical psychology at the University of La Verne and outlining what the individual anticipates for his or her future as a result of earning the Psy.D.

Following receipt and review of application materials, an on-campus interview is required for those being considered for admission. Accommodations to the on-campus interview may be arranged for applicants in rare circumstances. Interviews are held in February. Students are notified of their admission status by the middle of March, and are given until April 15th to respond. To be officially admitted to the program, students must provide documentation of having completed an undergraduate degree in psychology or closely related major prior to enrolling in the fall. Only admitted students may take courses in the program.

Students with disabilities

Students with disabilities, who need reasonable modifications, special assistance, or accommodations in the program, should direct their request to the PC/DCT at the time of the program orientation. Students must register with the Services for Students with Disabilities office and provide documentation of their disability to receive services. If a student with a disability feels that modifications, special assistance, or accommodations offered by the program are insufficient, that student should seek the assistance of the Services for Students with Disabilities office.

Student self-disclosure while in program

The American Psychological Association (APA) Code of Ethics states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others

except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others.

Several courses in the program (such as but not limited to: practicum courses, the multicultural competency sequence, group therapy, and supervision) require students to explore their world view as it affects their work with clients. Because of the effect that students' personal experiences and perspectives might have on their work with clients, these courses often include experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapeutic relationship.

Program requirements and progression through program

Students are continuously evaluated on their professional, ethical, and legal conduct while in the program. Several activities measure students' competency while in the program including: course grades, practicum performance, completion of peer supervision requirement, completion of the personal psychotherapy requirement, performance on the clinical competency exam, progression and performance on the dissertation, and performance during the pre-doctoral internship. In addition, students are evaluated on their professional development including participation in extracurricular activities, and on their ability to engage in self-reflection and evaluation.

Transfer credit for previous graduate work

Students who have completed previous graduate work at another university may request transfer credit for this work. Request for transfer for academic credit and coursework will be reviewed by the PC/DCT on a case by case basis for currency and academic applicability. Only courses completed within 5 years from date of admission into the Psy.D. program, 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 is 12 semester hours. Transfer credit may reduce course load during various semesters of the program but does not shorten residency requirements or the number of years required to complete the program. Practicum,

internship, statistics, research methods, and dissertation units are non-transferable and are not accepted for transfer credit. Students requesting transfer credit for previous graduate work must submit official transcripts and copies of relevant syllabi to the PC/DCT for formal review by November 1st of their first semester in the program. Requests for transfer credit past that date will not be honored. The PC/DCT, in consultation with relevant course instructors, decides whether or not to award transfer credit.

Grading policies

The Psy.D. program uses the following grades in evaluation of students' performance (A, A-, B+, B, B-, and F) or (Credit, No Credit). The minimal passing grade for all letter grade courses is B-. The minimal passing grade for all Credit/No Credit courses is "credit." A final grade lower than a B- in a letter grade course or "no credit" in a CR/NCR course is evaluated as failing the course and the course must be re-taken for course credit to be obtained. Psy.D. students may retake a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program.

Masters of Psychology

Students may apply for a M.S. in Psychology at the completion of their second year of the Psy.D. program. 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 their first two years of required coursework. Completion of Psy 660: Clinical Competency Exam is not required for advancement to the Master's degree. Those students awarded the degree may participate in the January commencement during their third year.

Advancement to Doctoral Candidacy

Students are admitted into the Psy.D. program as pre-candidates. To be advanced for doctoral candidacy, pre-candidates must at a minimum (a) complete their first 3 years of coursework, (b) complete a minimum of 1,500 clinical practicum hours, (c) pass PSY 660: Clinical Competency Exam, 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. Students must be advanced to candidacy before they can apply for internship. Once candidacy is granted, students are permitted to use the title "Doctoral

Candidate" or "Psy.D. Candidate." Students are prohibited from using these titles before then and should instead refer to themselves as a "Doctoral Student," or "Psy.D. Student." Dismissal of a student may occur even after the conferring of candidacy and passing the Clinical Competency Exam if the student does not meet the dissertation competency and/or internship competency, or if the student's personal or professional behavior does not continue to meet required standards for the profession.

Continuous enrollment

Students must be continuously enrolled in the program until their degree is completed. Details concerning continuous enrollment are presented in the Program Policies and Procedures Handbook.

Degree completion time limit

While students are expected to complete their Psy.D. requirements and graduate in five years from the date of matriculation, all requirements for the doctoral degree must be completed within 8 years from the start of the student's first course in the Psy.D. program.

Dismissal from program

Students may be dismissed from the program under several circumstances including, but not limited to: academic dishonesty, academic disqualification, failure to maintain minimum academic standards, failure of program activities measuring student competencies, failure to maintain satisfactory academic progress, unethical or unprofessional conduct, circumstances interfering with training or well-being of others, felony conviction. Students dismissed from the program may not apply for readmission.

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 units

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 (3, 3, 3, 3)

Techniques of Data Analysis:

PSY 605 Advanced Statistics I (3)

PSY 605L SPSS Lab (Univariate) (1)

PSY 606 Advanced Statistics II (3)

PSY 606L SPSS Lab (Multivariate) (1)

Foundations of Practice

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)

Diagnosis, Assessment, and Intervention Strategies

Theories and Methods of Assessment & Diagnosis:

PSY 608 Cognitive & Intellectual Assessment (3)

PSY 628 Personality Assessment I (3)

PSY 629 Personality Assessment II (3)

PSY 649 Full Battery Assessment (3)

Interventions:

PSY 614 Clinical Skills & Interviewing Techniques (3)

PSY 635, 636 Clinical Practicum I, II (2, 2)

PSY 655, 656 Clinical Practicum III, IV (2, 2)

PSY 643 Medical Psychology (3)

PSY 647 Advanced Group Psychotherapy (3)

PSY 680A, 680B Full-time Internship I, II (5, 5)

PSY 645 Cognitive-Behavioral Psychotherapy (3)

PSY 646 Psychodynamic Psychotherapy (3)

Consultation and Supervision:

PSY 635L, 636L Supervision Lab I, II (1, 1)

PSY 670, 671 Adv. Supervision Skills I, II (1, 1)

PSY 670L, 671L Supervision Lab I, II (1, 1)

PSY 672, 673 Adv. Consultation Skills I, II (1, 1)

Evaluating the Efficacy of Interventions:

PSY 615 Psychotherapy Efficacy and Outcome (3)

Cultural and Individual Diversity

PSY 623 Advanced Multicultural Competency I (3)

PSY 624 Advanced Multicultural Competency II (3)

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, Practicum V (1)

PSY 657B, Practicum VI (1)

PSY 690 Selected Topics (1-3)

PSY 699 Independent Study (1-3)

Qualifying Examination:

PSY 660 Clinical Competency Exam (0)

COLLEGE of BUSINESS and PUBLIC MANAGEMENT

Dean: Abe Helou

Associate Deans: Rita Thakur and Keeok Park

GRADUATE PROGRAMS IN BUSINESS

Graduate business programs at La Verne 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 of 79 (iBT), 213 CBT, or 550 PBT or above, completion of ESL 112, a GRE verbal score of 400, satisfactory completion of La Verne's English proficiency test, or satisfactory completion of prerequisite courses at La Verne 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.

Master of Science in Accounting

Program Director: Renee Miller

Mission:

The mission of the Master of Science in Accounting (MACC) is to help students meet some of the requirements for the Certified Public Accountant licensure. Also, the MACC aims to develop ethical and culturally competent professionals in the accounting field.

Learning Goals

Upon the completion of the program, the student will be able to:

1. Apply accounting standards, rules and regulations.
2. Utilize critical-thinking in solving accounting and business problems.
3. Effectively communicate in diverse cultural and organizational settings.
4. Research accounting and business problems and generate new knowledge.
5. Demonstrate ethical and professional judgment.

Foundation Courses: 0-33 semester hours

The foundation courses a student must fulfill are determined by a review of the student's undergraduate coursework and professional experience. If foundation courses are needed, they should be among the first courses taken. Undergraduate accounting courses can be used to satisfy the following accounting foundation courses.

BUS 501 Corporate Accounting and Reporting I (3)

BUS 502 Corporate Accounting and Reporting II (3)
 BUS 506 Auditing Standards and Practices (3)
 BUS 508I Federal Taxation Concepts and Practices-Individual (3)
 BUS 509 Cost Accounting (3)

Students might also be required to take the MBA foundation courses, undergraduate business courses can be used to satisfy these foundation courses:

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: 30 semester hours

ACCT 501 Financial Accounting Issues (3)
 ACCT 504 Corporate Taxation (3)
 ACCT 505 International Financial Reporting Standards (3)
 ACCT 507 Advanced Cost Accounting (3)
 ACCT 543 Accounting Ethics and Professional Responsibilities (3)
 ACCT 510 Advanced Auditing (3)
 ACCT 595 Accounting Research and Communication (3)
 ACCT 596 Accounting Graduate Seminar (3)

Electives- two of the following:

ACCT 506 Forensic Accounting (3)
 ACCT 508 Governmental and Not for Profit Accounting (3)
 BUS 505 Accounting for Specialized Accounting Entities (3)

Master of Science in Finance

Program Director: Paul Abbondante

Mission:

The mission of the M.S. Finance is to provide the students with a broad understanding of financial economics and the ability to examine and solve complex finance problems.

Learning Goals:

Students in the M.S. Finance should develop

1. Solid interpersonal, communication, and

- teamwork skills
2. A commitment to an ethical and socially responsible behavior in financial markets.
3. The ability to utilize a holistic view of analysis and the development of complex finance models.
4. Problem solving and decision making skills in a dynamic environment.
5. An understanding of the interrelationships between the theoretical and functional areas of finance.
6. An ability to innovate and generate solutions for unstructured and complex problems.

Degree Requirement:

In addition to the foundation courses, the MS Finance degree will require students to complete 30 credit hours of coursework. A total of 21 of the 30 credit hours will be core credits in 7 core courses and 6 credit hours will be 2 elective courses.

Foundation Courses: 0-18 semester hours

The foundation courses a student must fulfill are determined by a 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) |

Core courses: 21 semester hours

| | |
|----------------------------------|-----|
| BUS 509 Cost Accounting | (3) |
| BUS 525 Economics of the Firm | (3) |
| FIN 530 Managerial Finance | (3) |
| FIN 531 Theory of Finance | (3) |
| FIN 532 Derivatives | (3) |
| FIN 533 Investments | (3) |
| FIN 570 Econometrics for Finance | (3) |

Electives: 6 semester hours

| | |
|--|-----|
| BUS 532 Management of Financial Institutions | (3) |
| BUS 533 Investment Banking | (3) |
| BUS 536 International Financial Management | (3) |
| BUS 538 Financial Strategy and Policy | (3) |
| BUS 540 Entrepreneurial Finance | (3) |
| FIN 598 Internship in Finance | (3) |

Culminating Activity: FIN 596 Financial Modeling and a minimum of 15 units in the program OR FIN 594

Master's Thesis in Financial Economics.

Master of Business Administration Preparatory Program

Program Director:

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 MBA program. For further information, contact the program director.

Master of Business Administration (MBA)

Program Director:

The MBA 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 MBA. 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:

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).

Culminating Activity: 3 semester hours

| | | |
|---------|----------------------|-----|
| BUS 695 | Strategic Management | (3) |
|---------|----------------------|-----|

Concentrations/Electives for the MBA and MBA, Experienced Professionals: In addition to the concentrations listed below, students may pursue any of the concentrations listed under the M.S. Management and Leadership. Units do not double count in the Core and the Concentration.

Accounting Concentration:

| | | | | | |
|---|--|-----|---|---|-----|
| BUS 501 | Corporate Accounting and Reporting I | (3) | BUS 512 | Integrated Data Management | (3) |
| BUS 502 | Corporate Accounting and Reporting II | (3) | BUS 513 | Information Networks | (3) |
| <i>A minimum of two of the following:</i> | | | BUS 515 | Systems Planning and Implementation | (3) |
| BUS 503 | Accounting Information for Decision-Making | (3) | BUS 516 | E-Business | (3) |
| BUS 505 | Accounting for Specialized Accounting Entities | (3) | BUS 517 | Cyber Law | (3) |
| BUS 506 | Auditing Standards and Practices | (3) | International Business Concentration: | | |
| BUS 507 | Government and Nonprofit Accounting | (3) | BUS 581 | Managing in a Global Economy, or | |
| BUS 508 | Federal Taxation Concepts and Practices | (3) | BUS 685 | Global Business Management | (3) |
| Finance Concentration: | | | <i>A minimum of three of the following:</i> | | |
| BUS 530 | Financial Management, or | | BUS 516 | E-Business | (3) |
| BUS 635 | Managing Financial Resources | (3) | BUS 528 | Contemporary Issues in International Trade | (3) |
| <i>A minimum of three of the following:</i> | | | BUS 536 | International Financial Management | (3) |
| BUS 531 | Investment and Portfolio Analysis | (3) | BUS 566 | International Marketing Management | (3) |
| BUS 532 | Management of Financial Institutions | (3) | Management and Leadership Concentration: | | |
| BUS 533 | Investment Banking | (3) | BUS 586 | Leadership for the Future | (3) |
| BUS 534 | Entrepreneurial Finance | (3) | BUS 551 | Seminar in Organization Theory and Behavior, or | |
| BUS 536 | International Financial Management | (3) | BUS 655 | Designing Effective Organizations | (3) |
| BUS 538 | Financial Strategy and Policy | (3) | BUS 581 | Managing in a Global Economy, or | |
| Health Services Management Concentration | | | BUS 685 | Global Business Management | (3) |
| HSM 501 | Current Trends and Issues in Health Services | (3) | MGMT 522 | Human Resource Management | (3) |
| <i>Three of the following:</i> | | | Marketing Concentration: | | |
| HSM 520 | Strategic Planning and Management in HSOs | (3) | BUS 560 | Seminar in Marketing Management, or | |
| HSM 533 | Mergers and Acquisitions | (3) | BUS 665 | Strategic Marketing Management | (3) |
| HSM 540 | Legal Issues in Health Services Organizations | (3) | <i>A minimum of three of the following:</i> | | |
| HSM 555 | Ethical Issues in Health Services | (3) | BUS 561 | Seminar in Consumer Behavior | (3) |
| HSM 571 | Management of Clinical and Financial Information | (3) | BUS 562 | New Product Development | (3) |
| HSM 583 | Marketing & Business Development | (3) | BUS 563 | Marketing Channels/Distribution | (3) |
| HSM 598 | Field Work/Internship | (3) | BUS 564 | Marketing Intelligence | (3) |
| Information Technology Concentration: | | | BUS 565 | Internet Marketing | (3) |
| BUS 510 | Management of Information Technology, or | | BUS 566 | International Marketing Management | (3) |
| BUS 615 | Managing Technology | (3) | BUS 567 | The Management and Marketing of Services | (3) |
| <i>A minimum of three of the following:</i> | | | BUS 568 | Marketing Communications | (3) |
| BUS 511 | Management Support Systems | (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:

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 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 | (3) |

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

Doctorate in Business Administration – DBA

Program Director: Mehdi Beheshtian

The Doctorate in Business Administration (DBA) curriculum is designed to develop high inquiring minds in business research and practice. Students learn to integrate business disciplines and business ideas. Consistent with the mission of the College of Business and Public Management, the Doctorate in Business Administration degree program would afford the graduates the opportunity to further their career objectives. The DBA will provide the graduates the necessary tools to become well qualified to take on consulting, research, management duties, and teaching should they wish to do so.

The highlights of the program are:

- 1) DBA Program Goals:
 - Developing a high inquiring mind in business research and practice.
 - Ability to integrate business disciplines and business ideas.
- 2) DBA Program Outcomes:
 - Critical thinking.
 - The ability to utilize a holistic solution for complex business problems.
 - An understanding of the interrelationships between the theoretical and functional areas of business.
 - The ability to innovate and generate solutions for unstructured and complex problems.

Admission:

Applicants should possess a master's degree in any field of study. Applicants must also have extensive organizational work experience:

- A master's degree in any field of study with a minimum grade point average of 3.0 on a 4.0 scale. A non-MBA should fulfill the MBA requirements.
- Three letters of recommendation.
- A personal statement of interest written by the candidate.
- Official transcripts.
- Substantial organizational work experience.
- A personal or telephone interview may be

required.

- GRE or GMAT test score may be required.

Program structure and coursework

The Doctorate in Business Administration program consists of a minimum of 54 semester hours of coursework followed by additional semester hours of dissertation units. All requirements for the DBA degree are to be completed within eight years. Students are expected to complete the program in four years. Students take coursework in clusters offered on weeknights (occasionally on Saturdays) on the central campus. They take 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. Students take courses per term for the first three years and continue to register for dissertation units until graduation:

First Year:

DBA 681: Nature of Inquiry
DBA 656: Advanced Topics in Leadership and Management
DBA 628: Applied Managerial Economics
DBA 674: Qualitative Research
DBA 675: Quantitative Research I: Applied Regression Analysis
DBA 643: Ethics and Social Responsibility

Second Year:

DBA 647: Business Law and Ethics
DBA 635: Finance
DBA 615: Collaborative Technology and Commerce
DBA 665: Marketing Theory
DBA 651: Seminar in Organizational Theory
DBA 694: Seminar in Strategic Management

Third Year

DBA 676: Quantitative Research II: Advanced topics in Regression Analysis
DBA 684: Dissertation Seminar A
DBA 685: Dissertation Seminar B
DBA 686: Research Specialization I
DBA 687: Research Specialization II
DBA 688: Research Specialization III

The DBA comprehensive exam will be taken at the end of the fall term of the third year.

Dissertation Units 1-22

Students must be continuously enrolled in Either Dissertation I or II until they successfully complete

their dissertation and their degree is posted.

Post Coursework Terms 10-12

DBA 699C: Dissertation Seminar I

Post Coursework Terms 13-24

DBA 699D: Dissertation Seminar II

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.

Master of Health Administration — M.H.A.

Interim Program Director: Kathy 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, health services 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:

18 semester hours from the following:

HSM 500 Management and Organizational
Theory and Practice (3)
HSM 501 Current Trends and Issues
in Health Services (3)
HSM 502 Financial and Cost Analysis (3)
HSM 503 Healthcare Economics (3)
HSM 504 Organizational Communications (3)
HSM 555 Ethical Issues in Health Care (3)

Research and Culminating Courses:
9 semester hours:

HSM 595 Organizational Research Methods (3)
HSM 596 Graduate Seminar, or
HSM 592 Thesis (3)

Students who wish to write a thesis must take HSM 591, Organizational Research II, as one of their electives.

Financial Management Concentration:

12 semester hours from the following:
HSM 502 Financial and Cost Analysis (3)

A minimum of three of the following:

HSM 532 Budgeting and Cost Control (3)
HSM 533 Mergers and Acquisitions (3)
HSM 534 Program Evaluation (3)
HSM 571 Management of Clinical and
Financial Information (3)

Management and Leadership Concentration:

HSM 500 Management and Organizational
Theory and Practice (3)

A minimum of three from the following:

HSM 520 Strategic Planning and
Management in HSOs (3)
HSM 524 Personal Professional
Development (3)
HSM 533 Mergers and Acquisitions (3)
HSM 562 Human Resource Management
in HSOs (3)

Marketing and Business Development Concentration:

HSM 501 Current Trends and Issues in
Health Services (3)

A minimum of three from the following

HSM 520 Strategic Planning and
Management in HSOs (3)

| | |
|---|-----|
| HSM 523 Management of Organizational Innovation | (3) |
| HSM 540 Legal Issues in HSOs | (3) |
| HSM 583 Marketing and Business Development | (3) |

| | |
|--|-------|
| HSM 571 Management of Clinical and Financial Information | (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

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|---|-------|
| HSM 500 Management and Organizational Theory and Practice | (3) |
| HSM 501 Current Trends and Issues in Health Services | (3) |
| HSM 502 Financial and Cost Analysis | (3) |
| HSM 520 Strategic Planning and Management in HSOs | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship, or any other HSM course | (3) |

Certificate in Health Services Marketing and Business Development

Requirements: 18 semester hours

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| HSM 501 Current 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

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| HSM 520 Strategic Planning and Management in HSOs | (3) |
| HSM 532 Budgeting and Cost Control | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 534 Program Evaluation in Health Services | (3) |

GRADUATE PROGRAMS IN GERONTOLOGY

Interim Program Director: Kelly Niles-Yokum

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. The two certificate programs (Geriatric Administration and Geriatric Care Manager) require 18 semester hours including a combination of core and elective courses.

Gerontology — M.S.

Admission Requirements:

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 course work. Some applicants with lower GPA's may be admitted conditionally.
3. Two positive letters of recommendation.
4. A current resume and a personal statement.

All students are expected to be proficient in word processing, electronic communications, and information research and retrieval on the Internet.

Prerequisites: Experience in the gerontology industry is preferred. Gerontology internship required if no recent (within 5 years) gerontology industry experience.

Total Program: 36 semester hours

Core Courses: 18 semester hours

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| GERO 516 Perspectives in Gerontology | (3) |
| GERO 501 Professional Issues in Gerontology | (3) |
| GERO 511 Social Policy, Health, and Aging | (3) |
| GERO 513 Ethical and Legal Issues in Aging | (3) |
| GERO 520 Health in Later Years | (3) |

GERO 573 End-of-Life Issues in Aging (3)

Electives: 12 semester hours

GERO 506 Housing Alternatives for Older Adults (3)
GERO 509 Geriatric Case Management (3)
GERO 510 Marketing Services for Older Adults (3)
GERO 514 Geriatric Assessment (3)
GERO 517 Caregiving and the Aging Family (3)
GERO 590 Special Topics (3)
GERO 592 Practicum in Geriatric Care Mgmt., or
GERO 598 Internship/Fieldwork (3)

Research and Culminating Activity:

6 semester hours

GERO 595 Research Methods in Gerontology (3)
GERO 594 Thesis (3), or
GERO 596 Graduate Seminar (3)

Certificates in Gerontology

All courses in these certificates can apply to the M.S. program, if desired. The admissions requirements for the certificates are identical to those for the M.S. program.

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 506 Housing Alternatives for Older Adults (3)
GERO 509 Geriatric Care Management (3)
GERO 513 Ethical and Legal Issues In Aging (3)
GERO 514 Geriatric Assessment (3)
GERO 517 Caregiving and the Aging Family (3)
GERO 520 Health in Later Years (3)
GERO 573 End-of-Life Issues in Aging (3)

Certificate in Geriatric Administration

This graduate certificate prepares students to be managers in a variety of community and private settings that provide services to older adults.

Requirements: 18 semester hours

Core Courses:

GERO 510 Marketing Services for Older Adults (3)

Five of the following:

GERO 511 Social Policy and Aging (3)
GERO 513 Ethical and Legal Issues in Aging (3)
GERO 517 Caregiving and the Aging Family (3)
GERO 520 Health in Later Years (3)
GERO 573 Legal and End-of-Life Issues in Aging (3)
GERO 598 Internship/Fieldwork (3)

LEADERSHIP AND MANAGEMENT PROGRAMS

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.

All students are expected to be proficient in word processing, 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.

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 and 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). Units do not double count in the Core and the Concentration.

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)
MGMT 534 Grant Writing for Public and Private Funding (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

| | |
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| 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.

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| Requirements: 18 semester hours | |
| MGMT 520 Leadership: Theory and Practice | (3) |
| One MGMT course from M.S. core courses | (3) |

Four of the following:

| | |
|---|-----|
| MGMT 530 Managing Nonprofits | (3) |
| MGMT 531 Marketing for Nonprofits | (3) |
| MGMT 532 Effective Fundraising | (3) |
| MGMT 533 Accounting and Compliance for Nonprofits | (3) |
| MGMT 534 Grant Writing for Public & Private Funding | (3) |

Human Resource Management Certificate

All courses in this certificate can apply to the M.S. program, if desired. The admissions requirements for the certificate are identical to those for the M.S. program.

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| Requirements: 18 semester hours | |
| MGMT 522 Human Resource Management | (3) |
| 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) |
| One MGMT course from M.S. Core Courses | (3) |

PUBLIC ADMINISTRATION PROGRAMS

Master of Public Administration — M.P.A.

Program Director: Jack Meek

The mission of the Master of Public Administration 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:

- The effective use of public resources
- The changing context (contextual nature) of public administration
- Analytic and decision-making capacity
- The practice of public administration in diverse public organizations
- The ethical dimensions of public service

In adherence to our national accrediting body, the M.P.A. program is additionally focused on the following competencies:

- To lead and manage in public governance;
- To participate in and contribute to the public policy process;
- To analyze, synthesize, think critically, solve problems, and make decisions;
- To articulate and apply a public service perspective; and
- To communicate and interact productively with a diverse and changing workforce and citizenry.

Admission: Evaluation of the applicant's qualifications to pursue graduate studies is based on the applicant's statement of purpose, professional experience, college transcripts, and academic and professional references. Applicants are evaluated by a Faculty Admissions Committee that considers all these measures, including commitment to public and/or nonprofit service.

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 (mini-mum required GPA of 2.8) 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 compliments 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 Director.

PADM 501 is to be completed the first term of study. If not offered the first term, then it must be taken before the end of the second term of course work.

Total Program: 39 units

Core Courses: 27 units

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| PADM 501 | Public Administration and Society | (3) |
| PADM 510 | Public Management and Leadership | (3) |
| PADM 531 | Organizational Theory and Development | (3) |
| PADM 533 | Policy Formation | (3) |
| PADM 534 | Budgeting and Fiscal Management | (3) |
| PADM 555 | Ethics in Administration | (3) |
| PADM 561 | Legal Environment of Public Administration | (3) |
| PADM 582 | Quantitative Methods for Public Management | (3) |
| PADM 596 | Graduate Seminar | (3) |

Internship: 3 units

PADM 598, Public Service Internship (For students without previous public, nonprofit, or service sector experience). Prerequisite: PADM 501 Public Administration and Society. This requirement is in

addition to the 39 units needed for the M.P.A.

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

Urban Management and Affairs Concentration: This concentration focuses on developing skills in managing in urban metropolitan environment.

Required Course:

PADM 570: Urban and Community Politics (3)

And three of the following:

PADM 538 Collaborative Public Management (3)

PADM 572 Managing Complex Systems (3)

PADM 586 Economics of the Public Sector (3)

PADM 587 Managing Sustainable Communities (3)

Non-Profit Concentration:

MGMT 531 Marketing for Non-Profit (3)

MGMT 537 Managing Non-Profit (3)

MGMT 532 Effective Fundraising (3)

MGMT 533 Accounting and Compliance for Non-Profits (3)

MGMT 534 Grant Writing for Public and Private Funding (3)

JD/MPA Dual Degree Program:

Required Courses: 9 MPA core Courses (27 units)

MPA electives/Law classes: 4 classes (12 units)

Law classes are reviewed for acceptance; students may request to transfer up to 12 law units toward the JD/MPA dual degree.

Doctor of Public Administration — D.P.A.

Program Director: Suzanne Beaumaster

The Doctor of Public Administration is designed to develop scholarly practitioners as leaders. Students learn to consciously integrate and apply current theoretical, moral, and institutional perspectives that contribute to the disciplined analysis and resolution of organizational and community issues.

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.

Admission: Applicants are evaluated in a two stage process: First stage applicants are initially screened based on undergraduate GPA, graduate GPA, Statement of Purpose and letters of recommendation. Applicants advancing to the second stage will be required to schedule a personal interview. A standardized test score (eg. GMAT or GRE) may be required, if recommended by the Faculty Admissions Committee. The department considers 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 Term.

Total Program: 55 units minimum

The program requires a minimum time commitment of three years of coursework which includes six units each term. After successfully completing coursework students are required to produce and defend a dissertation of publishable quality.

Program Coursework: 54 units First Year (Two Courses per Term)

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| PADM 609 Nature of Inquiry | (3) |
| PADM 611 Scope of PA | (3) |
| PADM 612 Qualitative Analysis | (3) |
| PADM 610 Constitutional Foundations | (3) |
| PADM 613 Quantitative Analysis | (3) |
| PADM 677 Ethics and Decision Making | (3) |

Second Year (Two Courses per Term)

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|--|-----|
| PADM 665 Economic Perspectives in Administrative and Policy Analysis | (3) |
| PADM 651 Policy | (3) |
| PADM 667 Urban Theory and Governance | (3) |
| PADM 674 Program Evaluation and Performance Measurement | (3) |
| PADM 664 Public Sector Collaboration | (3) |
| PADM 620 Organizational Development | (3) |

The DPA comprehensive exam will be taken after successfully completing the second year coursework.

Third Year (Two Courses per Term)

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|-------------------------------------|-----|
| PADM 670 Dissertation Seminar | (3) |
| PADM 668 Civic Engagement I | (3) |
| PADM 686 Research Specialization I | (3) |
| PADM 669 Civic Engagement II | (3) |
| PADM 687 Research Specialization II | (3) |

PADM 688 Research Specialization III (3)

Dissertation Units: 1-22 units

Students must be continuously enrolled in either Dissertation 1 or 2 coursework until they have successfully completed their dissertation and it has been posted.

Post Coursework Terms 10-12
PADM 697C Dissertation I (1)

Post Coursework Terms 13 -24
PADM 697D Dissertation II (2)

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

Interim Dean: Barbara Poling

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)

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 La Verne'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 assessment
- 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
- Internet access
- Verification of CSET registration or Subject Matter Competency Program Waiver

Sequence of Courses

Multiple Subject Candidates only:

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| EDUC 460 Diversity, Interaction, and the Learning Process | (4) |
| EDUC 470 Theories and Methods of Education for Linguistically Diverse Students | (4) |
| EDUC 462 Literacy Methods for Multiple Subject Candidates- I | (3) |
| EDUC 464 Literacy Methods for Multiple Subject Candidates- II | (3) |
| EDUC 474 Teaching in the Content Areas – Multiple Subject | (4) |
| EDUC 468 Introductory Supervised Teaching | (3) |
| EDUC 478 Advanced Student Teaching | (5) |

Single Subject Candidates only:

| | |
|--|-----|
| EDUC 460 Diversity, Interaction, and the Learning Process | (4) |
| EDUC 470 Theories and Methods of Education for Linguistically Diverse Students | (4) |
| EDUC 466 Introduction to Teaching of Reading for Single Subject Candidates | (4) |
| EDUC 468 Introductory Supervised Teaching | (3) |
| EDUC 472 Teaching Strategies | (4) |
| EDUC 475 Foundations and Introduction to Teaching Single Subject | (3) |
| EDUC 476 Teaching in the Content Area for Single Subject Candidates | (3) |

*Must enroll in your content area

| | |
|---|-----|
| (EDUC 476A: Math; EDUC 476B: English; EDUC 476C: Science; EDUC 476D: History; EDUC 476E: Physical Education; EDUC 476F: Music; EDUC 476G: Spanish; EDUC 476H: Art; EDUC 476I: Health) | |
| EDUC 477 Introduction and Methods of Teaching | (3) |

*Must enroll in your content area

| | |
|---|-----|
| (EDUC 477A: Math; EDUC 477B: English; EDUC 477C: Science; EDUC 477D: History; EDUC 477E: Physical Education; EDUC 477F: Music; EDUC 477G: Spanish; EDUC 477H: Art; EDUC 477I: Health) | |
| EDUC 478 Advanced Student Teaching | (5) |

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 La

Verne's Education Department)

- Passing score on the CBEST
- Verification of Subject Matter
- Competence as defined by the California Commission on Teacher Credentialing:

*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.

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
 - Passing score on TPA #1

For Advanced Student 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:
 - 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
- CPR for adults, infants and children
- Passing Score on TPA #1 and #2

Enhanced Intern Credential. Candidate must have successfully completed the constitution requirement, EDUC 460 and EDUC 470, and subject matter competence, 3 or better on Writing Assessment, 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, candidates must have:

- Maintained a GPA of 3.0 or better in EDUC classes
- Received a B or better EDUC 478
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Completed CPR Certification for Adults, Infants, and Children
- Passed all required TPAs
- Passed the RICA (Multiple Subject only)
- Must be cleared by the credential analyst for all remaining requirements
- Successfully completed clinical teaching requirements

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

Bilingual Authorization

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) Certificate

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)

ADVANCED STUDIES IN EDUCATION AND HUMAN DEVELOPMENT DEPARTMENT

Chairperson: Laurie Schroeder

Child Development — M.S.

Interim Program Chairperson: Lisa Looney

Regular Faculty: Lisa Looney, Maureen Goff, Margaret Glick

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 courses within or related to the Child Development discipline (e.g., Child Development, Child Psychology, Early Childhood Curriculum, and Human Development).

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 any work experience with children, a clear statement of short term and long term professional goals, a description of why this particular M.S. is desired, 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

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

Area of Concentration: 18 semester hours

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|----------|---|-----|
| 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)

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 health-care 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. An overall GPA of 2.75 or above with a required GPA of 3.0 or above for the last 60 semester units of undergraduate study. A GPA of 3.0 for any graduate study.
 - b. 3 letters of reference, one personal, one educational, and one professional
 - c. A professional résumé
 - 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

Prerequisites for 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 to 2 years 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)

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 Program are eligible for the

certificate. Completion of the M.S., Child Life is not required to earn the certificate.

EDUCATIONAL COUNSELING PROGRAM

Educational Counseling — M.S.

Program Chairperson: Adonay Montes

Regular Faculty: Kathy Elderson, John Gruenewald, Robert Hansen, Rita Marinoble, Adonay Montes, Laurie Schroeder, Janet Trotter

Students successfully completing program requirements can obtain an M. S. in Educational Counseling. Students have four options:

Educational Counseling — M.S., a 46 unit master's degree, preparing qualified candidates to serve in community based organizations or colleges.

Educational Counseling — M.S. with Pupil Personnel Services Credential (PPS), a 48 unit master's degree and credential, which has been approved by the California Commission on Teacher Credentialing and prepares qualified candidates to become professional school counselors in grades K-12.

Educational Counseling — M.S. with Pupil Personnel Services Credential (PPS) with a concentration in School and Family Based Counseling (SFBC), a 60 unit master's degree and credential which satisfies the educational requirements of the Board of Behavioral Sciences toward the Licensed Professional Clinical Counselor (LPCC) and prepares qualified candidates for the PPS credential.

Educational Counseling — M.S. with Pupil Personnel Services Credential (PPS) with a concentration in Spanish Bilingual Bicultural Counseling (SBBC), a 57 unit master's degree and credential which uniquely prepares qualified candidates for working with Latina/o students in California schools.

Admission Requirements for the degree and credentials: 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 for the last 60 semester hours or

the last 90 quarter hours of the undergraduate GPA and a 3.0 cumulative GPA for any graduate work. Those who demonstrate academic and professional promise but do not meet the preferred GPA may be admitted with stipulations required by the department, including prerequisites.

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 in the field of educational counseling. 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 the CBEST, the CCTC-approved Basic Skills Examination, is an admissions requirement for candidates pursuing the PPS Credential. Candidates pursuing the master's degree only are not required to pass the 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

Additional Requirement:

By the completion of PPS 572 and prior to entering PPS 583A, candidates must demonstrate dispositional competence for the school counseling program.

NOTE: Maximum course load is 8 units per semester or term; all exceptions must be approved by the

program chair.

Educational Counseling candidates are advised to be mindful that each required course will be offered at least once a year, but candidates need to plan the sequence with their advisor to ensure it matches the availability of courses.

Educational Counseling – M.S

Core Courses: 46 semester hours

| | | |
|---|---|-----|
| ASCD 503 | Educational Psychology | (3) |
| ASCD 550 | Human Development | (3) |
| EDUC 501 | Educational Assessment | (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 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 576 | Organizational Mgmt. and School/Community Collaboration | (2) |
| PPS 583A | Supervised Field Work Level I | (2) |
| PPS 583B | Supervised Field Work Level II | (2) |
| Culminating Activity: | | (2) |
| PPS 597 | Graduate Seminar in School Counseling | |
| *SFBC students will take PPS 544 in lieu of PPS 543 | | |

MS with PPS Credential:

Core courses- 46 semester hours plus 2 Semester Hours

| | | |
|----------|-----------------------------------|-----|
| PPS 583C | Supervised Field Work – Level III | (2) |
|----------|-----------------------------------|-----|

MS/ PPS Credential with a Concentration in School and Family Based Counseling:

Core courses- 46 semester hours plus 14 Semester Hours*

NOTE: Upon completion of PPS 546, PPS 549, PPS 571, and PPS 572, candidates may apply for the SFBC concentration.

SFBC candidates are advised to be mindful that each SFBC course will be offered at least once a year, but candidates need to plan the sequence with their advisor to ensure it matches the availability of courses.

| | | |
|----------|---|-----|
| PPS 544* | Law & Ethics in Counseling | (3) |
| PPS 551 | Diagnosis & Treatment of Psychopathology | (3) |
| PPS 554 | Advanced Theories in Counseling | (3) |
| PPS 558 | Psychopharmacology for School and Family Based Counseling | (3) |
| PPS 559 | Substance Abuse Counseling | (3) |
| PPS 584 | Clinical Practicum | (2) |

*SFBC students will take PPS 544 in lieu of PPS 543

MS/ PPS Credential with a Concentration in Spanish Bilingual Bicultural Counseling:

Core course- 48 semester hours MS/PPS plus 12 Semester Hours**

Director: Adonay Montes

NOTE: Upon completion of PPS 546, PPS 549, PPS 571, and PPS 572, candidates may apply for the SBBC concentration.

SBBC candidates are advised to be mindful that each required course will be offered at least once a year, but candidates need to plan the sequence with their advisor to ensure it matches the availability of courses.

| | | |
|---------|------------------------------|-----|
| PPS 532 | The World of Immigrant Youth | (3) |
| PPS 533 | Counseling Latino Immigrant | |

| | | |
|--|--------------------------------|-----|
| | Youth and Families | (3) |
| PPS 534 | Bilingual Educational Theories | (3) |
| PPS 573** | Counseling Diverse Populations | (3) |
| **Included in core requirements for MS/PPS | | |

Spanish Bilingual Bicultural Counseling Certificate:

12 Semester Hours

The Spanish Bilingual Bicultural Counseling certificate requires twelve semester hours. Professional practitioners and graduate candidates not enrolled in the Educational Counseling program may apply for entry into the SBBC courses. Candidates must complete the admission requirements for the Educational Counseling program and satisfy a Spanish language assessment. Contact the Director for information.

| | | |
|---------|--|---|
| PPS 532 | The World of Immigrant Youth | 3 |
| PPS 533 | Counseling Latino Immigrant Youth and Families | 3 |
| PPS 534 | Bilingual Educational Theories | 3 |
| PPS 573 | Counseling Diverse Populations | 3 |

EDUCATIONAL LEADERSHIP PROGRAM

Educational Leadership — M.Ed.

Administrator: Judy Morris

Regular Faculty: Robert Hansen, Judy Morris

Senior Adjunct Faculty: Janeane Dimpel, Patricia Whitman

The program emphasizes the human dimensions of educational leadership in schools. It is applicable where skills in change management, leadership, and group dynamics are demanded for professional effectiveness. Students who successfully complete the pro- gram requirements can obtain the M.Ed., Educational Leadership and/or the Preliminary Administrative Services Credential. The California Commission on Teacher Credentialing has approved this program for granting administrative credentials.

Students have four options:

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 the M.Ed. only (33 semester hours), or
4. To obtain one of the above while serving in an internship.

Prerequisites:

1. A bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
2. Demonstrated writing competency in response to required prompt;
3. Current résumé
4. Three positive letters of reference, two of which must be from active school district administrators; and
5. An interview with the program administrator.

Additional admission requirements for the Preliminary Administrative Credential:

1. Possession of a valid California Credential in teaching, pupil personnel services, health, or library services;
2. A minimum of three years of full-time experience in one of the areas listed above. (Five years full-time experience is needed to apply for the credential)
3. Verification of having passed the CBEST.

Internship: An Administrative Internship credential is available with permission of the program administrator. 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.

Educational Leadership with a concentration in Administrative Leadership — M.Ed; Preliminary Administrative Services Credential

Program Administrator: Judy Morris

Program Coordinator: Patricia Whitman

Total Program: 33 semester hours

Foundation Requirements: 9 semester hours

| | | |
|----------|--|-----|
| EDLD 570 | Curriculum, Instruction, and Assessment* | (3) |
| EDLD 572 | Foundations of Educational Leadership* | (3) |
| EDLD 573 | Contemporary Issues in Schools* | (3) |

Administrative Leadership Concentration: 15 semester hours

| | | |
|----------|---|-----------|
| EDLD 571 | Human Resource Administration* | (3) |
| EDLD 574 | A, B, C Field Experience* | (1, 1, 1) |
| EDLD 581 | Education-A World View (Master's degree only) | (3) |
| EDLD 576 | Organizational Management and School/Community Collaboration* | (3) |
| EDLD 577 | Fiscal Resources Management and Policy Development* | (3) |
| EDLD 578 | School Law* | (3) |

Research and Culminating Courses: 9 semester hours

| | | |
|----------|------------------------|-----|
| EDLD 504 | Methods of Research | (3) |
| EDLD 596 | Graduate Seminar | (3) |
| EDUC 501 | Educational Assessment | (3) |

*Required for the California State Preliminary Administrative Services Credential

Educational Leadership with a concentration in Instructional Leadership — M.Ed; Certificate in Teacher Leadership

Additional admission requirement for the Instructional Leadership concentration:

Three years of successful preschool, K-12, or adult teaching experience in either a public or private

school.

Total Program: 33 semester hours

Foundation Requirements: 9 semester hours

| | | |
|----------|---|-----|
| EDLD 570 | Curriculum, Instruction, and Assessment*† | (3) |
| EDLD 572 | Foundations of Educational Leadership*† | (3) |
| EDLD 573 | Contemporary Issues in Schools† | (3) |

Instructional Leadership Concentration: 15 semester hours

| | | |
|----------|--|---------|
| EDLD 574 | A, B, C Field Experience | (1,1,1) |
| EDLD 575 | Advanced Curriculum Studies* | (3) |
| EDLD 579 | Professional Development Strategies* | (3) |
| EDTC 511 | Online Instructional Design | (3) |
| EDTC 512 | Learning Management Systems in Education | (3) |

Research and Culminating Courses: 9 semester hours

| | | |
|----------|------------------------|-----|
| ASCD 504 | Methods of Research | (3) |
| ASCD 596 | Graduate Seminar | (3) |
| EDUC 501 | Educational Assessment | (3) |

*Applies toward La Verne Teacher Leadership Certificate.

†Applies toward Preliminary Administrative Services Credential

Certificate in Teacher Leadership

This program is designed for experienced and successful teachers who wish to develop the expertise to teach, coach, and collaborate with their colleagues to implement research supported practices that enhance student success. Some may aspire to become principals. Others may desire to remain in the classroom, performing leadership roles.

Requirements:

| | | |
|----------|---|-----|
| EDLD 570 | Curriculum, Instruction, and Assessment*† | (3) |
| EDLD 572 | Foundations of Educational Leadership*† | (3) |
| EDLD 575 | Advanced Curriculum Studies* | (3) |
| EDLD 579 | Professional Development Strategies* | (3) |

Culminating Project: Capstone Portfolio

* Applies toward M.Ed. with concentration in Instructional Leadership

†Applies toward Preliminary Administrative Services Credential

Clear Induction Administrative Services Credential

Program Administrator: Judy Morris

Program Coordinator: Janeane Dimple

Senior Adjunct Faculty: Janeane Dimpel, Patricia Whitman

The University of La Verne Clear Induction Program is an online, individualized, job-embedded, two-year coaching program based on two academic terms per year, each term consisting of two units of individual coaching and two units of professional learning (a minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester). The program provides open enrollment in order to ensure that candidates can meet the Credentialing Commission requirement of being enrolled in a program within 120 calendar days of beginning an administrative position. Coaching for any enrolled candidate will begin within 30 days. Each candidate will continuously work throughout the year with his/her coach to complete the requirements of the program. Each year of the program, the candidate will develop an Individualized Induction Plan based on district requirements, candidate's growth needs, and the credential standards (CPSELs).

Admission Requirements: In addition to the University requirements, the following are required:

1. A valid Preliminary Administrative Services Credential.
2. Employment in a full-time public or private school administrative position.
3. Verification of having passed the CBEST.
4. Statement of Purpose Essay

Total Program: 16 semester hours

Program Requirements:

EDLD 585 A, B, C, D Professional Learning
(2, 2, 2, 2)
EDLD 586 A, B, C, D Executive Coaching
(2, 2, 2, 2)

RDG 530 Reading Specialist Leadership Roles (3)
Culminating Activity: 3 semester hours
RDG 598 Development of Reading Intervention Programs (3)

READING PROGRAM

Program Chairperson: Janice Pilgreen
Regular Faculty: Janice Pilgreen

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 pro- gram leading to the Reading and Language Arts Specialist Credential.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course
2. Passing score on the CBEST
3. Satisfactory interview with the Reading Program Chairperson
4. Minimum GPA of 3.0
5. Statement of purpose with autobiographical information

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)

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 5 prerequisites listed for the M.Ed. RDG, the following is also required:

6. 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: Veronica Escoffery Runnels

Regular Faculty: Jackie Allen, Veronica Runnels

Adjunct Faculty: Sam Bouman, Barbara Fraley , Keith Belton, Amy Alfonso

School Psychology — M.S.; Pupil Personnel Services Credential

This program prepares individuals for a career utilizing counseling and psychological practices to help children develop their full learning potential. The curriculum is designed to train 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 587A
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) |
| 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 560 | Behavioral Interventions for Academic Success | (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 Stachowiak,¹ Carol Oberg, Patricia Taylor, Dawn Witt

Student Teaching and Intern Coordinator: Carol Oberg

¹Regional Campus faculty

Mild/Moderate Education Specialist Preliminary Credential

This program is designed for individuals interested in teaching learners with mild/moderate special education needs, in particular but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired or Autism Spectrum disorders. Completion of the program authorizes candidates to work with students who have autism spectrum disorders.

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 and any course-related Teacher Performance Assessments (TPA's) are required.

Upon completion of the Education Specialist Preliminary Credential, candidates have five years to complete the Clear Education Specialist Credential.

Prior to enrolling in student teaching (SPED 409), candidates are required to successfully contribute to the field through documented advocacy and service.

Admissions Requirements:

1. A GPA of 2.8 or higher in a completed B.A. or B.S.
2. A passing score on admissions interview.
3. CBEST Passage
4. CSET Passage
5. TB Clearance
6. Fingerprint Clearance
7. Health Education/Drug Prevention/Sexually Transmitted Disease course
8. Internet access capability
9. Computer for Educators approved course

Core Requirements: 13 Semester Hours and CBEST Passage

| | | |
|-----------|---|-----|
| EDUC 470A | Theories and Methods of Education for Linguistically Diverse Students (Special Education) | (4) |
| SPED 401 | Assessment: Education Specialist Professionalism | (3) |
| SPED 457 | Introduction to Exceptional Individual and their families | (3) |
| SPED 510 | Typical and Atypical Development And Practicum | (3) |

Area of Concentration: 27 semester hours

| | | |
|----------|---|-----|
| RDG 510A | Foundations of Emergent Literacy Instruction for Special Education | (3) |
| RDG 514A | Literacy Assessment and Interpretation for Special Education | (3) |
| SPED 405 | Diversity and Professional Communication and Practicum | (3) |
| SPED 406 | Assessment Practices and IEP Development and Practicum | (3) |
| SPED 407 | Mild-Moderate Caseload Management and Practicum | (3) |
| SPED 408 | Curriculum and Instruction and Practicum | (3) |
| SPED 409 | Directed Teaching | (6) |
| SPED 505 | Advanced Positive Behavior Support: Theory and Practice and Practicum | (3) |

Additional Requirements: Prior to applying to the Commission, proof of a valid CPR card, proof of US Constitution competency and Speech/Public Speaking is required.

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 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 Preliminary Credential Program with all admissions requirements completed and current
2. Completion of SPED 401
3. Completion of SPED 457 with a B or better
4. Completion of EDUC 470A with a B or better
5. Completion of SPED 510 with a B or better
6. District letter indicating 120 hours or more of successful classroom experience with learners with special needs
7. District "intent to hire" letter or contract specifically stating a special education classroom
8. Interview with Student Teaching and Intern Coordinator

Intern Course:

SPED 459 Intern Seminar (1, 1, 1)

Special Education Studies — M.S.

This program is designed for those interested in teaching, advocating, and working with individuals with mild/moderate disabilities. Persons applying to this Master's degree need not possess a teaching credential. Within the Master's degree are specializations that will result in added authorizations for persons possessing Education Specialist Teaching Credentials or certifications for those who do not possess the required California credential.

Admissions Requirements:

1. Bachelor's degree from an accredited university
2. GPA of 3.0 or higher in credential or last year of undergraduate degree
3. Passing score on admissions interview

Total Program: 39 semester hours

Core Courses: 12 semester hours

| | | |
|----------|--|-----|
| ASCD 504 | Methods of Research | (3) |
| SPED 401 | Assessment: Education Specialist Professionalism | (4) |
| SPED 504 | Current Issues Policies and SPED | (3) |
| SPED 510 | Typical and Atypical Development and Practicum | (3) |

Area of Concentration: 15 semester hours

| | | |
|----------|----------------------------|-----|
| SPED 502 | Disabilities/Bio-Neurology | (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 508 | Life Cycle and Transitions | (3) |

Specializations: 9 semester hours

Specializations are available in Autism, Early Childhood Special Education Authorization, teaching in higher education, At-Risk and incarcerated youth, Co-teaching and cooperative learning and Special Education leadership and advanced professional roles in special education and other areas of interest.

Culminating Activity: 3 semester hours

| | | |
|----------|------------------|-----|
| SPED 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

- Leadership potential
- Opportunity to apply theory to leadership practice in an organization
- A completed application with application fee
- Official transcripts from degree-granting institutions for the bachelor's and master's degrees and all other coursework
- An official copy of the GRE score or the Miller Analogies Test score. Scores must be within the recent 5 years and are considered as part of the applicant's overall academic and professional background.
- Two letters of recommendation
- A curriculum vitae or résumé
- Writing sample

Total Program: 54 semester hours

The Ed.D. program is delivered as a blended system combining onsite and virtual work. Students attend on-campus practicum sessions and research seminars during the semester as well as virtual activities such as webinars. In addition, students participate in a learning group in their geographical area. The program requires a time commitment of three years with 3 courses each semester (9 units): Two organizational leadership courses and one research course per semester.

The organizational leadership sequence is 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, change, coaching, communication, diversity, innovation, systems thinking, and teamwork. The research sequence is 6 courses over three years. Four courses provide students with a foundation in qualitative and quantitative research. Students complete these four research courses sequentially during the first two years. The remaining 2 research courses 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) |

ORGANIZATIONAL LEADERSHIP DEPARTMENT

Doctor of Education — Ed.D. Organizational Leadership

Chairperson: Barbara Poling

Ed.D. Program Faculty: Mark Goor, MD Haque, Thomas Harvey, Laura Hyatt, Lu (Sunny) Liu, Carol Roberts, Deborah Schreiber

The Doctor of Education in Organizational Leadership Program (E.d.D.) is designed for the professional who wishes to pursue a doctoral degree while continuing his or her career. The program 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 department admissions committee using the following measures:

- An earned bachelor's degree from a regionally accredited university
- An earned master's degree from a regionally accredited university with a minimum of a 3.0 GPA in all work leading to the degree
- Academic capability to complete program requirements

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)

Students who do not complete the dissertation within the three years of coursework, must continuously enroll in the Dissertation in Organizational Leadership course each semester up to the eight-year time limit for the completion of the degree.



COLLEGE OF LAW

JURIS DOCTORATE (JD) DEGREE

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Issac Carter, Interim Director of Student Experiences

Colleen Murray, Registrar

Our Vision: La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

Our Mission: The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers is committed to creating an innovative, collaborative learning environment designed to develop the knowledge and skills relevant to achieving individual and professional success.

Our mission includes educating, and enhancing the professional lives of the members of the local, regional, national, and international communities we encounter students, faculty, staff, administrators, alumni, members of the bench and bar, and others who pursue social justice.

Our mission is grounded in the core values of the University of La Verne life-long learning, ethical reasoning and decision-making, diversity and inclusivity, and community and civic engagement.

Difference-making is our legacy.

Program Policies. All students admitted to the Juris

Doctorate program at the University of La Verne, College of Law are expected to be familiar with and abide by the law school's Manual of Academic Policies & Procedures (MAPP), located at:
www.law.laverne.edu/academics/mapp/.

Admissions. La Verne College of Law reviews applications on a continual basis and continues accepting applications until the class is full. To be admitted, a student must submit a completed law school application, a personal statement, have a competitive LSAT score and a strong undergraduate academic record in addition to describing on their application (mainly in their personal statement) evidence of work or life experiences, leadership, maturity, motivation, passion or other characteristics that show that they are capable of succeeding in law school. Admitted students should have a Bachelor's degree from a regionally accredited college or university, a CAS registration and a minimum of two letters of recommendation, an LSAT score report, and official undergraduate transcripts. All foreign credentials must be evaluated by the Law School Admissions Council (LSAC).

Students are not required to make appointments to meet with Financial Aid Staff. However, it is advisable for students to make an appointment with the Financial Aid Office using the online appointment system located on the main page of the financial aid section of the College of Law, or by phone at (909) 460-2001.

Transfer Credit. Transfer applicants must have completed one year at an ABA-approved or state accredited law school and be in good academic standing. The decision on a transfer application will be based on a review of the transfer applicant's entire file, including the LSDAS report, grades earned in law school, letters of recommendation, and reasons for transferring. A decision to admit a transfer applicant is conditional, pending receipt of an official transcript and a letter of good standing from the applicant's current law school. An admitted transfer applicant must agree to all terms and conditions of admission (including those pertaining to which credits will transfer). See more information on transfer policies at: www.law.laverne.edu/prospective-students/admissions/admission-requirements/transfer-students/

New Student Orientation. La Verne Law holds an annual Orientation for new and first-year law students during the first week of classes. Members of the

Center for Academic & Bar Readiness (CABR) conduct several workshops targeted at introducing students to basic skills that are fundamental to academic achievement. These workshops, which address topics like case briefing, case reading, time management, note taking, and course organization, are designed to give students an overview of the types of skills that they need to practice and develop during their law school career.

Dual Degree Programs: JD/MBA & JD/MPA

The University of La Verne College of Law and College of Business and Public Management have joined to offer combined Juris Doctor/Master of Business Administration (JD/MBA) and Juris Doctor/Master of Public Administration (JD/MPA) degree programs. Applicants must meet the admission standards of each degree program and should check with each College for specific entrance requirements. Up to six law elective units that count towards the JD may be earned in courses at the College of Business and Public Management. Similarly, an equivalent of six units may be transferred from La Verne Law toward the MBA or MPA degree. Please consult the La Verne Law Manual of Academic Policies and Procedures (MAPP) for academic policies governing these dual degree programs.

La Verne Law currently has two campus-based clinics: the Disability Rights Legal Center and the Justice and Immigration Clinic.

Clinical Programs. The Disability Rights Legal Center addresses some of the most extreme problems for people with disabilities in the Inland Empire. The DRLC-Inland Empire provides legal services through its Education Advocacy Project (EAP), the Civil Rights Litigation Project, and the Community Advocacy Program (CAP). These services are provided free of charge for low-income families and focuses on disability civil rights litigation and special education issues for low-income and minority families.

To learn more about the Disability Rights Legal Center Clinic, you may contact Professor Elizabeth Eubanks at (909) 460-2034 or at elizabeth.eubanks@lls.edu. You may also visit the DRLC website at: www.disabilityrightslegalcenter.org.

The Justice and Immigration Clinic represents asylum applicants who cannot return to their home country

because of persecution. While the practice area of the clinic is immigration, this clinic is especially appropriate for those who wish to become litigators. JIC provides pro bono representation to immigrants seeking asylum or alternative forms of humanitarian relief in the United States due to political, religious, and other human rights persecution. Asylum can lead to permanent residency and U.S. citizenship. JIC has represented refugees from a variety of countries.

JIC provides students with many opportunities to build lawyering skills by giving personal feedback, as well as having students engage in peer review and self-evaluation. Self-reflection and self-evaluation are necessary practices and skills to support lifelong learning.

For more information about the Justice and Immigration Clinic, please contact Professor Diane Uchimiya at (909) 460-2031 or duchimiya@laverne.edu. You may also visit: www.law.laverne.edu/academics/clinical/.

Externship Program. The La Verne Law externship program places students into various public and non-profit agencies in which students gain practical experience under the supervision of a practicing attorney. The goals of the La Verne Law externship program are to enhance the student's understanding of the practice of law, inspire dedication to the needs of individual clients, and to value the promotion of justice carried out with integrity and civility. Student experiences may include research, conducting factual investigations and discovery, research, interviewing clients, counseling clients, drafting pleadings, assisting clients in preparing their pleadings, mediating a dispute, preparing an order or a memo of law for the judge or negotiating a resolution to a dispute. For more information, go to: www.law.laverne.edu/academics/clinical/

Career Services. The Career Development Office offers career counseling, resume/cover letter review, job/externship search assistance, mock interviews, and workshops. In addition, career guidebooks are available in the Career Resource Center.

Licensing and Bar Preparation

Bar Registration. Statutory requirements for Admission to the Practice of Law in the State of California are set forth in California Business and Professions Code Section 6060. The Committee of Bar Examiners of the State Bar of California examines

all applicants for admission to the practice of law in this state and administers the requirements for admission to practice. The Committee certifies to the California Supreme Court admission to practice only those persons who fulfill the requirements for admission set forth in the Business and Professions Code and the Rules published by the Committee.

Those persons who, upon graduation from law school, seek admission to practice in California must register with the Committee of Bar Examiners within three months after beginning their law studies. Registration forms are available at:

www.calbarxap.com/applications/calbar/California_Bar_Registration/.

The fee is \$113.00. Each individual student is responsible for insuring that these forms are properly completed and filed in a timely manner.

Students who wish to practice in states other than California are cautioned to make their own investigations into the rules for admission to practice in those states. Registration at the commencement of law school studies often is required.

Center for Academic & Bar Readiness

La Verne Law's Center for Academic and Bar Readiness provides general counseling for students who want to maximize their educational experience and learning outcomes for law school and the bar exam. The Center's staff maintains flexible weekly office hours and will schedule appointments upon request outside of office hours. The Center has an open door policy and students are encouraged to take advantage of the resources available to them as early and as often as possible.

Multistate Professional Responsibility Exam ("MPRE") Preparation Course

The National Conference of Bar Examiners conducts the Multistate Professional Responsibility Exam ("MPRE") annually in March, August and November. The CABR administers a free MPRE preparation program that begins approximately three weeks before each MPRE exam to help students prepare for the exam.

Bar Exam Review. In order to be licensed to practice law, each student must pass a state bar exam. The Bar Exam Strategic Training (BEST) Program is a complimentary program for COL graduates that provides comprehensive and targeted assistance after

graduation, during the bar exam review period. This customized program is not a standalone bar review course, but works in tandem with BARBRI to provide our graduates with the best opportunity to perform well on the California Bar Exam. For more information, go to: www.law.laverne.edu/academics/academic-support/

COURSE OF STUDY

Full-Time Division (Beginning Fall 2013)

The course of study in the full-time division requires three academic years of study in residence. If you enroll in the full-time program, you should expect to devote most of your time to the study of law. The curriculum usually includes five days of class time per week, 14-16 units per semester for a total of 88 units. A typical three-year course of study would be as follows:

1L - Foundational Year

The Foundational (First) Year curriculum will consist of single-semester length courses. Academic success skills will be incorporated into two courses each semester (Contracts and Federal Civil Procedures first semester, Property and Constitutional Law second semester), as will legal writing (Torts first semester, Criminal Law second semester). Additionally, in the spring semester, students participate in a Court Observation Week in a small group with a faculty adviser. During that week, all first year students will observe a 3-5 day trial from start to finish. At the conclusion of the trial, the students will have an opportunity to interview the attorneys and the judge and will write a reflective essay on the experience.

2L - Experiential Learning Year

During the Experiential Learning Year, students will take courses in a pair of experiential tracks – Transaction Practical Track and Litigation Practical Track – taught by full time and adjunct faculty members through a cooperative endeavor. The Second Year class will be split in half; one half will take one Track during fall term and the remaining Track during spring term, with the other half reversing the order. Each semester-long Track will consist of multiple courses with designated hours for credit and graded independently. Many aspects of the two collective courses will be taught by adjunct professors who are judges and practicing attorneys. They will also review the students' participation in mock trial and mock negotiation sessions. Additionally, the

Experiential Learning Year curriculum will also incorporate academic success skills and legal writing throughout.

3L - Enhancement Year

The Enhancement Year will allow students to enhance their learning and expand their horizons by taking courses covering areas of personal interest as well as gaining valuable experience from clinics, externships and other possibilities. It also incorporates a rigorous writing, academic success, and bar preparation curriculum. Collectively, the Enhancement Year serves to transition students from academic readiness to bar readiness, allowing them to build on what they have learned, become ready to pass the bar exam and enter the legal profession.

Part-Time Division (Fall 2014)

To accommodate the needs of working adults or others who cannot devote themselves to the full-time study of law, La Verne Law offers a part-time program. The part-time program requires four academic years of study. In this program, students will complete 8-11 units per semester, enroll in summer courses, and attend class three to four times per week. Students should expect a four-evening schedule in some semesters.

Full-Time Division (Beginning Fall 2013 Entrants)

| 2L Litigation Track | Units |
|-----------------------------|-------|
| Evidence | 4 |
| Criminal Procedure | 3 |
| Trial Advocacy | 2 |
| Professional Responsibility | 2 |

| 2L Transactional Track | |
|------------------------|---|
| Business Organizations | 4 |
| Sales | 3 |
| Negotiation | 2 |

| Third Year Enhancement | |
|--|---|
| Multistate Bar Strategies | 3 |
| Wills & Trusts | 3 |
| Experiential Learning (2L or 3L year) (Clinic, Externships, or Practicum) | 3 |

Full-Time Division (Beginning Fall 2014 Entrants)

| 1L Fall Semester - Foundational Year | |
|--------------------------------------|---|
| Civil Procedure DVS | 5 |
| Contracts DVS | 5 |

| | |
|---|---|
| Torts ILS | 6 |
| 1L Spring Semester - Foundational Year | |
| Constitutional Law DVS | 5 |
| Property DVS | 5 |
| Criminal Law ILS | 5 |

2L and 3L as above

PART-TIME DIVISION (FALL 2014 ENTRANTS)

| | |
|---|---|
| 1L Fall Semester - Foundational Year | |
| Contracts DVS | 5 |
| Torts ILS | 6 |

| | |
|---|---|
| 1L Spring Semester - Foundational Year | |
| Property DVS | 5 |
| Criminal Law ILS | 5 |

1L summer courses: electives

| | |
|-------------------------|---|
| 2L Fall Semester | |
| Constitutional Law/DVS | 5 |
| Civil Procedure/DVS | 5 |

| | |
|--|---|
| 2L Spring Semester: Transactional Track | |
| Bus Orgs | 4 |
| Sales | 3 |
| Negotiation | 2 |

| | |
|-----------------------------|---|
| 2L Summer: | |
| Professional Responsibility | 2 |
| Electives | |

| | |
|---|---|
| 3L Fall Semester: Litigation Track | |
| Evidence | 4 |
| Criminal Procedure | 3 |
| Trial Advocacy | 2 |

| | |
|---------------------------|---|
| 3L Spring Semester | |
| Wills & Trusts | 3 |
| Experiential Learning | 3 |
| Electives | |

| | |
|-------------------|--|
| 3L Summer: | |
| Electives | |

| | |
|-------------------------|--|
| 4L Fall Semester | |
| Electives | |

| | |
|---------------------------|---|
| 4L Spring Semester | |
| MBS | 3 |
| Electives | |

PART-TIME DAY DIVISION (BEGINNING FALL 2014 ENTRANTS)

| | |
|--------------------------|---|
| 1L Fall Semester: | |
| Contracts DVS | 5 |
| Torts ILS | 6 |

| | |
|----------------------------|---|
| 1L Spring Semester: | |
| Property DVS | 5 |
| Criminal Law ILS | 5 |

1L Summer: electives

| | |
|-------------------------|---|
| 2L Fall Semester | |
| Civil Procedure DVS | 5 |
| Electives | |

| | |
|---------------------------|---|
| 2L Spring Semester | |
| Constitutional Law DVS | 5 |
| Electives | |

| | |
|-----------------------------|---|
| 2L Summer | |
| Electives | |
| Professional Responsibility | 2 |

| | |
|----------------------------------|---|
| 3L Fall: Litigation Track | |
| Evidence | 4 |
| Criminal Procedure | 3 |
| Trial Advocacy | 2 |

| | |
|---------------------------------------|---|
| 3L Spring: Transactional Track | |
| Business Organizations | 4 |
| Sales | 3 |
| Negotiation | 2 |

| | |
|-----------------------|---|
| 3L Summer: | |
| Experiential Learning | 3 |
| Electives | |

| | |
|-------------------------|---|
| 4L Fall Semester | |
| Wills & Trusts | 3 |
| Electives | |

| | |
|---------------------------|---|
| 4L Spring Semester | |
| MBS | 3 |
| Electives | |

Total Program: 88 semester hours

Electives

Administrative Law (LAW 650 – 2 units)
Advanced Appellate Advocacy (LAW 587 – 2 units)
Advanced Legal Research (LAW 562B – 2 units)
Alternative Dispute Resolution (LAW 548 – 2 or 3 units)
Alternative Dispute Resolution Competition Team (LAW 589 – 1 or 2 units)
Appellate Advocacy (LAW 580 – 2 units)
Arbitration (LAW 543 – 2 units)

Bankruptcy (LAW 615 – 2 units)
 California Civil Procedure (LAW 549 – 2 units)
 California Performance Test Strategies (LAW 567 – 2 units)
 Capital Punishment Seminar (LAW 508 – 3 units)
 California Real Estate Practice (LAW 537 – 2 units)
 Civil Rights Law (LAW 594– 2 or 3 units)
 Clinical Externships (LAW 690 – 1 or 2 units)
 Community Property (LAW 522 – 2 units)
 Construction Law & Ethics (LAW 647 – 2 units)
 Corporate Taxation (LAW 634 – 3 units; Prerequisite/Co-requisite: Income Taxation)
 Criminal Procedure: Pre-Trial, Trial, and Sentencing (LAW 504 – 2 units)
 Disability Rights Legal Center Clinic (LAW 691 – 1-6 units; Requires instructor approval)
 Discovery Techniques and Practices (LAW 636 – 3 units)
 Employment Law Seminar (LAW 653 – 3 units)
 Employment Relations (LAW 656 – 2 units)
 Entertainment Law (LAW 611 – 2 units)
 Estate Planning (LAW 524 – 2 units; Prerequisite/Co-requisite: Wills and Trusts)
 Family Law (LAW 523 – 2 units)
 Federal Income Taxation (LAW 624 – 3 units)
 First Amendment Freedoms (LAW 591 – 2 units)
 Health Care Law and Policy (LAW 626 – 3 units)
 Immigration Law (LAW 655 – 2 or 3 units)
 Independent Research (LAW 699 – 1-3 units)
 Insurance Law (LAW 614 – 2 units)
 Intellectual Property Overview (LAW 610 – 2 or 3 units)
 International Law (LAW 538 – 2 or 3 units)
 Issues in Constitutional Law Seminar (LAW 595 – 3 units)
 Justice & Immigration Clinic (LAW 692 – 6 units; Prerequisite: Immigration Law and instructor approval)
 Juvenile Law (LAW 679 – 2 units)
 Law and Terrorism Seminar (LAW 651 – 3 units)
 Law Practice Management (LAW 648 – 2 units: Pre-requisites – Business Organizations and Professional Responsibility)
 Law Review Seminar (LAW 695 - 2 units; by invitation)
 Law Review Production (LAW 697 – 1 unit; by invitation)
 Math and Physics for Lawyers (LAW 529 – 2 units)
 Mediation (LAW 546 – 2 or 3 units)
 Mediation Ethics Seminar (LAW 556 – 3 units)
 Mediation Practicum (LAW 555 – 3 units)
 National Moot Court Competition Team (LAW 588

– 1 or 2 units; Prerequisites: LAW 580 and LAW 587)
 Non-Profit Business Organizations (LAW 638 – 2 units; Co-requisite: Business Organizations)
 Remedies (LAW 514 – 3 units)
 Sports Law (LAW 619 – 2 units)
 Strategic Legal Methods (LAW 566A and B – 1 unit each semester; mandatory for students with a GPA of 2.7 or lower – others may take as an elective)
 Trademark Law (LAW 621 – 2 units)
 Trial Team (LAW TBA – 1 or 2 units)
 Video Game Law Seminar (LAW 631 – 2 or 3 units)
 White Collar Crime (LAW 502 – 2 units; Prerequisites: Criminal Procedure Investigation or Criminal Procedure: Pre-trial, Trial, and Sentencing; Business Organizations recommended)
 Worker's Compensation (LAW 658 – 2 units)



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Note: Personnel information is correct as of June 30, 2014.

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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/.

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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Addendum



UNIVERSITY OF
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Addendum Statement

The University of La Verne Addendum represents course and program revisions made since the last publication of the catalog, updates important for students planning on transferring to The University of La Verne, and corrections to the 2015-16 Catalog.

The content of this catalog addendum, along with the remainder of the existing 2015-2016 catalog, should now be used by students, faculty, and staff.

Students are strongly encouraged to seek advice from the Academic Advising and department chairs regarding program requirements. While every effort has been made to ensure the accuracy of the information provided in the catalog and the addendum, The University of La Verne reserves the right to make changes as necessary, and to change, without notice, any of the information, requirements, and regulations as required for compliance with State regulations.

Complaint Procedure

The University of La Verne takes complaints and concerns regarding the institution very seriously. If a student has a complaint regarding the University or one of its schools, the student may present a complaint or grievance according to the applicable policies and procedures found in the University of La Verne Catalog.

A student who has a complaint concerning academic program quality and/or accrediting standards (including complaints that the University has violated state consumer protection laws) is invited to contact the Office of the Provost at 1950 Third Street La Verne, CA 91750; provost@laverne.edu; 909-448-4748.

An individual may also contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at:

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: (916) 431-6924

FAX: (916) 263-1897

Website: bppe.ca.gov

The Bureau accepts all types of complaints related to the University, and may refer any complaint it receives including complaints related to institutional policies or procedures, or both, to the University, an accrediting agency, or another appropriate entity for resolution. More information concerning the Bureaus' complaint procedure can be found at bppe.ca.gov/enforcement/faqs.shtml and bppe.ca.gov/enforcement/complaint.shtml.

The University has provided this information in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34 §600.9, and the California Education Code §94874.9.

Financial Arrangements and Payment Policies

The student is responsible for the payment of any outstanding balance on his or her student account. All tuition, fees, room and board charges are due by the deadlines listed below. Students who register after the due date are required to pay at the time of registration.

The online student account serves as the official student bill and will reflect the charges, credits and amounts due. It is the student's responsibility to view their student account online for their balance and make the appropriate arrangements for payment to be received by the deadline date.

Students enrolled in a semester based program must make financial arrangements no later than two weeks prior to the start of the semester. Students enrolled in a term based program must

make financial arrangements no later than one week prior to the start of the term. Students who do not make financial arrangements by these deadlines will be assessed a fee of \$100. Students who have not made financial arrangements after 30 days from one to two weeks 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 25. 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. No student is allowed to register for a semester/term if there is an overdue debt from a previous semester or term.

Insurance Requirement for International Students in All Programs

All full-time students with F-1 or J-1 visas secured with documentation provided by La Verne are required to pay La Verne 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 La Verne insurance, but J-2 visa holders must show that they have coverage that meets U.S. Federal Regulations.

Delinquent Payment of Perkins and Institutional Loans

Students with a Federal Perkins Loan must complete an exit interview before any records will be released. If a student defaults on payment of a Perkins and/or Institutional Loan(s), all records will be held until the student either pays off the loan(s) or brings the loan(s) current.

Academic Religious Accommodation Policy

Consistent with our core values of diversity and inclusivity, it is the policy of the University of La Verne to provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation.

The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations. It is the policy of the University to grant students excused absences from class for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) after reviewing course syllabi for potential scheduling conflicts. Students who request an excused absence in advance shall be provided with a reasonable alternative. Examples of reasonable accommodations for student absences might include: rescheduling an exam or giving

a make-up exam for the student, altering the time of a student's presentation, allowing extra credit assignments to substitute for missed class work, or arranging for an increased flexibility in assignment dates. Students are responsible for satisfying all academic requirements as defined by the instructor. Faculty members are encouraged to avoid scheduling exams on major religious holidays (a calendar of religious holidays is maintained on the Office of Religious and Spiritual Life web site).

In addition to observance of religious holidays and celebrations, other areas of practice may result in a request for accommodation based on obligations related to prayer, dietary requirements, fasting, religious attire, ablution, and theological or philosophical commitments. Given the uniqueness of requests, they must be handled on a case by case basis and may involve reasonable accommodation of course content. The University Chaplain may be consulted as needed.

Grievance Procedure

In the event that agreement cannot be reached regarding a religious accommodation, the student or faculty member should bring the issue to the relevant college dean or, if necessary, to the Provost's office. In the event that advice in resolving the issue is needed, the chairperson, dean or Provost may seek the counsel of a four person committee chaired by the University Chaplain and including, the Chief Diversity and Inclusivity Officer, a faculty member nominated by the Senate, and a student.

Statement Regarding Mini Fall Term 2015

Please note the removal of Mini Fall from the following pages: 5, 39, 40, 41, 49, 50, 121, and 125. All mention of Mini Fall term, Mini Fall Term 2015, and 5-6 week courses should be ignored in the 2015-2016 Catalog.

Degree Chart

| | Central Coast | La VerneOnline | Education Programs | High Desert | Inland Empire | Kern County | Orange County | Point Mugu** | San Fernando Valley | Vandenberg | Ventura |
|--|---------------|----------------|--------------------|-------------|---------------|-------------|---------------|--------------|---------------------|------------|---------|
| 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.A. Educational Studies | CC | | | HD | IE | KC | OC | | SF | | VC |
| B.S. Health Administration | | | | HD | IE | | OC | | | | |
| B.S. Organizational Management | CC | 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 Leadership | CC | | ED | HD | | KC | OC | | SF | | VC |
| M.ED Special Emphasis | CC | | ED | HD | | KC | OC | | | | VC |
| M.H.A Health Administration | | | | | IE | | OC | | | | |
| M.S. Child Development | | OL* | | | | | | | | | |
| M.S. Leadership and Management | CC | OL | | HD | IE | KC | OC | PM | SF | VN | VC |
| M.S. Educational Counseling | CC | | ED | HD | | KC | OC | | SF | | VC |
| M.S. Special Education | | | ED | | | KC | | | | | |
| CRED Educational Specialist – Mild/Mod. | | | ED | | | KC | | | | | |
| CRED Multiple and Single Subject | CC | | ED | HD | | KC | OC | | | | VC |
| CRED Pupil Personnel Services Credential | CC | | ED | HD | | KC | OC | | SF | | VC |
| CRED Preliminary Administrative Services | CC | | ED | HD | | KC | OC | | SF | | VC |

*Offered by the College of Education and Organizational Leadership

**Associate Degree (AA) offered at the Point Mugu Regional Campus only.

Bachelor's Degree – Declaring a Major Statement

Freshmen are strongly encouraged to declare a major at point of entry, but must declare a major prior to enrollment in their junior year. Transfer students with junior standing at point of entry must declare a major. All students who reach junior status may not change their declared major to undeclared major. Undeclared students with junior standing will not be allowed to register for classes or make changes to their course schedules until they declare a major. All students are encouraged to discuss and explore their proposed declaration of major with an academic advisor and Career Services. All major declarations must be made at the advising office of their respective campus.

Changes to Programs

Computer Science and Computer Engineering – B.S. – Pg. 90

Additional for Engineering Concentration: Removed

PHYS 201, 202 General Physics I, II, or

PHYS 203, 204 Physics I: Mechanics, and Physics II: Electricity and Magnetism (5, 5)

Replaced with:

PHYS 201, 202 General Physics I, II, or

PHYS 202, 203 General Physics II, Physics I: Mechanics, or

PHYS 203, 204 Physics I: Mechanics, and Physics II: Electricity and Magnetism (5, 5)

E-Commerce — B.S. – Pg. 92

Electives: One of the following: Added Course:

*CMPS 491 Systems Architecture (4)

Photography Minor – Pg. 96

Core Requirements: Changed Course Title:

*PHOT 310 Image Processing (4)

Religion/Philosophy — B.A. – Pg. 100

Core Requirements:

Removed duplicate course listing:

- *PHIL 110 Introduction to Philosophy, or
- *REL 100 Introduction to Religion (4)
- *PHIL 351 Philosophy of Religion (4)
- *PHIL 490 or REL 490 Senior Seminar (0-1)

Scripture: one course with SC designation

Revised Course Title:

- *REL 220 Bible 1, or
- *REL 230 Bible 2 (4)

Religion Minor – Pg. 100

Core Requirements:

Revised Course Title:

- *REL 220 Bible 1, or
- *REL 230 Bible 2 (4)

Behavioral Sciences — B.S. – Pg. 102

Three of the following:

Revised Course Number:

- *ANTH/SOC 338 Native American Experience (4)

Child Development — B.S. – Pg. 112

Core Requirements:

Added course:

*EDUC 354A Child Observation Practicum (2)

Educational Studies — B.A. – Pg. 112

Recommended Courses (electives):

Revised Course Number:

*EDUC 305 Internet in the Classroom for
K-12 Educators (4)

Marriage and Family Therapy — M.S. – Pg. 131

Revised Total Hours:

*Total Program: **61 semester hours**

Revised total hours:

*MFT Specialization: 43 semester hours

Revised subject code:

*PSY 506 Human Sexuality (1)

Master of Business Administration for Experienced Professionals – Pg. 139

Marketing Concentration:

Revised course number:

*BUS 565I Internet Marketing (3)

Teacher Education Program – Pg. 150

Sequence of Courses

Multiple Subject Candidates only:

Revised Courses

- *SPED 457 Introduction to Exceptional Individuals and Their Families, or
- *EDUC 458 Teaching Students with Special Challenges
 - in the General Education Classroom (3)
- *EDUC 460 Diversity, Interaction, and the Learning Process (4)
- *EDUC 470 Theories and Methods of Education
 - for Linguistically Diverse Students (4)
- *EDUC 462 Literacy Methods for Multiple Subject Candidates- I (3)
- *EDUC 472 Teaching Strategies (4)
- *EDUC 464 Literacy Methods for Multiple Subject Candidates- II (3)
- *EDUC 474 Teaching in the Content Areas – Multiple Subject (4)
- *EDUC 468 Introductory Supervised Teaching (3)
- *EDUC 478 Advanced Student Teaching (5)

Single Subject Candidates only:

Revised Courses

- *SPED 457 Introduction to Exceptional Individuals and Their Families, or
- *EDUC 458 Teaching Students with Special Challenges
 - in the General Education Classroom (3)
- *EDUC 460 Diversity, Interaction, and the Learning Process (4)
- *EDUC 470 Theories and Methods of Education for
 - Linguistically Diverse Students (4)
- *EDUC 466 Introduction to Teaching of Reading for Single Subject Candidates (4)

*EDUC 468 Introductory Supervised Teaching (3)

*EDUC 472 Teaching Strategies (4)

*EDUC 475 Foundations and Introduction to Teaching Single Subject (3)

*Must enroll in your content area

(EDUC 475A: Math; EDUC 475B: English; EDUC 475C: Science; EDUC 475D: History; EDUC 475E: Physical Education; EDUC 475F: Music; EDUC 475G: Spanish; EDUC 475H: Art; EDUC 475I: Health)

*EDUC 476 Teaching in the Content Area for Single Subject Candidates (3)

*Must enroll in your content area

*EDUC 476A: Math; EDUC 476B: English; EDUC 476C: Science; EDUC 476D: History;

*EDUC 476E: Physical Education; EDUC 476F: Music; EDUC 476G: Spanish; EDUC 476H: Art; EDUC 476I: Health)

*EDUC 477 Introduction and Methods of Teaching (4)

*Must enroll in your content area

(EDUC 477A: Math; EDUC 477B: English; EDUC 477C: Science; EDUC 477D: History; EDUC 477E: Physical Education; EDUC 477F: Music; EDUC 477G: Spanish; EDUC 477H: Art; EDUC 477I: Health)

*EDUC 478 Advanced Student Teaching (5)

Educational Leadership with a concentration in Administrative Leadership — M.Ed; Preliminary Administrative Services Credential – Pg. 159

Administrative Leadership Concentration: 15 semester hours

Added the following courses:

EDLD 475 A, B, C Field Experience or

*EDLD 581 Education-A World View (Master's degree only) (1, 1, 1 or 3)

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Fulfilling La Verne General Education via Transfer Work:

1. **Full** CSU-GE and IGETC certifications:

- a. At the time of matriculation, students who have completed either the California State University General Education Breadth Certification (CSU-GE) or 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 requirements with the exception of the Foreign Language requirement, depending on the student's declared major,
- b. CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California,
- c. Students must provide proof of certification when the final transcript is sent to La Verne within the first term of enrollment after the student's admission date.
- d. Transfer students will still be required to fulfill the La Verne Experience requirement which includes University Values LVE 300, Community Engagement CS 305 (or an approved course), and University Reflection LVE 400.

2. **Partial** CSU-GE and IGETC certifications:

- a. At the time of matriculation, courses completed with a grade of C- or better prior to matriculation at La Verne that partially fulfill selected CSU-GE or IGETC requirements will be credited toward partial fulfillment of similar La Verne General Education requirements with the exception of the Foreign Language requirement, depending upon the student's declared major,
- b. CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California,
- c. Students must provide proof of certification when the final transcript is sent to La Verne within the first term of enrollment after the student's admission date.
- d. Transfer students will still be required to fulfill the La Verne Experience requirement which includes University Values LVE 300, Community Engagement CS 305 (or an approved course), and University Reflection LVE 400.

3. **Courses from California Community Colleges:**

- a. Courses completed with a C- or better at one of California's community colleges that are approved as fulfilling an area requirement for either CSU-GE or IGETC requirements will be used to fulfill a similar general education requirement at La Verne on a pre- and post-matriculation basis. Students may still be required to fulfill a Foreign Language requirement depending on their declared major,
- b. CSU-GE and IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org, the official repository of articulation for the State of California.
- c. Courses completed pre-ASSIST or courses not found on ASSIST.org will be reviewed on a course-by-course basis using the University of La Verne Descriptor Guidelines.

4. **Courses from non-California Community Colleges:** Courses completed with a C- or better at a non-California Community College can be used to fulfill general education requirements at La Verne provided that:

- a. The institution is accredited by an organization recognized at the University of La Verne,
- b. The course is considered to be at the baccalaureate level at the sending institution,
- c. Courses are reviewed on a course-by-course basis against the University of La Verne Descriptor Guidelines.

General Studies - Associate Degree

Pg. 72

An Associate Degree is offered at the Point Mugu Regional Campus only. To earn an Associate Degree in General Studies, 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 20 semester hours earned at the University of La Verne as a residency requirement.
3. A minimum of 30 semester hours is required in the major of which 12 must be from the University of La Verne. Requirements for the General Studies major can be found in the Program section of this catalog.
4. A minimum of 18 semester hours in General Education. The required courses are listed below (1 course is defined as 2-4 semester hours).
 - a. Writing – 2 courses
 - b. Fine Arts – 1 course
 - c. Humanities – 1 course
 - d. Natural Science – 1 course
 - e. Social Science – 1 course

Pg. 84

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):

- a. Writing and Oral Communication
- b. Fine Arts
- c. Humanities (Literature, Philosophy, Religion, Foreign Language)
- d. Natural Science (Biological and Physical)
- e. Social Science (Behavioral Sciences, Economics, Political Science, Interdisciplinary Social Science)