

University of
La Verne



CATALOG

2017 – 2018



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Home Page: laverne.edu
Telephone, email, and office directory: laverne.edu/phonebook/
Locations, contacts, and maps: laverne.edu/locations/

2017-18 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.

2017-18 Catalog Effective Dates – August 28, 2017 through August 26, 2018

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).

2017-18 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.

Printed and Electronic Catalogs: This catalog can be found online at laverne.edu/catalog/ and conforms to the Catalog Effective Dates and policy printed herein. Its contents do not change during the time that the catalog is effective except as provided for in “Changes in Policy, Tuition, and Fees,” as stated above. In contrast, the University’s academic organization, courses, personnel, and student affairs offerings are briefly mentioned in this catalog but detailed in full on our website, 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. 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 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/.



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 the classroom. It is important that every student at the University of La Verne receives a well-rounded La Verne Experience.

Since its founding in 1891, the University of La Verne has provided a relevant, values-based education to every student. You are a valued member of our campus 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. University of 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 nearly 83,000 successful La Verne alumni across the country and around the world, each instilled with a sense of responsibility and a desire to contribute to the advancement of their chosen professions and of society.

I invite you to learn more about the University of La Verne by exploring our website, www.laverne.edu, and by personally visiting our campus. If you have any other questions, please contact us at 909-593-3511. Once you learn about the University of La Verne and experience all it has to offer, I am confident you will want to become part of this growing and vibrant learning community, and achieve more than you ever imagined. .

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

Devorah Lieberman, Ph.D.
President

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ACADEMIC CALENDARS 2017-2018

(Detailed calendar information see laverne.edu/registrar)

Central Campus Semester Calendar *(16 weeks)

Fall Semester 2017: August 28 - December 17, 2017

August 28, Monday	Classes begin
September 4, Monday	Labor Day – academic holiday
November 23-24, Thursday – Friday	Thanksgiving Recess – academic holiday
December 17, Sunday	Fall Semester ends

Spring Semester 2018: January 3-June 3, 2018

January Interterm 2018: January 3-30, 2018 (4 weeks)

January 3, Wednesday	Classes begin
January 15, Monday	Martin Luther King, Jr. – academic holiday
February 3, Saturday	Winter Commencement
January 30, Sunday	January Interterm ends

Spring 2018: February 5-June 3, 2018

February 5, Monday	Classes begin.
February 19, Monday	President's Day – academic holiday
March 19-25 – Monday-Sunday	Spring Break – academic holiday
March 30, Friday	Good Friday – academic holiday
May 28, Monday	Memorial Day – academic holiday
June 2, Saturday	Spring Commencement
June 3, Sunday	Spring Semester ends

Summer Terms 2018: June 11 - August 19, 2018 (10 Weeks)

June 11, Monday	Classes begin at 7:00 a.m.
July 4, Wednesday	Independence Day – holiday
August 19, Sunday	Summer Term ends

*This calendar is also used at the Ecumenical Centers.

CAPA SEMESTER Calendar

Fall 2017: August 28-December 17, 2017

Cycle I

September 1-2
September 8-9
September 22-23
October 6-7
October 20-21

Cycle II

October 27-28
November 3-4
November 17-18
December 1-2
December 15-16

Accelerated Sunday

October 29
November 5
November 12
November 19
December 3
December 10
December 17

Accelerated Evening

September 25 – December 10, 2017

Online

September 25 – December 10, 2017

Spring 2018: February 5 to June 3, 2018

Cycle I

February 9-10
February 16-17
March 2-3
March 16-17
March 23-24

Cycle II

April 6-7
April 13-14
April 27-28
May 11-12
May 18-19

Accelerated Sunday

April 8
April 15
April 22
April 29
May 6
May 13
May 20

Accelerated Evening

March 26 – June 3, 2018

Online

March 26 – June 3, 2018

Summer 2018: June 11 – August 19, 2018

Cycle I

June 15-16
June 29-30
July 13-14
July 27-28
August 10-11

Accelerated Sunday

June 17
June 24
July 1
July 15
July 22
July 29
August 5

Accelerated Evening

June 11 – August 19

On-Line

June 11 – August 19

TERM CALENDAR (10 weeks)

Fall Term 2017: September 25 – December 10, 2017

November 20-24, 2017

Thanksgiving – holiday week

Winter Term 2018: January 8 – March 18, 2018

March 19-24, 2018

Spring Break – academic holiday

Spring Term 2018: March 26 – June 3, 2018

Summer Term 2018: June 11 – August 19, 2018

July 4, 2018

Independence Day – academic holiday

Central Campus Programs:

D.P.A., Doctor of Public Administration
M. A. Social Justice Higher Education Administration
M.B.A., Master of Business Administration
M.Ed., Reading
M.H.A., Master of Health Administration
M.P.A., Master of Public Administration
M.S., Accounting
M.S., Finance
M.S., Gerontology
M.S., Leadership and Management

Regional Campus Programs:

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
Naval Base Ventura County
San Fernando Valley Campus
Vandenberg Campus
Ventura County Campus



LAW SEMESTER CALENDAR

Fall Semester 2017: August 14 – December 15

August 14-18	Mandatory Orientation for all students
August 21	Classes begin
September 4	Labor Day – academic holiday
November 23-24	Thanksgiving Recess – academic holiday
December 4-15	Exam Period

Spring Semester 2018: January 8 – May 11

January 8	Classes begin
January 15	Martin Luther King, Jr. – academic holiday
February 19	President's Day – academic holiday
March 5 – 11	Spring Break
March 30	Good Friday – academic holiday
April 30 – May 11	Exam Period

Summer Term 2018: June 4 – July 27

June 4	Classes begin
July 4	Independence Day – academic holiday
July 26 – 27	Exam Period



GENERAL INFORMATION

History

The University of La Verne was founded as Lordsburg College in 1891 by members of the Church of the Brethren, a denomination with roots in 18th century Germany, who later immigrated to Pennsylvania seeking religious freedom. Many were later drawn to California in the late 19th century by opportunities in agriculture. Mostly farmers, they valued education as a means for their children's social mobility, and as a way to advance the values of the Church of the Brethren heritage — peaceful living, simplicity, and community.

Today, 125 years later, the University of La Verne is a Carnegie classified *National Comprehensive Doctoral Granting / Community Engaged University*, and federally designated as a *Hispanic Serving Institution*. No longer affiliated with any religious group, the University's student body is majority-minority, with over half students of color or international, who represent many or no faiths. A significant number of La Verne's students are first-generation.

Both the College and small agricultural community were renamed La Verne in 1917. During the 1920's and 1930's almost three quarters of the student body studied teacher education. In the 40s, 50s, and 60s, programs of study and campus facilities multiplied, the Board of Trustees become independent of church control, and the student body became increasingly diverse as the College continued a commitment to service and a 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 line with its mission of providing access to groups often excluded from higher education, La Verne began offering degree programs to adult students in 1969, first under the name School of Continuing Education and later the Regional and Online Campuses. In 1970, La Verne opened its College of Law, then reorganized as the University of La Verne in 1977, and eventually forming four colleges: Arts & Sciences, Business & Public Management, Education & Organizational Leadership (later renamed the LaFetra College of Education), and the College of Law. To better serve working adults, the University founded an Orange County campus in

1981 and a San Fernando Valley campus in 1983. To date, the University has a total of eight campuses across Southern California and has moved the College of Law to its own campus in downtown Ontario, California.

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.

Academic Organization

The University of La Verne is classified as a Carnegie Doctoral/Research Community-Engaged University. Located in Inland Southern California, the University enrolls over 8,000 students in four colleges: the College of Arts and Sciences, the College of Business and Public Management, the LaFetra College of Education, and the College of Law. The University of La Verne has eight regional campuses in southern California administered through the office of Regional and Online Campuses.

College of Arts & Sciences

Lawrence T. Potter, Jr., Dean
Ian T. Lising, Associate Dean
Keith Lord, Assistant Dean

The College of Arts and Sciences engages students in an exceptional liberal arts education that prepares them to be reflective individuals, responsible citizens, and thoughtful professionals committed to critical inquiry, cultural responsiveness and social justice.

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 of Business and Public Management offers 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.

Full description: laverne.edu/academics/business-management/

LaFetra College of Education

Kimberly A. White-Smith, Dean
Lynn W. Stanton-Riggs, Assistant Dean

The LaFetra College of Education champions social

equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders. The college offers programs for traditional-aged students as well as working professionals attending full or part time. Classes can be found on our main campus in La Verne and at regional campuses throughout California. We offer a broad range of programs to prepare professional educators in a number of specialties, including child development, elementary and secondary teaching, special education, pupil personnel services, school psychology, reading, child life, and educational leadership. We are home to one of the largest and most successful programs in the country for training executive leaders through our Ed.D in Organizational Leadership. Because of its long and rich tradition of excellence, the University of La Verne is recognized as one of the leading institutions engaged in the preparation of professional educators and leaders in Southern California.

Full description: laverne.edu/academics/education/

College of Law

Gilbert Holmes, Dean
Kevin Marshall, Associate Dean, Academic Affairs and Faculty Development
Jendayi Saada, Assistant Dean, Center for Academic and Bar Readiness

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

Full description: <http://law.laverne.edu/>

Regional and Online Campuses (ROC)

David Smith, Dean
Carrie Lewis Hasse, Assistant Dean, Advising and Retention Services
Pamela Bergovoy, Assistant Dean and Director of Centers for Educators
Nelly Kazman, Executive Director of Learning for Post-Traditional Students

The Regional and Online Campuses provide teaching credentials, associate, bachelor and master degrees designed to meet the needs of adult students at a wide variety of locations and through transformative programs delivered in traditional, hybrid, and online formats.

Full description: <http://laverne.edu/roc/>
(909) 448-4949

Regional Campuses

High Desert Campus-Victorville

15447 Anacapa Road, Suite 100
Victorville, CA 92392
(760) 955-6440

Inland Empire Campus

3237 Guasti Road, Suite 300
Ontario, CA 91761
(909) 937-6985

Kern County Campus

10800 Stockdale Highway
Bakersfield, CA 93311
(661) 861-6800

Orange County Campus

2855 Michelle Drive, Suite 250
Irvine, CA 92606
(714) 505-6936

Naval Base Ventura County

162 N. Mugu Road
Point Mugu, CA 93042
(805) 986-6900

San Fernando Valley Campus

4001 W. Alameda Avenue, Suite 300
Burbank, California 91505
(818) 295-6500

Vandenberg AFB Campus

P.O. Box 5578
Vandenberg AFB, CA 93437
(805) 734-6200

Ventura County Campus

500 E. Esplanade, Suite 1000
Oxnard, CA 93036
(805) 981-6020

Other ROC Programs

Campus Accelerated Program for Adults (CAPA),
a La Verne campus program designed for working
adult students. Classes are offered in the evening,
daytime, online, and on weekends.

1950 Third Street
La Verne, CA 91750
(909) 448-4151
<https://sites.laverne.edu/capa/>

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

1950 Third Street
La Verne, CA 91750
(909) 448-4942
<http://sites.laverne.edu/laverne-online/>

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

1950 Third Street
La Verne, CA 91750
(909) 448-4949
<http://laverne.edu/locations/educators/>

College of the Canyons (COC) University Center

This location is administered by San Fernando
Valley Campus and the Centers for Educators

26455 Rockwell Canyon Road
Santa Clarita, CA 91355
(661)-362-5876
[https://www.canyons.edu/offices/universitycenter/
Pages/default.aspx](https://www.canyons.edu/offices/universitycenter/Pages/default.aspx)

Professional Development Courses

Non-classroom courses for educators. The courses
are graduate level, non-degree credit courses pro-
vided to educators for salary advancement or recer-
tification.

<http://sites.laverne.edu/laverne-online/pdc/>

Extended Learning

The Office of Extended Learning at the University of
La Verne offers a variety of non-degree certificate
programs to prepare professionals for career
advancement, career change or professional
growth.

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

1950 Third Street
La Verne, CA 91750
(909) 448-4993

DEGREE/CREDENTIAL PROGRAMS OFFERED AT REGIONAL AND ONLINE CAMPUSES

Degree	Major/Program	La Verne Online	Centers for Educators Graduate Education Programs	High Desert	Inland Empire	Kern County	Orange County	Naval Base Ventura County	San Fernando	Vandenberg Air Force Base	Ventura
B.A.	Accounting					X	X		X		
B.A.	Business Administration	X		X	X	X	X	X	X	X	X
B.S.	Child Development			X	X		X		X		X
B.S.	Crimonology							X			
B.A.	Educational Studies	X		X	X	X	X		X		X
B.S.	Health Administration			X	X	X	X				
B.S.	Information Technology					X		X		X	
B.S.	Organizational Management	X		X	X	X	X	X	X	X	X
B.S.	Psychology					X		X			
B.S.	Public Administration	X			X	X	X			X	
M.B.A.	Exp Professionals	X		X	X	X	X		X	X	X
M.ED.	Educational Leadership		X			X					
M.ED.	Special Emphasis		X	X		X					X
M.H.A.	Health Administration				X		X				
M.P.A.	Master's in Public Administration						X				
M.S.	Child Development	X									
M.S.	Leadership and Management	X		X	X	X	X	X	X	X	X
M.S.	Educational Counseling		X	X		X	X		X		X
M.S.	Gerontology						X				
M.S.	School Psychology		X			X					
M.S.	Special Education		X			X					
Cred	Ed Spec Mild/Mod.		X			X					
Cred	Multiple and Single Subject		X	X		X					X
Cred	Pupil Personnel Services		X	X		X	X		X		X
Cred	Preliminary Admin Services		X			X					
A.A.	Associate of Arts	X						X			

Accreditation

The University of La Verne is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). The LaFetra College of Education 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 American Bar Association (ABA) and the State Bar of California. The Doctor of Psychology Program is accredited by the American Psychological Association (APA). 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 Coalition of Urban and Metropolitan Universities, the College Board, the Council of Independent Colleges, the Hispanic Association of Colleges and Universities, the New American

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, Dean of Student Affairs
Ruby Montaña-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 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, 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.
Spring: <http://sites.laverne.edu/commencement-spring/>
Winter: <http://sites.laverne.edu/winter-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. Information and application forms can be found on the following website:
<http://sites.laverne.edu/disabled-student-services/>

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 students covered by our student health insurance plan. Prior to entrance, a Physical Examination Form and Immunization Record is recommended. 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 undergraduate students interested in leadership.

<http://sites.laverne.edu/student-life/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 the University of 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/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/>

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/>

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/>

Academic Success Center: The Academic Success Center (ASC) provides academic support for ULV undergraduates, including CAPA and La Verne Online students, and graduate students through one-on-one, online, and group tutoring, supplemental instruction, and academic skills workshops. The ASC can be reached at 909-448-4342.

<http://sites.laverne.edu/academic-success-center/>

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/campus-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/>

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 events.

Study Abroad Office

The Study Abroad Office provides information 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/>

Active Military and Veteran Affairs

The Office of the Registrar, Financial Aid, and Student Accounts all have staff and resources to assist active military and veteran students with registration, military benefits, and financial arrangements.

Once an active or veteran student is admitted, it is recommended that the student contact the Office of the Registrar or their military regional campus to begin the benefit process.

ATHLETICS

Julie Kline, Athletic Director
Julie Smith, Assistant Athletic Director/Senior
Women's Administrator
Contact: 909-448-4530

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, 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 coaches.

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 western 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 are 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

Todd Eckel, Interim Dean of Admission

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. Matriculated student are those students who are admitted into a degree/credential program and enrolled in classes.

Non-matriculated (Guest Students)

Undergraduate students who are not admitted to the University of La Verne may enroll as part-time students as guests. Semester Guest students may enroll in a maximum of 11 semester hours at the University of La Verne. Term Guest students may enroll in a maximum of 8 semester hours at the University of La Verne. Students who desire to go beyond the 11 total semester hours for a semester or 8 semester hours for a term must request an exception from the Office of the Registrar.

Guest students are not allowed to enroll in classes until after the open enrollment period has ended. Guest Students should contact the Office of Advising or the Regional Campus for assistance in registering for classes. High School students who want to enroll at the University of La Verne prior to completing their High School Degree, must make an appointment at the Office of Academic Advising in Woody Hall to obtain permission to enroll.

Students who wish to become degree candidates must submit a formal application and complete the admissions process prior to the completion of a total of 12 semester hours at the University. Holds may be placed on student records to prevent further registration for those students who do not complete their admission process in a timely manner. 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 an academic advisor.

Terms of Admission (New and Continuing)

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 qualifications and the best interest of the University.

The University reserves the right to deny admission to any applicant who fails to completely and accurately disclose all colleges and universities previously attended. Failure to do so, may be interpreted as falsification of documentation. Any applicant who is found to submit altered, forged, or falsified documentation to the University may be denied admission or have any offer of admission already made revoked, and no further applications will be considered. 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.

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 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 9, 10, 11 and the first semester of grade 12, SAT I/RSAT 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 and must be submitted to the Office of Admission immediately following high school graduation.

Note: Students who have not submitted a final high school transcript will not receive their first

financial aid disbursement and/or maybe administratively withdrawn at the end of the add/drop period.

Homeschooled Students

Applicants who are homeschooled and do not have an official high school transcript are not required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the learner does not have access to an official transcript or does not subscribe to a transcript service, the learner will be asked to submit a transcript created by the primary teacher. The transcript must be signed by the student's parent or guardian, and must list the secondary school courses the student completed and include a statement that the student successfully completed a secondary school education in a homeschool setting. Submitted transcripts will be evaluated by the Office of the Registrar.

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 (Pre March 2016) or RSAT 1240 (Post March 2016) or ACT scores of at least 26 may be accepted with Honors at Entrance. Such students 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.

Transfer 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 transferable, college level semester hours of coursework and earned a high school diploma or its equivalent will be considered transfer applicants. An official college transcript must be submitted for evaluation with the application for admission. 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 transferable, college level semester hours of coursework and earned a high school diploma or its equivalent 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/RSAT 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. 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. 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. **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/RSAT or ACT scores may be requested as supporting evidence.

Note: While the criteria for admission is listed above, financial aid eligibility has its own criteria. Please refer to the Financial Aid section on Eligibility and Ability to Benefit in this catalog for financial aid eligibility criteria.

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 \$59,726. This includes tuition, fees, room/board, books, and per-

sonal 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 minimum score of 80 iBT/550pBT on the Test of English as a Foreign Language (TOEFL) with acceptable minimum bandwidth scores
 - A minimum score of 420 on the critical reading section of the Scholastic Aptitude Test (SAT) or a minimum score of 460 on the Evidence-based Reading and Writing Section of the new RSAT
 - A minimum score of 19 on the English section of the ACT
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) with acceptable minimum bandwidth scores
 - A minimum of 58 on the Cambridge English Exam (CAE)
 - A minimum of 53 on the Pearson Test of English

Academic (PTE)

- Completion of the equivalent of WRT 110 (English composition) with a grade of C or better
- 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.

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 an Application for Readmission. 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.

Regional and Online Campuses (ROC)

The eight regional campuses, CAPA (Campus Accelerated Program for Adults) and La Verne Online provide educational opportunities for the post-traditional student with varied educational backgrounds.

Post-traditional applicants will be considered for admission to the University based on several factors:

- completion of high school degree or equivalent
- cumulative college GPA of 2.00 or higher
- the ability to succeed in a challenging academic program

Specific majors may have additional admission requirements beyond those described above:

- Applicants for a *B.A. in Business Administration*, *B.S. in Organizational Management* or *B.S. in Public Administration* offered through La Verne Online must have completed the equivalent to WRT 110 College Writing A with a grade of "C-" or better.
- 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 the equivalents to WRT 110 College Writing A and WRT 111 College Writing B, with an overall minimum GPA of 2.5.
- 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 transferable college credit from the University of La

Verne or a regionally accredited college or university, including the equivalents to WRT 110 College Writing A and WRT 111 College Writing B, EDUC 251, EDUC 253, EDUC 459, and EDUC 354 (ROC students only). An overall minimum GPA of 2.5 is required.

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.

While the criteria for admission is listed above, financial aid eligibility has its own criteria. Please refer to the Financial Aid section on Eligibility and Ability to Benefit in this catalog for financial aid eligibility criteria.

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 admission.

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 online application may be completed at <http://lav-erne.edu/admission/>. Upon receipt of the completed application 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 regionally and nationally accredited 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 at the time of admission. All previous college work must be evaluated for transfer. All transcripts

must be issued directly by the degree-granting institution. Transcripts in paper format must remain in their original, sealed institutional envelopes to be considered official. All transcripts must be received by the University of La Verne within 45 business days of the issuance date. Transcripts of coursework completed prior to admission that are not submitted before an admission decision is made will not be considered for transfer credit after admission has been granted. *In addition, failure to list this coursework may result in academic dismissal.* For additional guidance on obtaining and submitting proper transcripts, please consult with your admission representative.

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 and active duty applicants must submit Joint Service Transcripts (JST) or Community College of the Air Force (CCAF) transcripts.

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 ROC/CAPA programs.

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

Application Procedures for the Associate's Degree: The University offers an associate's degree in General Studies at selected locations. Applicants will follow the admission policies of the 2017-18 catalog with the following exceptions: 1) All applicants for the associate's degree must submit verification of a high school diploma or equivalent and 2) official transcripts and certificates of prior coursework, if applicable.

Evaluations: ROC academic advisors assess transcripts of prior course work and provide preliminary feedback to applicants on possible programs leading to graduation. Upon admission, the Office of the Registrar provides an official evaluation of all acceptable transfer credits that are applicable toward a University of La Verne degree.

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

- Admission decisions are valid for one year, beginning with the semester/term to which the applicant has been admitted, after which the admission is withdrawn and the application materials destroyed. Applicants who do not enroll within one year from their semester/term of admission will be required to reapply for admission and will follow the degree requirements in effect at the time of the readmission.
- ROC students are required to complete all requirements for the bachelor's degree within seven years from their term/semester of matriculation. Students who do not complete their degree requirements within this time limit must reapply for admission and fulfill the requirements in effect at the time of their readmission. Students may also have the option to appeal for an extension of time to the Undergraduate Appeals Committee.
- Students who complete their degrees within seven years from the term of admission may elect to fulfill either the graduation requirements in effect at the time of their admission or the graduation requirements of any catalog that follows their matriculation term/semester.
- 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 four years from their term of admission.
- Students who leave due to academic disqualification may reapply for admission after one calendar year.

Transfer Credit for Undergraduate Students

Transfer of Courses for the Baccalaureate Degree: Students may transfer a maximum of 88 semester hours of credit towards the Bachelor's degree from an accredited institution recognized by the University of La Verne. Courses must be designated as baccalaureate level by the credit granting institution and have a grade of C- or above. Transfer credit will be awarded up to the 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 as complete a minimum of 128 semester hours required for the degree.

Transfer of Courses for the Associate Degree: Students may transfer a maximum of 40 semester hours for credit towards the Associate Degree. Courses must be designated as baccalaureate level by the credit granting institution and have a grade of C- or above. Transfer credit will be awarded up to the 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.

Statute of limitations of courses: 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 may be 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:

In order to earn a bachelor's degree from the University of La Verne, all students must complete La Verne's General Education requirements. General Education is comprised of three components: Critical Skills, Areas of Knowledge and the La Verne Experience. Students may transfer course work to fulfill requirements/courses in the Critical Skills and Areas of Knowledge; however, all students are required to complete the La Verne Experience requirement of University Values LVE 200/300, (or an approved course) Community Engagement CS 305 (or an approved course), and University Reflection LVE 400 in residence.

1. Full CSU-GE and IGETC certifications: 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 La Verne's Critical Skills and Areas of Knowledge General Education requirements with the exception of the Foreign Language requirement, depending on the student's declared major. CSU-GE or IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org. Students must provide proof of certification when the final transcript is sent to the University of La Verne within the first term of enrollment after the student's admission date. Students are

required to fulfill the La Verne Experience General Education requirement which includes University Values LVE 200/300 (or an approved course), Community Engagement CS 305 (or an approved course), and University Reflection LVE 400 in residence.

2. Partial CSU-GE and IGETC certifications: At the time of matriculation, courses completed with a grade of C- or better prior to matriculation at the University of 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. CSU-GE or IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org. Students must provide proof of certification when the final transcript is sent to the University of La Verne within the first term of enrollment after the student's admission date. Students are required to fulfill the La Verne Experience General Education requirement which includes University Values LVE 200/300 (or an approved course), Community Engagement CS 305 (or an approved course), and University Reflection LVE 400 in residence.
3. Courses from California Community Colleges: Courses completed with a C- or better 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.
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 the University of La Verne provided that:
 - The institution is accredited by an organization recognized at the University of La Verne,
 - The course is considered to be at the baccalaureate level at the sending institution and,
 - Course(s) meet the criteria to fulfill a specific general education on a course-by-course

basis as stipulated in the University of La Verne Guide Points.

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: 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.

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.

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 course work 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.

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.

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. The University of La Verne offers the payment options listed below.

1. Payment in Full.

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.

Payment Methods

The University of La Verne accepts payments by cash, check, money order, traveler’s check, wire transfer, or by electronic check through the web at MyLaVerne. No payments are accepted at the Regional Campuses. Credit card payments are only accepted online through Touchnet PayPath, a third party payment service. Touchnet PayPath accepts MasterCard, Visa and Discover. A convenience fee will apply to tuition and fees. Credit card payments will not be accepted in person, over the phone, or by mail.

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.

Military Tuition Rate Policy

Effective Fall 2017, all active duty military members, their spouses (registered domestic partner), and dependents under the age of 26 who are admitted in the University’s adult undergraduate (CAPA), master’s, and credential programs at the central campus, through one of the regional campuses, or La Verne Online will be eligible for the military rate. The same rate will be offered to active service members in the Reserves of the U.S. Armed Forces or National Guard, starting with the first term of enrollment after their service activation. The military rate is not applicable for students admitted to the traditional undergraduate (TUG), doctoral or Law programs.

Students will be required to provide verification of active military status at the time of admission. Spouses (registered domestic partners) and

dependents will also need to provide verification of their parents or their spouse's military status. The military rate cannot be applied until the student is admitted and provides verification of active military status. Once provided, the military rate will become effective the student's term of admission and will not be retroactive.

Dependents are eligible to receive the military tuition rate until the age of 26 (the term starting date needs to occur before their 26th birthdate).

Students receiving the military rate are not eligible for any institutional grants, scholarships and/or discounts.

Upon separation or retirement, active duty members, spouses and dependents will be assessed the regular tuition rate as published in the current catalog starting with the term following the date of separation or retirement.

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.....\$20,725*

Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour.....\$1,180

Summer Sessions, per semester hour.....\$665

Legal Studies, per semester hour.....\$430

Religion Program (off-campus), per course.....\$600

*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.....\$27,405
per year.....\$54,810

Washington D.C. Internship.....\$ 26,710

Central Campus Graduate Programs

Tuition:

Master's degrees in Gerontology, Health Administration, Public Administration, per semester hour.....\$765

Master's degrees in Accounting, Business Administration, Finance, Leadership and Management, per semester hour.....\$830

M.Ed., Educational Leadership, Preliminary Administrative Services Credential, Clear Administrative Services Credential, per semester hour.....\$680

All other master's degree and credential programs in LaFetra College of Education, per semester hour.....\$730

Master's degree in Marriage and Family Therapy, per semester hour.....\$810

Master's Degree (military rate).....\$375

Psy.D., D.P.A., Ed.D. per semester hour.....\$1,100

CAPA Professional Development Center

Tuition, per semester hour.....\$665

Tuition (military rate), per semester hour...\$250

Regional Campuses and La Verne Online

<u>Undergraduate</u>	<u>Tuition, per unit</u>
Regional Campuses	\$625
Corporate rate	\$525-\$575
Military rate**	\$250

<u>Graduate</u>	<u>Tuition, per unit</u>
Regional Campuses (GERO, MHA, MPA).....	\$765
Regional Campuses (ACCT, FIN, MBA, MSLM)	\$830
Corporate rate	\$665-\$780
Education Program.....	\$590-\$640
Military rate**	\$375

*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.

****Effective Fall 2017, Students not in an active status with the military who are admitted to one of our military sites, will be assessed according to the rates listed above. Current students not in active status with the military who were admitted prior to Fall 2017, are eligible to receive the military rate through the Summer 2019 term.**

Residence Hall Charges Room Rates

Main Campus Students, Per Semester

Room, Brandt/Studebaker/Hanawalt Halls, triple occupancy	\$2,465
Room, Brandt/Studebaker/Hanawalt Halls, double occupancy	\$2,910
Room, Brandt/Studebaker/Hanawalt Halls, single.....	\$3,650
Room, Oaks Hall, triple occupancy	\$2,830
Room, Oaks Hall, double occupancy	\$3,475
Room, Oaks Hall, single occupancy	\$3,905
Room, Vista La Verne, double occupancy	\$3,945
Room, Vista La Verne, single occupancy	\$4,355
Room, Sheraton Fairplex, double occupancy ...	\$4,915

Main Campus Students, Per Term

Room, Oaks Hall, double occupancy	\$2,315
Room, Oaks Hall, single occupancy.....	\$2,605
Room, Brandt/Studebaker/Hanawalt Halls, double occupancy	\$1,940
Room, Vista La Verne, double occupancy	\$2,625
Room, Vista La Verne, single occupancy	\$2,900

College of Law Students, Per Semester

Room, Oaks Hall, double occupancy	\$3,835
Room, Oaks Hall, single occupancy.....	\$4,305
Room, Vista La Verne, double occupancy	\$4,340
Room, Vista La Verne, single occupancy	\$4,785

Board Rates

Residential Undergraduate Students, Per Semester

10 meals per week	\$2,610
14 meals per week	\$2,845
19 meals per week.....	\$3,115
150 Block Plan + \$200 Leo Dollars	\$2,830
200 Block Plan + \$100 Leo Dollars	\$3,690

Commuter Students, Graduate, Students at the Sheraton, Per Semester

500 Leo Dollars Block Plan	\$500
100 Block Plan.....	\$2,550

Term Students, Per Term

10 meals per week	\$1,740
14 meals per week	\$1,895
19 meals per week	\$2,075
500 Leo Dollars Block Plan	\$500
100 Block Plan.....	\$1,700
150 Block Plan + \$200 Leo Dollars	\$1,885
200 Block Plan + \$100 Leo Dollars	\$2,460

Leo Dollars: Are included with the purchase of a meal plan or can be purchased on their own (i.e. \$500 Leo Dollar Plan). Leo dollars function like money on a debit card that is subtracted after every purchase. Leo Dollars roll over from semester to semester (term to term) but expire at the end of the academic year.

Block Plans: The 100, 150, 200 Block Plans are the amount of meals a student has available to use during a semester/term. They expire at the end of that semester/term and can be used or shared at the student's discretion.

Housing Fees

New Student Resident Application and Activity Fee	\$300
Returning Student Resident Application and Activity fee.....	\$150
Mid-Year Application Fee	\$50
Mid-Year Activity Fee	\$50
Summer Application Fee.....	\$25
Summer Activity Fee.....	\$25
Early Move-In/Late Stay Fee	\$100
Replacement Mail, Chad and Room Key	\$25
Replacement Lock Change	\$125

Fees

Registration (not charged to full-time, traditional-age students), per course	\$30
APA fee (doctoral students)	\$100
Appeals	\$50
Application, undergraduate, credential and Master's (non-refundable).....	\$50
Application, Doctoral (non-refundable)	\$75
Assessment Testing Kit Fee	\$50
Auditing, (traditional undergraduate students) per semester hour	\$567
Auditing, per semester hour...one-half normal tuition	
Authentication Certificate (Apostille).....	\$80-\$110
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	\$1,057- \$2,114
Continuous Registration (D.P.A.), per term	\$705-\$1,410
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 Lab Fee(s).....	\$150
Biology/Anthropology 350L, 360L, 394.....	\$100
Kinesiology Lab Fees	\$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	\$35
Music Lessons, per semester hour.....	\$250
Music 345	\$50
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.....	\$100
Student Orientation Spring	\$45
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	\$10
Transcript sent certified, per copy.....	\$15
Transcript (rush), per copy.....	\$20
Transcript, special mailing/handling requests.....	\$35
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 who entered in 2014 or 2015,
per semester \$12,500 |

Part time** – Students who entered in 2014 or
2015,
per semester \$9,800 |

Full-time* – Students who entered in 2016,
per semester \$12,750 |

Part time** – Students who entered in 2016,
per semester \$9,995 |

Full-time – Students who enter in 2017,
per semester \$14,000 |

Part time** – Students who enter in 2017,
per semester \$12,000 |

Approved academic overload and summer
per semester hour..... \$1,200 |

*Full-time tuition rates apply to students taking 12-
16 semester hours

**Part-time tuition rates apply to students taking 1-
11 semester hours

Fees

Bar Readiness, per semester \$289-\$645 |

College of Law Health Counseling Fee \$100 |

Graduation \$300 |



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 deadline 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.

Appeal Procedures on Financial Matters: The University refund policy is based entirely upon the official date of the withdrawal or change of course which would result in a refund. Refunds beyond the

specified dates or percentages indicated in the catalog, will not be made for reasons such as employment conflict, personal conflict with student(s) or professor, moving out of town or other reasons which are beyond the University's control or responsibility.

If you are requesting an exception to the refund policy, an appeal may be submitted to the Financial Appeals Committee. All appeals must include the submission of the Appeal/Request for Review of Tuition Charge or Fee Form, a written statement and supporting documentation.

Circumstances not subject to appeal: Fiscal policy that is prescribed by State and/or Federal law is not subject to appeal. Students are responsible for decisions they make pertaining to their registration for classes at the University. Tuition Fee Appeals will not be considered that arise from student error on registration or situations resulting from a deliberate decision or series of decision by the student.

Statute of Limitation for Financial Appeals: All appeals must be submitted in a timely manner to be considered. Appeals requesting a refund or waiver of tuition and/or fees must be filed within a year of the end of the term or semester in which the charge was assessed.

Tuition Refund/Credit Policy: Students who drop their class(s) through the end of the add/drop period are eligible for 100% refund of tuition and fees. Students who withdraw from their class(s) 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(s) 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 student, should be in writing and addressed to the Executive Director of Student Financial Services. Any exceptions to the policy must also be approved by the Chief Financial Officer.

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 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.

FINANCIAL AID

Financial Aid, Eligibility and Policies

All students admitted into a Title IV eligible degree or certificate program may apply for financial assistance. The Office of Financial Aid will determine, coordinate and administer all student financial aid (institutional, federal, state aid, etc.). Students are invited to seek guidance or request assistance prior to making any enrollment changes or if there is an extenuating circumstance by visiting the office and meeting with a counselor. The Office of Financial Aid is located in Woody Hall.

Toll Free Number: 800-649-0160

Email address: finaid@laverne.edu

Website: laverne.edu/financial-aid/

School Code: 001216

At the University of La Verne eligible students enrolled in the programs below, taking courses required for degree completion may be considered for financial aid funding.

- All bachelor degree programs;
- All master and doctoral degree programs;
- All credential programs that lead to a first-time teaching credential awarded by the California Commission for Teaching Credentialing;
- Paralegal Certificate

Students are not eligible to receive financial aid if they are enrolled:

- As Non-Degree seeking;
- In any certificate only program (except the Paralegal Certificate);
- In any credential only program (except those that will lead to a first-time teaching credential).
- In a credential program that enhances an existing teaching credential.

Students cannot receive Title IV federal financial aid for courses that are not required for degree completion.

Eligibility

Federal, state, and institutional financial aid is awarded on an annual basis and it is not automatically renewable. The Free Application for Federal Student Aid (FAFSA) must be submitted for each academic year of attendance for U.S. citizens and eligible non-citizens.

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

- Be a U.S. citizen or eligible noncitizen.
- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov; March 2, is the priority deadline.
- Be accepted for admission to the University as a regular, degree-seeking student. Non-degree students are ineligible for financial assistance.
- Be enrolled in good standing with at least half-time status (for federal and state aid, full-time for institutional aid).
- Maintain satisfactory academic progress; see criteria later in this section.
- Be registered with Selective Service, if you are a male (Male U.S. citizens and male immigrants, who are 18 through 25, are required to register with Selective Service).
- Sign the certification statement on the FAFSA stating that: You are not in default on a federal student loan and do not owe money on a federal student grant and you will use federal student aid only for educational purposes.

Ability to Benefit

To be eligible for Federal Title IV funding students are required to have graduated from high school or have one of the following alternatives:

- A General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.
- Certification of a passing score on a test that the student's state authorizes and recognizes as the equivalent of a high school diploma. This includes tests similar to the GED, such as the California High School Proficiency Examination (CHSPE).
- A copy of the "secondary school leaving certificate" or similar document from the proper government agency for students who completed secondary school in a foreign country.
- An academic transcript that indicates the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree at any participating school.
- A copy of a secondary school completion credential for homeschool (other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to obtain that credential.
- A transcript or the equivalent, signed by the parent or guardian of a homeschooled student, that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting.
- For a student who has not completed high school and is seeking enrollment in a program that leads to at least an associate degree or its equivalent, documentation from the high school that the student excelled academically.

Students who were enrolled in a Title IV program prior to July 1, 2012, and were eligible for aid under the old Ability to Benefit provisions retain their eligibility; contact the Office of Financial Aid if you believe you should qualify under this provision.

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.

Under the California Dream Act, undocumented students who meet certain provisions are allowed to apply for and receive private scholarships, state-administered financial aid, university grants and Cal Grants. California Dreamers must complete the California Dream Act application annually.

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

How to Apply for Financial Aid

The 2017-2018 FAFSA must be used to apply for financial aid in the 2017-2018 academic year, which begins with Fall 2017.

1. Complete the Free Application for Federal Student Aid (FAFSA), starting in October, online at fafsa.ed.gov or a *California Dream Act Application* at <https://dream.csac.ca.gov> (for CA Dreamers)

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 will find their Renewal FAFSA by logging in at fafsa.ed.gov using their FSA ID and password.

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 (including Dreamers) must complete a FAFSA or California Dream Act application and submit a GPA Verification to the California Student Aid Commission by March 2. "California resident" is defined at 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 with a minimum of 24 units completed at the end of the preceding Fall semester/term.

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 notify the student by email and list all required documents under the "Eligibility" link in the Financial Aid section of the student's portal "My La Verne". 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 eligibility cannot be confirmed 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.

University of La Verne Financial Aid Policy

Determination of Financial Aid Awards: Eligibility for need based financial aid is the difference between the Cost of Attendance 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, loan fees, and personal expenses. However, only the cost of tuition and fees (and 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 can 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 or e-mail notification.

The University of La Verne awards institutional financial aid 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 Federal Pell Grant, Federal student loans, and institutional aid.

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.

Financial aid includes all resources that assist a student in paying for the cost of obtaining a college or university education. There are two types of assistance a student may be eligible for and awarded:

Gift aid is funding 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.

Satisfactory Academic Progress

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 remain eligible for financial aid. The SAP policy includes procedures through which a student may appeal a determination that satisfactory academic progress is not being met. The full SAP policy is available at www.laverne.edu/financial-aid/ and at the La Verne Office of Financial Aid.

Financial aid 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 stricter of the policies shall be used to determine eligibility for participation in student financial aid programs at the University of 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.

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

The academic progress of financial aid applicants and recipients are reviewed at least once annually, primarily at the end of the academic year. The Financial Aid SAP policy contains three components students must meet:

- A qualitative measurement component, minimum grade point average (GPA), and
- A quantitative measurement component, pace rate or minimum number of units completed each academic year, and
- A maximum timeframe to complete the primary educational program.

Students who meet or exceed these standards are said to be making satisfactory academic progress. Students who do not meet the satisfactory academic progress standards will be disqualified from receiving future financial aid, and should refer to the sections on “The Appeal Process” and “Regaining Financial Aid Eligibility”.

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 Standard (GPA)

Students must meet the minimum grade point average requirements below to be making satisfactory progress and maintain financial aid eligibility.

1. Minimum Grade Point Average (GPA)

GPA Program

- | | |
|------|--|
| 2.00 | Undergraduate students must maintain a minimum 2.0 La Verne GPA. |
| 3.00 | Graduate and doctoral students must maintain a minimum 3.0 La Verne GPA. |
| 2.00 | JD Degree students must maintain a minimum 2.0 La Verne GPA |



2. Quantitative Standards (Pace Rate)

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. All courses a student is enrolled in beyond the add/drop period will be counted as units attempted, including repeated courses, regardless of the grade received, including but not limited to grades of WF, CRD, NCR, WNC, INC, IP, NG and W.

3. Maximum Time Frame

The standards are based upon a reasonable expectation of academic progress toward an educational program. 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 program. See Academic Degrees and Programs for the number of units required to complete specific programs.

All terms of enrollment will count toward the maximum time-frame as well as any transfer credits, including enrollment in terms/semesters in which no financial aid is received as well as enrollment in summer sessions/terms.

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	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 through the student's @laverne.edu e-mail account. 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 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 required for 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 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 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 will 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 Office 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 online at www.studentloans.gov. 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

All traditional undergraduate students are required to be enrolled full-time (12 credits or more) in order to receive institutional financial aid. Partial withdrawals resulting in a student being assessed less than the full-time rate will result in the cancelation of all institutional financial aid awards and scholarships. Students should consult with an Office of Financial Aid counselor before making a change to enrollment.

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 or the Federal Perkins Loan.

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 2017-2018 academic year, Federal Pell Grant awards will range from \$593 to \$5,920. 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 FSEOG Grants. During the 2017-2018 academic year, FSEOG Grant awards will range from \$250 to \$1,000. 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. Students must be enrolled at least half-time to receive Federal Perkins Loans. The Federal Perkins Loan program is scheduled to end September 30, 2017, so all requirements must be completed and received by the University no later than September 28, 2017 to allow time for processing.

Federal Work-Study (FWS) funds are awarded to students with 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.

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, 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 first disbursed between July 1, 2016 and June 30, 2017, the interest rate for undergraduate students is 3.76%, and 5.31% for graduate students. The 2017-2018 interest rate will be established after May 1.

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
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			\$35,778

Federal Direct Parent PLUS Loans are offered to the Parent or Stepparent of dependent undergraduate students. "Dependent student" is defined online 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, 2016 Federal Direct Parent PLUS Loan origination fees are 4.276%; based on Federal Sequestration this is subject to change October 1, 2017. The interest rate on the funds borrowed is cur-

rently 6.31%, and is subject to change July 1, 2017. 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.

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. The current interest rate is 6.31% and is subject to change July 1, 2017. 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 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 of full-time enrollment. 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 2017-2018 academic year is \$8,056. The tentative maximum award for new Cal Grant B recipients is \$1,670. The awards are contingent upon the 2017-2018 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

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 \$4,000. 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 2017-2018 academic year. 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 current or former foster youth who have not 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

Institutional Financial Aid

Institutional financial aid consists of all need and merit-based grants, awards and scholarships that are funded by the University of La Verne. Traditional undergraduate students must maintain full-time enrollment each semester in order for any and all La Verne funded financial aid to disburse. If a student falls below full-time enrollment within the semester, the institutional financial aid is subject to cancellation. Institutional financial aid is not awarded to traditional undergraduate students less than full-time and will not be pro-rated.

First-time, traditional undergraduate students are limited to a maximum of eight full-time semesters of institutional financial aid or until the requirements of their first undergraduate 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 institutional financial aid. If students choose to pursue a second bachelor degree they may be able to receive outside scholarships, or loans.

Transfer, traditional undergraduate students are limited to a maximum of two to six full-time semesters of institutional financial aid in direct correlation with the amount of credits transferred into La Verne that count towards the degree. For instance, a student transferring in 64-units that count towards their 128-unit degree will be eligible for a maximum of 4 semesters of institutional aid.

Students who wish to request an exception to this policy due to extenuating circumstances may submit an appeal for consideration with supporting documentation to the Office of Financial Aid. Appeals will be considered on a case-by-case basis.

La Verne Grants: To be eligible for consideration for La Verne grants, a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a full-time undergraduate student. La Verne Grants are awarded based on financial need as well as 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 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. Students may only receive one merit scholarship and cannot be combined with another including a Performance Scholarship.

La Verne Performance Scholarships: Twelve Performance Scholarships will be awarded to incoming freshmen and transfer students with outstanding

potential. Two of 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. The Performance Scholarship is considered a merit scholarship and cannot be combined with any other merit-based 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.

Honors Travel Award: To be eligible for the Honors Program a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a first-year, full-time student. Upon the completion of Honors 101, eligible students are able to participate in a study-away experience which combines their curricular and co-curricular experiences in Honors 102 during the subsequent spring semester. The Honors Program covers related airfare only to the select study destination.

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 be in good academic standing, 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.

Regional, Online and Accelerated Adult Programs: Students may be eligible to receive awards or scholarships based on merit, campus, program, or employer affiliation. Students should inquire with their campus Directors for guidelines and eligibility.

Private Alternative Loans: Private loans are credit-based loans 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 are advised to carefully read all of the terms and conditions set forth by the lender. Students are strongly encouraged to complete a FAFSA and utilize all federal, state and institutional funding and loans first.

The private alternative loan cannot exceed the cost of attendance minus 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: 909-448-441



ACADEMIC INFORMATION

Academic Communication

The University of La Verne student portal is called MyPortal. MyPortal is a single sign on application to provide you access to all the electronic services you need while attending the University of La Verne. My Portal provides student access to MyLaVerne, email, university announcements, and Blackboard to name a few. The MyLaVerne link inside the portal provides student access to the University's official course catalog, course schedules for every term/semester, registration, grade reporting, online request for transcripts, and course evaluations. 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 how to use 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*) email address. Students using other email 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 primary purpose of the Office of Academic Advising is to assist traditional undergraduates in the development and implementation of their educational plans. To this end the Office of Academic Advising subscribes to the philosophies of developmental and appreciative advising in support of a robust and effective faculty & professional advising cohort.

Advising at La Verne is a cooperative effort between advisor and student that consists not only of course planning and selection, but also the development of the person as a whole. This includes the selection of career and life-long goals in a collaborative, challenging, and supportive environment.

We subscribe to the principle that academic advisors work to strengthen the importance, dignity, potential and unique nature of every student who is served by our academic advisors.

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 Office of Graduate Academic Services.

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.

Degree Progress Tracking

Students have the ability to track their degree progress on MyLaVerne in their MyPortal. Within MyLaVerne, students can run a Degree Program Evaluation (DPE) at any time by selecting the student records link from the menu. The DPE will reflect the current requirements for the student's declared program/major. The DPE will display the courses, including in-progress coursework, that have been applied

to degree requirements and indicate those requirements that are still outstanding at the time the DPE is requested. Questions regarding your DPE, including questions about outstanding requirements, should be referred to your academic advisor or program chair. For more detailed instructions on running your DPE, please see: <http://sites.laverne.edu/registrar/files/2012/03/Degree-Program-Evaluation-Guide.pdf>, or visit the Office of Academic Advising for instructional videos about navigating your DPE.

Placement Examination Requirements for Traditional Undergraduates: Placement examinations in writing, foreign language, 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 Academic Success Center in math, writing, and select foreign languages. Examinations are administered on scheduled dates throughout the academic year. A University of 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, if an SAT score is not available. All new fall freshmen are expected to enroll in Written Communication A (LVWA) with Studio (if needed) or Honors Writing as part of the First Semester La Verne Experience (FLEX). Spring admitted freshmen should enroll in Written Communication A (LVWA) with Studio (if needed) in consultation with their academic advisor. Freshmen who achieve passing scores in Advanced Placement (AP) English Language or English Literature, or higher level International Baccalaureate (IB) A1 exam will earn elective credit toward the degree. All new freshmen who transferred the appropriate college level writing course(s) from another institution that satisfy the Written Communication A and/or B General Education requirements (LVWA or LVWB) should contact the Office of Academic Advising for appropriate guidance concerning FLEX. Transfer students who achieved a passing score on the Advanced Placement (AP) English Language or English Literature exam, or the higher level International Baccalaureate (IB) 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 should submit transcripts to the University Registrar for appropriate university credit. 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 Office of Academic Advising.

Mathematics Examinations: All new freshmen and transfer students are expected to take a mathematics placement exam unless they have earned a passing score on the Advanced Placement (AP) Calculus AB or BC exam, or transferred the appropriate college level math course that meets the Quantitative Reasoning (LVQR) requirement. Majors requiring a math placement exam, even if they transferred a course that meets LVQR are: Accounting, Biology, Business Administration, Environmental Biology, Chemistry, International Business and Language, Math, and Physics. Students may be waived from taking a math placement exam only if they have earned transfer credit of a college level Calculus course or AP Calculus. 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 (LVQR) requirement. General questions concerning math placement should be directed to the Office of Academic Advising.

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 matriculation. The benefit of early testing in a familiar foreign language may result in better placement or satisfaction of the foreign language requirement and earning GE subject credit. If students are majoring in a foreign language or in a major that has a foreign language concentration or planning to take a foreign language course in the first semester of enrollment, then he or she must take a placement test in their chosen language. There is no need to take a placement exam if students intend to register in a new foreign language course.

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 who are coming from an institution abroad whose primary language of instruction is not in English may be waived (but not earn units) from the foreign language requirement. Students who feel they might qualify for a foreign language waiver should consult with the University Registrar.

International Students: Upon arrival to campus, international students are expected to take the mathematics placement exam and the Writing Placement Exam for Multilingual Writers. Students who have completed U.S. based college level transfer work or earned passing scores in the Advance Placement (AP) or International Baccalaureate (IB) A1 examinations should 1) submit scores to the University Registrar, 2) review the Writing and Mathematics Examinations sections above, and 3) consult with the Office of Academic Advising for appropriate guidance. Questions concerning the Proficiency Test should be directed to the Office of Academic Advising.

Academic Policies: Registration, Adds, Drops and Withdrawals

Registration, Adds, and Attendance

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. **Students are responsible for verifying on MyLaVerne that they have in fact registered**

and/or added all classes for which they expect to earn credit.

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 their classes during the first week of each term or semester.

Students who fail to process their registration/add within the open registration period must appeal to enroll into a class. Instructor signature is required to enroll late into a class and the appeal form must be submitted to the appropriate appeal committee. If the appeal is approved an additional fee will be required.

Registration for the traditional 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 Terms begins approximately three weeks prior to the first day of the enrollment term. Registration continues through the first 7 workdays of the term.

Registration for the January Interterm begins in the fall and continues through the fourth day of classes. Full-time traditional undergraduate students who enroll for the spring semester may take up to five units during January Interterm at no additional charge.

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 or at laverne.edu/registrar. 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 (Add/Drop)** period begins when registration opens and continues through the first 7 work days of the term/semester. An appeal fee

will be assessed beginning the eighth workday of the term/semester if your appeal for a late registration (add/drop) is approved.

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

All University of 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 Drop and Withdrawal policy printed in this section. Complete registration information and procedures are available at: laverne.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.

Waitlist: A student can make a request to be on a waitlist 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 space available, the student can request an open waitlisted

space on MyLaVerne. The registration system will automatically notify students via their La Verne email address when a space is available. Upon receipt of the email notification that a space is available a student must enroll within 24 hours. One week prior to the first day of classes the automated waitlists process is turned off. Students must contact a faculty member directly to obtain an override to gain access to a closed class. If an override is approved and submitted by the faculty on a student's record, it is up to students to enroll themselves into the class by the last day to register/add. For assistance contact the Office of the Registrar.

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 Friday) 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 a student can initiate a Drop beginning the first day of open enrollment through the 4th workday of the term.

Students are responsible for verifying on MyLaVerne that they have dropped classes they are not attending. A grade of F or WF will be earned if any such class is not dropped. Do not assume a faculty member will drop you from a class due to non-attendance.

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 Friday) 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 begins the 5th workday of the term and continues through 60% of the term.

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 the University of La Verne in the following term or semester needs to follow the Official Withdrawal process from the University or Leave of Absence procedures outlined in the appropriate section below.

Students should be aware that dropping or withdrawing from classes may impact normal progress toward a degree, and may have significant consequences for financial aid, major completion, and graduation. Students should seek out their academic advisor for guidance and consult, where appropriate, with the Financial Aid office.

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 traditional undergraduate 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 Office of Academic Advising for a Leave of Absence (LOA) prior to leaving the University. The LOA form requires signatures from the Offices of the Registrar, Student Accounts, Financial Aid, and Academic Advising. With an LOA, an undergraduate student may be absent for no more than two semesters (fall/spring). A graduate student may be absent for up to four semesters without reapplying for admission. A graduate student who wishes to submit an LOA should initiate the process with their respective program of study, seeking signatures from their academic advisor or designated academic dean, including the offices of the Registrar, Student Accounts, and Financial Aid.

An LOA becomes effective prior to the start of a semester or term. If a semester or term is in session, there is no need to file an LOA if a student intends to resume his or her studies the following semester or term. 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 approved time period has expired, except in cases related to military enlistment or deployment.

Withdrawal from the University: A student who wishes to withdraw from the university must obtain a "Notice of Withdrawal" form from the Office of Academic Advising and have it signed by his/her academic advisor and the offices of the Registrar, Student Accounts, and Financial Aid. Students who are transferring to another institution must fill out a Notice of Withdrawal form. 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 of La Verne 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 degree programs that operate under semester schedules or term schedules. They may not cross-enroll in both term and semester courses. Doctoral students may cross enroll in term and semester courses as long as they maintain full-time enrollment as designated for their primary degree program. College of Law students may only cross enroll during the summer or with special approval of the College of Law Dean.

Academic 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 the University of 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, and 1-5 semester hours in January Interterm. 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 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.

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 courses are not applicable toward an undergraduate degree.

Normal Academic Progress: Undergraduate: A full-time undergraduate student will be considered making normal academic progress in good standing 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
Junior	60-91 semester hours successfully completed
Senior	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.

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. An undergraduate student whose cumulative GPA falls below 2.0. 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 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 an institutional GPA of 2.0 or above for each term until their cumulative GPA reaches 2.0 or greater. Undergraduate students will remain on academic probation until their cumulative 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.

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 institutional GPA in any term after being placed on academic probation will be academically disqualified. Disqualified students are not allowed to return as an enrolled student.

Central Campus Undergraduate Academic Disqualified students who want to return to the University of La Verne must appeal to the Associate Vice President for Academic Support and Retention Services for reinstatement. ROC undergraduate students must appeal to the Dean of the Regional and Online Campus for reinstatement to the University of La Verne. Extenuating circumstances will be reviewed on a case by case basis. Students may be required to sign a contract outlining the conditions that must be met when a student is reinstated.

Academic disqualification will be recorded on the stu-

dents' 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.

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

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 institutional 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 the University of 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 the University of 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 University 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 the University of 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 the University of 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. 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.lav-erne.edu/registrar/, must be signed by the instructor and the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at the University of 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 University of 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.

College Writing A and College Writing B Challenge Exam: Students who believe they can successfully demonstrate the competencies for WRT 110 or WRT 111 can pay the \$50 non-refundable fee to initiate this process. Traditional undergraduate 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 WRT 110 or WRT 111 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: Alternative Assessment: The Alternative Assessment provides those students who have conducted a meaningful community service opportunity of at least 20 hours with the possibility of demonstrating the achievement and mastery of the core competencies and learning outcomes of the CS 305: Learning Through Community Service course through an alternative assessment.

Portfolio submission for the Alternative Assessment must be submitted no later than one semester prior to graduation. Verification of satisfactory completion of at least 20 hours of unpaid community service, which was completed within the last year and not within the semester of submitting the application, must be provided. With adequate supporting documentation, community service with the last two years will be accepted, but integration of the experience will have to be substantially present in the alternative assessment reflection paper. The 20 hours of community service must be completed at and documented by one non-profit organization. A submission for the Alternative Assessment assumes that students

have reviewed the requirements and believe they have attained mastery of service learning outcomes that align with CS 305 and have reviewed the service learning outcomes listed on the Office of Civic and Community Engagement website:

<http://laverne.edu/general-education/requirements/community-service/>

Along with graduation date documentation from Registrar's office, the Portfolio contents must demonstrate competency in social justice issues related to the community service, what it means to be an engaged citizen, and an understanding of reciprocity as a component of community engagement. After reviewing the community service learning outcomes, as well as the detailed requirements for the submission of an Alternative Assessment Portfolio, if you think your community service experience and understanding of service learning lends itself towards fulfilling these outcomes, you are a good candidate for completing the alternative assessment. Students are responsible for evaluating whether or not their prior community service is acceptable for the alternative assessment. The outcome of the application may not be contested.

There is a \$50 non-refundable fee for this assessment. Exceptions to the unpaid requirement will be made for active duty military personnel who are not given release time but who participate in community service while on duty. The Request for Community Service Assessment form can be found on the Community Service website along with instructions.

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 Wellness. 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 seventh 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, and D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars/studio, 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.” Students need to check with their academic advisor to ensure a grade of Credit can be applied to their degree requirements.

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 a 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 Academic Success Center (ASC) and notify the student if proctored testing is necessary. Students are expected to follow-up with the ASC 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 discussions. 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.
 D.....1.0 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.
- NCR.....Excluded 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.
- INC.....Excluded 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 on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

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.

Incomplete Grades (INC): Incompletes are authorized only when a) it is impossible for the student to complete the course due to 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. Faculty are able to create an Incomplete Contract on behalf of the student, but it is the student's responsibility to make sure the Incomplete Contract is submitted on MyLaVerne. The contract can be found on the Student Record Menu in MyLaVerne. 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 on MyLaVerne to list outstanding course requirements and approve or deny the request for an Incomplete. Note: if a contract has not been submitted a faculty member cannot submit a grade of "INC".

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.

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

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 grades are automatically converted to failing grades using the same calendar guidelines as stated above for “INC” grades. Students who received an NG are encouraged to contact their instructor immediately 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. Courses with a grade of IP are not considered enrollment beyond the original term of registration. 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 10 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
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 Office of the Registrar by the instructor of record are final and official. By policy a final grade is based on the instructor’s evaluation of course work completed as of the contractual end of the course. Final grades may not be changed as the result of the submission of additional work or the repeating of examinations after the contractual conclusion of the course for the

purpose of improving the final grade. The Registrar is authorized to accept an adjusted grade only when all of the following conditions are met:

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

A student may elect to repeat a University of 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 the course 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, extension of time for degree completion, 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. Students must be able to submit supporting information such as course assignments and test results. 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 the University of 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.

Students can view their official cumulative record on their MyLaVerne account. Students should periodically review their record to track their progress towards degree completion. Official printed/electronic copies of transcripts can be requested through the National Student Clearinghouse. The link to request copies is located in the student portal. There is a fee for this service. Questions regarding your official transcript should be directed to the Office of the Registrar or to your Regional Campus Director.

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 a major 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. 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: The University of La Verne holds commencement ceremonies 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, 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 (usually 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 (minors do not 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 or other components of the academic record are not permitted.

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

Cum Laude (Honors). The student who completes 44 semester hours or more at the University of 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 (High Honors). The student who completes 44 semester hours or more at the University of 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 (Highest Honors). The student who completes 60 semester hours or more at the University of 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.

Printing of Undergraduate Honors in the Commencement list will be based on the number of semester hours completed and the GPA reflected on the student's academic history at the time the list is prepared for printing. The posting of the honors to the student's academic history and diploma will be based on the semester hours completed and GPA at the time of degree posting.

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.

Printing of Department Honors in the Commencement list will be based on the number of semester hours completed and the GPA reflected on the student's academic history at the time the list is prepared for printing. The posting of Department Honors to the student's academic history and diploma will be based on the semester hours completed and GPA at the time of degree posting.

RIGHTS AND RESPONSIBILITIES

Rights

Americans with Disabilities Act: The University of La Verne policies and procedures concerning students with disabilities are available through the Director of Disabled Student Services on the La Verne campus.

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.

Confidentiality and Institutional Research: The University of 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.

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

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: <http://sites.laverne.edu/student-affairs/substance-abuse-prevention-program-for-students/>

Family Educational Rights and Privacy Act (FERPA): The University of La Verne abides by the Family Educational Rights and Privacy Act of 1974 as amended. The Family Educational Rights and Privacy Act affords eligible students certain rights with respect to their educational records. An 'eligible student' under FERPA is defined as a student who is 18 years of age, or older or who attends a postsecondary institution. These rights include: 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. An educational record is defined, with certain exceptions as noted below as any record (1) which contains information that is personally identifiable to a student, and (2) is maintained by the university (school officials). There are exceptions/limitations for students to review their own educational record. Students may not review a document that has information about other students, financial records of parents, and confidential letters of reference or recommendations to which the student has waived their right of access.

Education records include any records in whatever medium (handwritten, print, email, magnetic tape, electronic data storage, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled. Records that are not educational records are sole possession records, law

enforcement unit records, employment/HR records, medical records, or post attendance records.

The University's Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic and financial files, 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 submit a written request to the University of La Verne's Registrar listing the item(s) of interest. Records covered by FERPA 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); law enforcement/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 including the student. 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 statements commenting on the information 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 those records, 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 FERPA may make a written request for assistance to the University of La Verne's President. Students who still believe that their rights have been abridged may file complaints with the US Department of Education, Family Compliance Office, 400 Maryland Ave. SW, Washington, DC 20202.

FERPA does allow the University of La Verne to disclose information without written consent of the student under specified exceptions. FERPA allows disclosure without student consent to school officials with a legitimate educational interest. A school official as defined by FERPA as a person employed by the University of La Verne in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. Additional exceptions are, 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, volunteers or contractors outside of the University of La Verne who perform an institutional service or function for which the University of La Verne would otherwise use its own employees and are under direct control of the University of La Verne with respect to the use and maintenance of data from education records such as an attorney, auditor, or collection agency, student assisting another school official in performing his/her task, and persons in an emergency in order to protect the health or safety of the student or other persons.

A "school official" is deemed to have a legitimate educational interest if the information requested or if the information that needs to be accessed for that official is necessary to: (a) perform appropriate tasks that

are specified in his/her position description, tasks assigned by supervisor, or by a contract agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of a student; or (d) provide a service of benefit relating to the student or student's family such as health care, counseling, job placement, library services, or financial aid.

Although an individual has been designated as a "school official", it should not be assumed they have the right of access to any or all student education records. The school official, such as a faculty or staff member, must be able to demonstrate to the custodian of records a legitimate educational interest, and such a determination must be made on a case-by-case basis.

FERPA does allow the following directory information to be released without student consent. The University can provide; 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.

The University of La Verne will not disclose any information from a student's education record unless we have written consent from the student or the request meets one of the above exceptions as allowed by FERPA. Students may obtain a Third Party Authorization Form from the Office of the Registrar or Office of Academic Advising.

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.

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

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.

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 with 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 semi-annual 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.

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.

Religious Academic 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 rea-

sonably 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 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.

Subpoenas: FERPA permits educational agencies and institutions to disclose information from a student's educational record without the student consent in order to comply with a judicial order or a "*lawfully issued subpoena*". The university will make a reasonable effort to notify the student of the order or subpoena unless we have specific orders to prevent us from doing so. FERPA exempts institutions from the notification requirement in the case of a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, that specifically orders the institution to not notify the student.

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 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.

Title IX: Sex Discrimination, Harassment, and Assault

Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation, and Other Forms of Interpersonal Violence (Title IX): The University of La Verne, consisting of its ten campuses in California, wherever located (collectively, the "University"), is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discrimina-

tory learning, living, and working environment for all members of the University community. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and/or federal and California laws. Such regulations also require the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA"), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), and various California laws.

The University prohibits Sexual Assault, Sexual Exploitation, Relationship Violence, Stalking, Sexual or Gender-Based Discrimination, Harassment, Complicity in the commission of any act prohibited by this policy, and retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this policy (collectively, "Prohibited Conduct"). These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University adopts this policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering the University's Community of Trust, in which Prohibited Conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties; and (5) identifying the standards by which violations of this policy will be evaluated and disciplinary action may be imposed. Employees or Students who violate this policy may face disciplinary action up to and including termination of employment and/or expulsion from the University. The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of

Prohibited Conduct. The University will support and assist community members who take such actions.

Concerns about the University's application of Title IX, VAWA, Title VII, the Clery Act may be addressed to the Title IX Manager; the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); and/or the Equal Employment Opportunity Commission at: info@eeoc.gov or (800) 669-4000.

The Title IX Manager and Deputy Title IX Coordinators can be contacted by telephone, email, or in person during regular office hours. The names and contact information for current University staff with Title IX responsibilities can be found at <http://laverne.edu/title-ix/>.

The "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation, and Other Forms of Interpersonal Violence" includes:

Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Student Respondents.

Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Employee Respondents.

Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Third Party Respondents.

Contact & Reporting Resources.

Rights and Options for Victims of Sexual Misconduct Handout

Reports Prohibited Conduct under this policy may be made to the University by contacting:

University's Title IX Manager or any Deputy Title IX Coordinator at the contact information provided at <http://laverne.edu/title-ix/>

Campus Safety 909-448-4950

Local law enforcement and allowing them to assist with notifying University authorities

Reports may also be made using the University's online report form. Complaints filed using this form will go to the Title IX manager and/or a Deputy Title IX Coordinator.

A full copy of the "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation, and

Other Forms of Interpersonal can be found" at <http://laverne.edu/title-ix/>.

Student 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.

Responsibilities

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, 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 Academic Dean (or to the Campus/Program Director for off-campus students). 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 Associate Vice President of Academic Support Services or designee (through the Campus/Program Director for off-campus students). 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 Associate Vice President of Academic Support Services 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, within four weeks of the action or decision in question. All appeals must be submitted in writing only. 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. Appeals begin 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 Associate Vice President of Academic Support Services. An ROC student may appeal for reinstatement 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 are advised to write a detailed statement indicating the reasons they are requesting the exception to university policy and provide supporting documentation to substantiate their reasons. Each appeal is carefully reviewed by the committees and a decision is sent to the student's La Verne email address. 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 a written appeal 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.

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.

Attendance Policy: Students have the responsibility to drop the course from their schedule during the open registration period to be eligible for refunds per the University's refund policy schedule. This

needs to be done within the open registration period to avoid a failing grade, financial obligations, or late fees. Students should refer to the class syllabus for the instructor attendance policy for every course they are registered. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course based on the number of class sessions missed.

The University of La Verne supports the faculty's right to administratively withdraw enrolled students who miss more than 50% of scheduled course meetings and/or the equivalent of required assignment or activities within the first 50% of the course duration. Instructors may on a case-by-case basis make exceptions for students who demonstrate extenuating circumstances such as illness or other documented circumstances.

Administrative withdrawal is also subject to the following provisions:

- It is recommended that faculty reference this catalog policy in their syllabi if they intend to exercise rights granted by this attendance policy. Students may not plead ignorance of this attendance policy as published in the catalog in the absence of language in course syllabi.
- Instructors may initiate administrative withdrawal on the first day after the fee refund period.
- The University Registrar will notify students who have been administratively withdrawn from a course at the Instructors' request.
- Students who are administratively withdrawn for limited or non-attendance or limited participation as noted above will earn a grade of W on their transcript for each course that he/she has been withdrawn.
- Students who are administratively withdrawn for limited or non-attendance or limited participation as noted above will not be eligible for a tuition refund and may be subject to further sanctions associated with financial aid eligibility policies found in this catalog. Example: a drop in unit value could compromise full-time or half-time standing tied to financial aid eligibility.
- Faculty who choose to not administratively withdraw students reserve the right to assign the appropriate grade at the end of the semester that is consistent with University grading policies.

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 by an administrative withdrawal due to unsatisfactory conduct in the class; disrespect of an instructor, faculty member, administrator, or staff member; academic dishonesty; judicial misconduct; or sanctions. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled. Only students registered in the course, University staff, and guest invited by the instructor may attend class sessions. All others, including children of registered students, will be asked to leave. If a minor child is present, both the parent and the child will be asked to leave.

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 as 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.

Honor Code: The students of the University of La Verne agree to strive to represent the University of La Verne with integrity, purpose, and pride in all academic matters. We will demonstrate honest behavior and expect honesty from others, and we will accept responsibility for our own words and actions. (For a complete copy of the University of La Verne Honor Code go to:
<http://sites.laverne.edu/student-life/asulv/>).

Statute of Limitations for Academic Appeals: All appeals must be submitted in a timely manner to be considered. Appeals requesting an action affecting registration, grades for a previous term, or extension of time for degree completion 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 retroactive 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 appeal procedures described above. In such cases, no matter where the student studies, the grievance must be submitted to the Associate Vice President of Academic Support and Retention Services 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.

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 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 a student alleged to have engaged in Prohibited Conduct will:

- Receive written notice of allegation of Prohibited Conduct;
- Have an opportunity to participate in an investigation (administrative review) into allegations of Prohibited Conduct conducted by an objective decision-maker (Administrative Review Officer);
- Have an opportunity to present witnesses and evidence;
- Have an opportunity to view information that will be used in determining whether a violation of Prohibited Conduct under this policy has occurred;
- Not to be found in violation of Prohibited Conduct without information showing that it is more likely than not (i.e. preponderance of evidence) that a policy violation occurred;
- Receive a written notice regarding findings of the investigation; and
- Have the opportunity to appeal findings, as outlined by this policy.

Questions or concerns about the Code of Student Conduct may be directed to the Dean of Student Affairs: Dr. Loretta Rahmani Irahmani@laverne.edu.

Notice of Nondiscrimination

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. Consisting of its eleven campuses in California, wherever located, the University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment.

In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the University 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 admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; 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, or the University's complaint procedures for such matters should be directed to the Title IX Manager at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, email – Title9Manager@laverne.edu, or to the Dean of Students as the University's designated Section 504 coordinator at 1950 Third Street, La Verne, CA 91750, (909)448-4053. To the extent such inquiries and complaints pertain to employment-related matters, they may be directed to the Chief Human Resources Officer at 1950 Third Street, La Verne, CA 91750, (909)448-4076, as the University's Equal Employment Opportunity Officer, Deputy Section 504 coordinator, and Deputy Title IX Manager with respect to employment matters.

Questions about the application of Title VI, Title VII or Title IX to the University also may be directed to any of the following:

- Assistant Secretary for Civil Rights, Department of Education at OCR@ed.gov or (800)421-3481.
- Equal Employment Opportunity Commission at info@eeoc.gov or (800) 669-4000.

Jurisdiction

The Code of Student Conduct applies to Students who are registered or enrolled for credit or non-credit-bearing coursework and admitted Students participating in University Programs ("Student").

The Code of Student Conduct may also be applied to visitors and other persons having dealings with the University ("Third Parties") who are "guests" of a Student "host." It is the responsibility of the "host" to inform their "guest" of Prohibited Conduct and to ensure "guests" abide by all University Policies. Under the Code of Student Conduct, the Student "host" may be held accountable for the behavior of their "guests."

The Code of Student Conduct pertains to acts of Prohibited Conduct committed by Students and Third Parties when:

- The conduct occurs on the University campus or other property owned or controlled by the University;
- The conduct occurs in the context of a University education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line or internship;
- The conduct occurs outside of the context of a University education program or activity (i.e. off-campus), but:
- Has the potential to adversely affect and/or create a hostile environment for Students, Employees or Third Parties while on the University campus or other property owned or controlled by the University or in any University employment or education program or activity; or
- Has the potential to adversely affect the educational mission and/or interests of the University.

This policy includes, but is not limited to, Prohibited Conduct that takes place over the phone, online, via email or other electronic mediums. 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 under this policy if evidence of 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.

Non-Traditional-Age and Graduate Programs

Graduate and Non-Traditional Students in the College of Business and Public Management, the College of Arts and Sciences, the LaFetra College of Educational, the College of Law, Regional & On-Line Campuses (ROC), the Campus Accelerate Program for Adults (CAPA) will follow the “Code of Student Conduct” as outlined in this document. Cases of violations of Prohibited Conduct under this policy will be referred to the Dean of Student Affairs Office. Directors of Regional & On-Line Campuses (ROC) and Director of Student Affairs at the College of Law may serve in the role of Administrative Review Officers.

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 will be in effect until an investigation into the Prohibited Conduct can be concluded (usually two weeks). An interim suspension may be continued if it is reasonable to believe that a danger is posed to the community 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.

Definitions

Complainant

A Student, Employee or Third Party who presents as a person adversely affected by any Prohibited Conduct under this policy, regardless of whether that person makes a report or seeks action under this policy.

Respondent

A Student or Third Party who has been accused of violating Prohibited Conduct under this policy.

Reporter

A Student, Employee or Third Party who brings forth information about a possible violation of Prohibited Conduct under this policy, and where they are not the Complainant or Respondent.

Administrative Review Officer

A University official authorized by the Dean of Student Affairs Office to conduct administrative reviews (i.e. investigation) into alleged violations of Prohibited Conduct under this policy. Administrative Review Officers receive annual trainings in conducting investigations of Prohibited Conduct. Investigators serve as neutral and impartial fact finders whose role it is to conduct a thorough, reliable, prompt and fair investigation related to the alleged violation of Prohibited Conduct. Administrative Review Officers will also be referred to as Investigators.

Reporting Options

There are multiple channels for reporting Prohibited Conduct. Complainants and Reporters may choose to report to the University, to law enforcement, or to both. These reporting options are not exclusive. Complainants may simultaneously pursue criminal action and University administrative disciplinary action. The University will support Complainants in understanding, assessing and pursuing these options.

Reporting to University

Complainants and Reporters may report Prohibited Conduct to the University by:

- Contacting the University's Dean of Student Affairs or any Staff in the Division of Student Affairs. Contact information for Staff in the Division of Student Affairs is available at: <http://sites.laverne.edu/student-affairs/staff/> ;
- Contacting Campus Safety at 909-448-4950; and/or
- Submitting a report on-line via the [on-line reporting form](#). Complaints filed using this form will go to the Dean of Students Affairs and/or an Associate Dean of Student Affairs.

Upon receipt of report of Prohibited Conduct under this policy, the Dean of Student Affairs or designee will conduct a Preliminary Inquiry, and will provide the Complainant, if known, with information about resources, offer interim measures (as needed), and take appropriate action to resolve the reported incident as promptly and equitably as possible.

Reporting of Sexual Misconduct (Title IX)

Reports of Sexual Misconduct as defined in the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence" (i.e. Sexual Assault, Stalking, Sexual Exploitation, Relationship Violence, Sexual or Gender-Based Harassment and Discrimination) will be addressed using the definitions, procedures and guidelines under that policy. Information on the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence" is available at: <http://laverne.edu/title-ix>.

Reporting to Law Enforcement

Complainants may report Prohibited Conduct immediately to a local law enforcement by contacting:

911 (for emergencies)

La Verne Police Department at 909-596-1913
(for non-emergencies)

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders.

Preservation of evidence may assist in providing that a criminal offense occurred, or may be helpful in obtaining a protection order.

Although a police report may be made at any time, Complainants should be aware that a statute of limitations may apply to certain law violations. The University will assist Complainants in notifying law enforcement if they choose to do so.

Third Party Reporting to the University:

The University urges anyone who becomes aware of an incident of Prohibited Conduct to report the incident immediately. Reports may be made by:

- Contacting the University's Dean of Student Affairs or any Staff in the Division of Student Affairs. Contact information for Staff in the Division of Student Affairs is available at: <http://sites.laverne.edu/student-affairs/staff/>;
- Contacting Campus Safety at 909-448-4950;
- Submitting a report on-line via the [on-line reporting form](#). Complaints filed using this form will go to the Dean of Students Affairs and/or an Associate Dean of Student Affairs.

Anonymous Reporting to the University:

Although the University encourages Students to report Prohibited Conduct, the University also provides a means for anonymous reporting through the University's [on-line reporting form](#). This system will notify users (before they enter information) that all information provided will be reported to the University for action in accordance with this Policy, and users can provide as much or as little information as they choose.

An anonymous report will be evaluated in the same manner as a report with an identified Complainant. Once an anonymous report is submitted, it will be directed to the University's Dean of Student Affairs, who will review the information provided and determine whether further action is necessary in order to protect the health and safety of affected individuals and the University community.

Consistent with the provisions of the Policy and the applicable complaint and investigative procedures, the University will respond to any report, including anonymous reports, with an initial assessment and threat assessment to determine available steps based on the nature and circumstances of any known information.

Reporting Timeframe:

There is no time limit for reporting Prohibited Conduct to the University under this policy; however, the University's ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University.

If the Respondent is no longer a Student, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options and take reasonable steps to eliminate the Prohibited Conduct, prevent its recurrence, and remedy its effects. In addition, even if the Respondent is no longer a Student, the University may still conduct an investigation into allegations of Prohibited Conduct.

External Notification

Police Notification

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.

Clery Act Reporting and Time Warnings:

Pursuant to the Clery Act, the University includes statistics about certain offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to issue timely warnings to the University community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Consistent with the Clery Act, the

University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

Campus Security Authorities

Certain campus personnel – those deemed Campus Security Authorities - have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting purposes (Clery Act). While personally identifiable information may not be included in the report unless the CSA has a separate duty to report such information, the statistical information must be passed along to Campus Safety regarding the type of incident and its general location (on or off-campus, in the surrounding area) for publication in the Annual Security Report. The Annual Security Report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

Designated CSAs include individuals with responsibilities such as student affairs/student conduct, Campus Safety, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. When possible, this reporting protects the identity of the victim and may be done anonymously. In all cases, matters reported to CSAs are used as the basis for determining whether the matter represents a serious or continued threat to students and employees so as to trigger a timely warning to the university community.

Parental Notification

In accordance with Family Educational Rights and Privacy Act, the University reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, change in student status or conduct situation, particularly alcohol and other drug violations.

The university may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, the University will contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk.

Privacy and Confidentiality

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under this policy consistent with its duties under federal and state laws. The University also is committed to providing assistance to help Students make informed choices. With respect to any report under this policy, the University will make reasonable efforts to protect the privacy of participants while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

A Complainant may make a request for confidentiality. This type of request means that the Complainant does not want his/her identity known to the respondent or witnesses, or that the Complainant wishes to withdraw a report. In these situations, the University will make all reasonable attempts to comply with this request; however, the University's ability to investigate and respond may be limited. Complainant and Respondents have the right to choose whether to participate in the administrative process surrounding allegations of Prohibited Conduct.

If the University cannot maintain a Complainant's request for confidentiality she or he will be notified by the Dean of Student Affairs or their designee. In situations where a member of the University community becomes aware of a pattern of behavior by a single respondent, the University will take appropriate action in an attempt to protect the University community. The University will protect the confidentiality of victims and other necessary parties, and will complete publicly available recordkeeping, including Clery Act reporting and disclosures, without inclusion of personally identifying information about the victim.

Personally identifying information is defined as individually identifying information for or about an individual, including information likely to disclose the location of a person including: a first and last name; a home or other physical address; contact information (including a postal, e-mail or Internet protocol address, or telephone or facsimile number); a social security number, driver's license number, passport number or student identification number; and any other information, including date of birth, racial or ethnic background, or religious affiliation that would serve to identify any individual.

The University will maintain as confidential any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the accommodations or protective measures.

Privacy

Privacy means that information related to a report of Prohibited Conduct will be shared with a limited circle of University Employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report. All Employees who are involved in the University's response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

The privacy of a Student's education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University's FERPA policy. The privacy of an individual's medical and related records generally is protected by the Health Insurance Portability and Accountability Act ("HIPAA").

Confidentiality

Confidentiality exists in the context of laws that protect certain information and/or relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under California law.

Interim Measures

Upon receipt of a report of Prohibited Conduct, the University may implement interim measures when a Preliminary Inquiry indicates that:

- A student presents a threat of serious harm;
- A student is facing allegations of serious criminal activity;
- The behavior in question is so severe or pervasive that it may significantly impact a University community member's ability to normally participate in University life;
- There is a need to preserve the integrity of an investigation;
- There is a need to preserve University of La Verne property;

- There is a need to prevent disruption of, or interference with, the normal operations of the University of La Verne; and/or
- To prevent further acts of Prohibited Conduct.

The University will determine the necessity and scope of any interim measures.

These measures may be both remedial (designed to address safety, well-being and continued access to educational opportunities) or protective (involving action against a Respondent). Interim Measures will be in place pending the resolution of an administrative review into the alleged Prohibited Conduct.

The University will inform students about options for, available assistance in, and how to request changes to academic, living, transportation and working situations or protective measures. The University will inform Students regarding existing counseling health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available.

Protective Measures

The range of protective measures which may be applied to the Respondent include, but are not limited to:

Interim Suspension

Interim suspension actions can include separation from the institution, removal from on-campus housing, housing relocation, or restrictions on participation in the community pending the resolution of a campus administrative review on the Prohibited 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 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 between a Student and another community members (i.e. Student, Faculty, Staff), where it is determined that:

- It is in the best interest of the individuals identified to minimize contact with each other;
- There is a health and safety concern; and/or

- 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.

Persona Non-Grata Order

Persona Non-Grata (PNG) orders establish that a student is not allowed in or within 25 feet of specified University facility (owned or operated) and/or a University sponsored event or program, as specified.

In some cases a Persona Non-Grata from the University may be issued. In such cases an individual is not allowed in or within 25 feet of all University property (owned or operated) and all University sponsored events or programs. In such cases, should an individual need to be on University property or participate in a University sponsored event or program, approval must be obtained from the Dean of Student Affairs office prior to attendance or participation.

“Social Probation” Order

This order informs the Student that they are no longer allowed 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 sponsored programs/events as specified.

Interim Hold on Student Record

The University may impose a “hold” on a student record that doesn’t meet with an administrative review officer where it is determined that:

- there is a substantial benefit to the respondent’s health and wellness as a result of meeting with the administrative review officer;
- 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;
- 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.

Obligation to Provide Truthful Information

All University community members are required to provide truthful information in any report or proceeding under this policy. Submitting or providing false or misleading information in bad faith or with a view to personal gain or intentional harm to another in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the Code of Student Conduct. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

Retaliation

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this policy. Retaliation includes threatening, intimidating,

harassing, coercing or any other conduct that would discourage a reasonable person from engaging in any process provided for and/or activity protected under this policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of Prohibited Conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of Prohibited Conduct.

Amnesty

An individual who participates as a Complainant, Respondent or Witness in an Administrative Review for Sexual Misconduct or allegations where violence, threat pattern, predation, and/or weapon use is indicated, may not be subject to disciplinary sanctions for a minor violations of Prohibited Conduct (i.e. alcohol, controlled substances, etc.) at or near the time of the incident and in connection with the investigation, unless it is determined that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty. Determination of the applicability of Amnesty will be made the Administrative Review Officer.



Prohibited Conduct

Prohibited Conduct includes the following specifically defined forms of behavior (full definitions of these forms of behaviors is available at <http://sites.laverne.edu/university-policies/>):

Abuse of Administrative Review Process & Retaliation
Alcohol
Alteration of Premises
Appliances
Animals
Assault
Bullying and Cyberbullying
Care of Common Areas & Property
Care of Rooms
Concealment & By-Standing
Dangerous Behavior
Discrimination
Disruptive Behavior
Drugs & Controlled Substances
Election Tampering
Failure to Comply
Falsification & False Accusations
Fire Safety & Hazards
Furniture
Gambling
Guest/Visitors
Harassment
Hazing
Improper Room Transfer
IT & Acceptable Use
Keys & Locks
Lewd Behavior
Parking
Posting
Projectiles
Quiet Hours & Noise
Safety & Security
Relationship Violence
Sexual Assault
Sexual Contact
Sexual Exploitation
Sexual Harassment
Soliciting
Smoking
Sports Related Activities
Stalking
Theft & Stolen Property
Trademark
Trespassing & Restricted Access
Vandalism

Weapons, Firearms, Explosives
Wheeled Devices

The University reserves the right to make changes to prohibited conduct as necessary and once those changes are posted online, they are in effect. The Dean of Student Affairs may make minor modifications to prohibited conduct that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules, etc. The Dean of Student Affairs may also change prohibited conduct with notice (on the institutional web site, with appropriate date of effect identified) upon determining that changes to law or regulation require prohibited conduct alterations not reflected in the listed prohibited conduct. If government regulations change in a way that impacts the prohibited conduct, the prohibited conduct will be construed to comply with government regulations in their most recent form.

Administrative Review Process

The procedures referenced below provide for prompt, thorough, equitable response to reports of Prohibited Conduct that afford all parties notice, an opportunity to present witnesses and evidence, and to view the information that will be used in determining whether a policy violation has occurred.

The procedures described below apply to all allegations of Prohibited Conduct under this policy, except for allegations of Sexual Misconduct. Allegations of Sexual Misconduct (i.e. Sexual Assault, Stalking, Sexual Exploitation, Relationship Violence, Sexual or Gender-Based Harassment and Discrimination) will be addressed using the definitions, procedures and guidelines under the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence." More information on this policy is available at: <http://laverne.edu/title-ix>.

Timeframe

Every effort will be made to complete an Administrative Review within sixty (60) calendar days from the date of notice to the University, though some Administrative Reviews may take weeks or even months, depending on the nature, extent and complexity of the allegations, availability of witnesses, police involvement, etc.

The University may undertake a short delay in its Administrative Review to allow evidence collection

when a criminal investigation is occurring at the same time as the University's Administrative Review. The University will promptly resume its Administrative Review and resolution processes once notified by law enforcement that the initial evidence collection process is complete.

Evidentiary Standard

The University applies the Preponderance of the Evidence standard when determining whether this policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that the alleged policy violation occurred.

Use of Evidence

Any evidence that the Investigator believes is relevant and credible may be considered, including history and pattern evidence. The Investigator(s) may exclude irrelevant or immaterial evidence and may choose to disregard evidence lacking in credibility or that is improperly prejudicial.

While previous conduct violations by the Respondent or Complainant are not generally admissible, the Investigator(s) will reference information about previous good faith allegations and/or findings to consider as evidence of pattern and/or predatory conduct.

Unless the Investigator(s) determines it is appropriate, the Administrative Review and the finding will not consider:

- Incidents not directly related to the possible violation, unless they show a pattern.
- The character of the Complainant and Respondent. This includes with character witnesses, or taking information they offer into consideration when making a final determination.

Investigator(s) may consider "hear-say" evidence to the extent that the individual providing it is deemed credible and provides information directly relevant to the investigation.

During the Administrative Review, all relevant evidence and information will be reviewed with the Complainant and Respondent ONLY after they have had the opportunity to provide their perspective on the alleged Prohibited Conduct. Physical or electronic copies of all evidence will only be made available upon the conclusion of the Administrative Review.

Complainant/Respondent Participation

If either the Complainant or Respondent chooses to not participate in an Administrative Review, a determination will be made using the information and evidence available. Parties who elect not to participate in the Administrative Review or to withhold information from the Administrative Review do not have the ability to offer evidence later during the appeal if it could have been offered during the Administrative Review. Failure to offer evidence prior to an appeal does not constitute grounds for appeal on the basis of new evidence.

Witness Participation

Under the Code of Student Conduct, Student witnesses are expected to cooperate with, and participate in, any Administrative Review conducted in conjunction with this policy honestly and in good faith. Failure of a witness to cooperate with and/or participate in the Administrative Review constitutes a violation of policy and may subject the witness to discipline for failure to comply.

Witness/Parties who elect not to participate in the Administrative Review or to withhold information from the Administrative Review do not have the ability to offer evidence later during the appeal if it could have been offered during the Administrative Review. Failure to offer evidence prior to an appeal does not constitute grounds for appeal on the basis of new evidence.

Witness information and the evidence collected during the course of an Administrative Review will be kept confidential and will only be shared with those directly involved with the Administrative Review (i.e. Complainant and Respondent), or with University officials with a legitimate need to know.

Witnesses who participate in an Administrative Review are protected from retaliation, and may be afforded amnesty, as defined by this policy.

Information provided by witnesses will be evaluated for credibility and relevance. Investigator(s) may choose to disregard evidence and/or information provided by witnesses when it focuses on the character of the Respondent or Complainant, or does not pertain to the investigation of alleged Prohibited Conduct.

Communication with Complainant, Respondent and Witnesses

The University considers the assigned University of La

Verne e-mail account as an official means of communication. Investigators will primarily communicate with the Complainant, Respondent and Witnesses through e-mail using their University of La Verne email account.

Advisor Participation

Each party (i.e. Complainant & Respondent) is allowed to have an advisor of their choice present with them for all Administrative Review meetings and proceedings, from intake through final determination. The parties may select whomever they wish to serve as their advisor as long as the advisor is eligible and available, and otherwise not involved in the investigation, such as serving as a witness. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise them who is available and eligible. The parties may choose advisors from inside or outside the campus community. Advisors may help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith.

The University cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the University is not obligated to provide one.

All advisors are subject to this policy, whether they are attorneys or not. Advisors may not address campus officials in a meeting or interview unless invited to. The advisor may not make a presentation or represent the Complainant or Respondent during any meeting, proceeding, or communication (electronic or otherwise), and may not speak on behalf of the advisee to the investigators or appeals officer. The parties are expected to ask and respond to questions on their own behalf, without representation by their advisor. Advisors may confer quietly with their advisees or in writing as necessary, as long as they do not disrupt the process. For longer or more involved discussions, the parties and their advisors should ask for breaks or step out of meetings to allow for private conversation.

Advisors are expected to refrain from interference with the Administrative Review and resolution. Any advisor who steps out of their role will be warned once and reminded of their role. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting, and that meeting will typically continue without the advisor present. Subsequently, the Dean

of Students will determine whether the advisor may be reinstated, may be replaced by a different advisor, or whether the party will forfeit the right to an advisor for the remainder of the process.

The Investigator will provide a consent form to parties who wish to share information with their advisor. The parties must complete this form before the University is able to share information with an advisor, though parties may share the information directly with their advisor if they wish. Even with a consent form, the investigator will continue to communicate primarily with the Complainant or Respondent.

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with Third Parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations.

The University does not typically change scheduled meetings to accommodate an advisor's inability to attend. Therefore, an advisor is expected to adjust their schedule to attend University meetings when scheduled.

A party may elect to change advisors during the process, and is not locked into using the same advisor throughout.

Audio/Video Recording during Investigation Process

No unauthorized audio or video recording of any kind is permitted during investigation meetings.

Preliminary Inquiry

Following receipt of notice or a report of Prohibited Conduct, an assigned Investigator will engage in a Preliminary Inquiry to determine if there is reasonable cause to believe a violation of Prohibited Conduct under this policy has occurred.

If, during the Preliminary Inquiry or at any point during the Administrative Review, the Investigator determines that there is no reasonable cause to believe that Prohibited Conduct under this policy has been violated, the process will end. In cases where the Preliminary Inquiry shows that reasonable cause exists, the Investigator will prepare and issue a

“Notice of Investigation” to the Respondent and Complainant.

The Preliminary Inquiry will also be used to evaluate if the allegation(s) involves or indicates violence, threat, pattern, predation and/or weapon use.

For cases of Sexual Misconduct, the investigators will also:

- Provide Complainant with resources, accommodations, and/or applicable interim or protective measure (Note – Investigators will provide a Complainant with resources, accommodations, and/or applicable interim or protective measures regardless of whether a Formal Investigation takes place).
- Meet with Complainant to obtain a statement, prepare and review allegation information for inclusion in a “Notice of Full Investigation.”

Note – Investigators may also provide a Complainant resources, accommodations, and/or applicable interim or protective measures for non-Sexual Misconduct cases, where the Preliminary Inquiry indicates or involves threat to safety (i.e. evidence of violence, threat pattern, predation, and/or weapon use).

Notice of Investigation

Once an Investigation begins, the assigned Investigator will provide formal notification through email using the party’s University of La Verne email account. Once emailed, notice will be presumptively delivered. The notification will:

- Provide a brief description of the alleged behavior that constitute a violation Prohibited Conduct;
- Identify the specific Prohibited Conduct policy(s) that has been allegedly violated;
- Inform parties of any interim or protective actions being taken;
- Provide the date and location of the alleged Prohibited Conduct, to the extent that is known;
- Provide information on the source of complaint, and if appropriate, identity of Complainant, if any;
- Provide a description of applicable interim measures, investigation process procedures and next steps, if any;
- Provide a copy of applicable policies and guidelines, including Respondent and Complainant rights;

- Name the Investigator(s) assigned to the case.

Investigation

Investigator(s) will conduct a thorough, reliable and impartial investigation. The investigation will be a process that may necessitate more than one meeting/interview with the Respondent, Complainant and Witnesses. The investigation process may include, but is not limited to:

- Investigator(s) meeting with the parties (i.e. Respondent and Complainant) for the purposes of:
- Reviewing the investigation process under this policy;
- Allowing parties to present their perspective on the allegation, and respond to the allegations. The response may be in writing should the parties prefer;
- Allowing parties to present related evidence and identify possible witnesses;
- Reviewing the information and statement provided, only after the parties had the opportunity to provide their perspective on the alleged Prohibited Conduct.
- Investigator(s) interviewing all relevant witnesses and collecting all relevant evidence.
- Investigator(s) reviewing all relevant statements and evidence with Respondent and Complainant.
- Investigator allowing each party the opportunity to suggest applicable questions they wish the investigator(s) to ask the other party and/or witnesses. Investigators may choose to edit questions or not ask them based upon their relevance or purpose.

Towards the conclusion of an investigation, Investigator(s) will provide parties with a “summary of all relevant evidence” to be used in rendering a determination, and provide each party with a full and fair opportunity to address that evidence prior to a finding being rendered.

Investigator(s) will complete the Investigation promptly, and without unreasonable deviation from the intended timeline. If the Investigator(s) determines additional time is needed to complete an investigation, both parties will be notified of the delay. Investigator(s) will provide regular updates to the Complainant throughout the investigation, and to the Respondent, as appropriate.

For cases of Sexual Misconduct, the investigator(s) will also prepare an investigator report, which will include the “summary of all relevant evidence” with a recommended finding to the Title IX Manager, or appointed designee. Once the report is completed Investigator(s) will meet with the Title IX Manager, or appointed designee, to discuss recommendations, findings, and sanctions, as applicable.

Findings

If the Preponderance of Evidence standard is met for a Prohibited Conduct violation, the allegation(s) brought against a Respondent will be “substantiated” and the investigation will proceed to the sanctioning phase.

If the standard is not met, the allegation(s) brought against a Respondent will be “unsubstantiated” and the case will be closed. The investigator may impose preventative measures when the finding is “unsubstantiated” for the purposes of:

- Protecting the health and safety of the parties involved;
- Preventing the occurrence of Prohibited Conduct;
- Preventing escalation of an incident, concern or behavior.

In rare cases when it is determined the allegation(s) brought against the Respondent was not in good faith, the allegation(s) will be “unfounded” and the case will be closed.

For investigations related to Sexual Misconduct, the determination will be made by the Title IX Manager. For all other investigations of Prohibited Conduct, the determination will be made by the Investigator(s).

Respondent Admits to Policy Violation

The Respondent may choose to admit responsibility for all or part of the alleged Prohibited Conduct at any point during the investigation. If the Respondent admits responsibility, the Investigator will find that the allegation(s) is “substantiated” and the investigation will proceed to the sanctioning phase.

Notification of Findings

The Investigator will inform the parties of the final determination. Notification will be made using the parties’ University of La Verne email account. Once emailed, notice will be presumptively delivered.

The outcome notification for investigations related to Sexual Misconduct, will be made to all parties, without significant time delay between notifications. Notifications for investigations of Sexual Misconduct will specify:

- The finding on each alleged policy violation and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.
- The relevant/appropriate sanctions and/or preventative measures and the rationale supporting the sanctions and/or preventative measures.
- Information on when the results (finding, sanctions and preventative measures) are considered by the University to be in effect.
- Information on appeals options that are available to all parties.

Notification for all other investigations (not related Sexual Misconduct), will be made to the Respondent and will specify:

- The finding on each alleged policy violation and the rationale supporting the essential findings.
- The relevant/appropriate sanctions and/or preventative measures and the rationale supporting the sanctions and/or preventative measures.
- Information on when the results (finding, sanctions and preventative measures) are considered by the University to be in effect.
- Information on appeals options that are available to the Respondent.

Notifications to the Complainant for non-sexual misconduct investigations will specify:

- The finding on alleged policy violation that impacted the Complainant.
- The relevant/appropriate sanctions and/or preventative measures that impact the Complainant.
- Information on when the results that impacted or impact the Complainant (finding, sanctions and preventative measures) are considered by the University to be in effect.

Federal Education Rights and Privacy Act

The outcome of an investigation is part of the education record of the Respondent and is protected from release under the Federal Education Rights and Privacy Act, 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 Complainant of the outcome as described previously.

In cases where the University of La Verne determines through the investigation that a Respondent violated 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; and non-forcible sex offenses.

Sanctions

When the allegations brought against a Respondent are “substantiated,” sanctions will be assigned. Factors considered when determining a sanction/responsive action may include:

- The nature, severity of, and circumstances surrounding the violation.
- An individual’s disciplinary history.
- Previous allegations involving similar conduct.
- Any other information deemed relevant by the Investigator.
- The need for sanctions/responsive actions to bring an end to the Prohibited Conduct.
- The need for sanctions/responsive actions to prevent the future recurrence of Prohibited Conduct.
- The need to remedy the effects of the discrimination, harassment and/or retaliation on the Complainant and the community.
- The need to identify opportunities to have the Respondent re-dress the Complainant.
- The need to have the Respondent engage in an educational experience, when possible.
- The need to hold the Respondent accountable for his/her behavior.
- The respondent’s willingness to take responsibility for behavior.

The following are non-exhaustive examples of sanctions that may be imposed upon Respondents singularly or in combination:

- **Restitution:** Requires payment for damages to property.
- **Fines:** Imposes a fee for the violation of a policy.
- **Community/University of La Verne Service Requirements:** Requires a Respondent perform some level of community service.
- **“No-Contact” Order:** Establishes an individual may not have any contact with specified individuals.
- **Hold on Student Record:** Imposed a “hold” on a Student record with the Registrar’s Office. This record restricts a Student from being able to register for classes, drop classes, file or participate in graduation.
- **Loss of Privileges:** This sanction imposes restriction on privileges or access to buildings, areas or events normally afforded to an individual.
- **Confiscation of Prohibited Property:** Places items belonging to individual in a temporary hold until the items can be appropriately removed from campus or destroyed.
- **Behavioral Requirement/Contract:** Requires individuals to perform or follow outlined behavioral expectations.
- **Educational Program:** Requires individuals to complete an educational project as specified by the Investigator. Projects may range from participation in a program, activity or project, to writing a reflection paper.
- **Restriction of Visitation Privileges:** Limits an individual from having guests on-campus or being able to visit specific residence halls and/or buildings.
- **Persona Non-Grata from the University or Specified Facilities:** Instructs an individual that they are not allowed in or within 25 feet of University housing facilities, University buildings, or the University in general, as specified.
- **Housing Probation:** 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. Housing Probation sanctions are usually accompanied with a University Warning sanction. This sanction can range between a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.
- **Housing Reassignment:** Requires Students

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- relocate, or move to a different room on-campus.
 - **Housing No-Recontract Order:** Informs Students that they are not eligible to re-contract to live on-campus.
 - **Housing Removal:** Informs a 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 the following sanctions: No-Recontract Order, Persona Non-Grata and University Probation.
 - **University Warning:** Warns the individual that their behavior was unacceptable, and further infractions of any University policy, procedure or directive will result in more severe sanctions/responsive actions.
 - **University Probation:** Informs the individual 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 violation, 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. This sanction can range between a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.
 - **Social Probation/Eligibility Restriction:** Informs the individual that they are restricted from being an active member or officer in Student organizations, holding a Student leadership position (i.e. RAs, Welcome Week Leader, etc.), and/or participating in or attending University of La Verne programs or events, as specified. This sanction can range between a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.
 - **University Suspension:** Informs the individual 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. This sanction can range between a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.

- **University Expulsion:** 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.
- **Withholding Diploma:** The University may withhold a Student's diploma for a specified period of time and/or deny Student participation in commencement activities if the Student has an allegation pending or as a sanction if the Student is found responsible for an alleged violation.
- **Revocation of Degree:** The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed by a Student prior to graduation.
- **Termination:** Permanent termination from University employment.
- **Other Actions:** In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

Abiding by Sanction or Preventative Measures

Students are expected to comply with assigned sanctions or preventative measures within the time-frame(s) identified in the "Notification of Findings." Failure to abide with sanctions or preventative measures, whether by refusal, neglect or any other reason, is considered a violation of Prohibited Conduct and may result in additional administrative action, including, but not limited to hold on Student records, suspension from the University, and/or notation on the Student's official transcript at the end of the semester.

Appeals

All requests for appeal consideration must be submitted in writing to the specified appeals officer within five (5) business days of the delivery of the written investigation findings. Any party may appeal the findings and/or sanctions only under the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unknown or unavailable

during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.

The Appeals Officer will review the appeal request(s). The original finding and sanction and/or responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting an appeal must show that the grounds for an appeal request have been met. When any party requests an appeal, the Appeals Officer will share the appeal request with the other party. If new grounds are raised, the other party will be permitted to submit a written response to these new grounds within two days of notification. These responses or appeal requests will be shared with each party.

Where the Appeals Officer finds that at least one of the grounds is met by at least one party, the following apply:

- Appeals are not intended to be full re-investigations of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the investigation, and pertinent documentation regarding the grounds for appeal.
- Appeals granted based on new evidence should normally be remanded to the investigator(s) for reconsideration. Other appeals may be remanded at the discretion of Appeals Officer or, in limited circumstances, heard by the Appeals Officer.
- Sanctions imposed as the result of an investigation are implemented as noted on the individual's decision letter.
- The Appeals Officer will render a written decision on the appeal to all parties within ten (10) business days without significant time delay between notifications for all parties.
- Once an appeal is decided, the outcome is final. Further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases where a procedural or substantive error cannot be cured by the original investigator(s) (as in cases of bias), the Appeals Officer may recommend a new investigation with a new

investigator. The results of a remand cannot be appealed. The results of a new investigation can be appealed, once, on any of the three applicable grounds for appeals.

- In cases where the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

For cases of Sexual Misconduct, if the appeal party(s) request to meet, the Appeal Officer will offer to meet separately with each of the parties to review the appeal

Complainant and Respondent Rights

Complainant Rights

- The right to investigation and appropriate resolution of all credible allegations of Prohibited Conduct made in good faith to University officials.
- The right to be informed in advance of any public release of information regarding the incident.
- The right not to have any personally identifiable information released to the public, without their consent.
- The right to be treated with respect by University officials.
- The right to have University policies and procedures followed without material deviation.
- The right not to be pressured to mediate or otherwise informally resolve any reported Prohibited Conduct.
- The right not to be discouraged by University officials from reporting Prohibited Conduct to both on-campus and off-campus authorities.
- The right to be informed by University officials of options to notify proper law enforcement authorities, and the option to be assisted by campus officials in notifying such authorities, if the Complainant so chooses. This also includes the right not to be pressured to report.
- The right to have reports of Prohibited Conduct responded to promptly and with sensitivity by campus officials.
- The right to be notified of available counseling, mental health, victim advocacy, health, legal assistance, student financial aid, visa and immigration assistance, or other student services, both on campus and in the community.
- The right to a campus "no-contact" order when

- someone has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the Complainant or others.
- The right to notification, and assistance in, changing academic and living situations after an alleged Prohibited Conduct incident, if such changes are reasonably available (no formal report or investigation, campus or criminal, need occur before this option is available). Accommodations may include:
 - Change of an on-campus Student's housing to a different on-campus location;
 - Assistance from University support staff in completing the relocation;
 - Transportation accommodations;
 - Arranging to dissolve a housing contract and pro-rating a refund;
 - Exam (paper, assignment) rescheduling;
 - Taking an incomplete in a class;
 - Transferring class sections;
 - Temporary withdrawal;
 - Alternative course completion options.
 - The right to have the University maintain such accommodations for as long as necessary, and for protective measures to remain confidential, provided confidentiality does not impair the institution's ability to provide the accommodations or protective measures.
 - The right to be fully informed of campus policies and procedures as well as the nature and extent of all alleged violations contained within the report.
 - The right to ask the Investigators to identify and question relevant witnesses, including expert witnesses.
 - The right to review all documentary evidence available regarding the report, subject to the privacy limitations imposed by state and federal law, prior to a determination of findings.
 - The right to be informed of the names of all witnesses whose information will be used to render a finding, in advance of that finding, except in cases of compelling safety concerns.
 - The right to not have irrelevant prior conduct history or incidents used in the determination of investigation.
 - The right to regular updates on the status of the investigation.
 - The right to have reports addressed by Investigators who have received annual Investigator training.
 - The right to preservation of privacy, to the extent

possible and permitted by law.

- The right to meetings and/or interviews that are closed to the public.
- The right to petition that any University representative in the process be recused on the basis of demonstrated bias or conflict-of-interest within two business days of being notified of the identity of the Investigator(s).
- The right to bring a victim advocate or advisor of the Complainant's choosing to all phases of the investigation.
- The right to have the University compel the participation of Student, Faculty and Staff Witnesses, and the opportunity (if desired) to provide the investigators with a list of potential questions to ask of Witnesses.
- The right to be promptly informed of the outcome and sanction of the investigation in writing, without undue delay between the notifications to the parties.
- The right to be informed in writing of when a decision by the University is considered closed.

Respondent Rights

- The right to investigation and appropriate resolution of all credible allegations of Prohibited Conduct made in good faith to University officials.
- The right to be informed in advance, when possible, of any public release of information regarding the incident.
- The right to be treated with respect by University officials.
- The right to have University policies and procedures followed without material deviation.
- The right to be informed of, and have access to, campus resources for medical, health, counseling, and advisory services.
- The right to timely written notice of all alleged violations, including the nature of the violation, the applicable policies and procedures and possible sanctions.
- The right to review all documentary evidence available regarding the report, subject to the privacy limitations imposed by state and federal law, prior to a determination of findings.
- The right to be informed of the names of all witnesses whose information will be used to render a finding, in advance of that finding, except in cases of compelling safety concerns.
- The right to not have irrelevant prior conduct history or incidents used in the determination of investigation.

- The right to have reports addressed by investigators who have received annual Investigator training.
- The right to petition that any University representative be recused from the resolution process on the basis of demonstrated bias and/or conflict-of-interest within two business days of being notified of the identity of the Investigator(s).
- The right to meetings and interviews that are closed to the public.
- The right to have the University compel the participation of Student, Faculty and Staff Witnesses, and the opportunity to provide the investigators with a list of potential questions to ask of witnesses.
- The right to have an advisor of their choice to accompany and assist throughout the investigative process.
- The right to a fundamentally fair resolution, as defined in these procedures.
- The right to a decision based solely on evidence presented during the investigation. Such evidence shall be credible, relevant, based in fact and without prejudice.
- The right to be promptly informed of the outcome and sanction of the investigation in writing, without undue delay between the notifications to the parties.
- The right to be informed in writing of when a decision by the University is considered closed.
- The right to be informed of the right to appeal the finding and sanction(s) of the investigation, and the procedures for doing so in accordance with standards for appeal established by the University.

Revisions & Updates

The University reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect. The Dean of Student Affairs may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules, etc. The Dean of Student Affairs may also vary procedures materially with notice (on the institutional web site, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. If government regulations change in a way that impacts this document, this document will be construed to comply with government regulations in their most recent form.

Procedures in effect at the time of the investigation will apply to all incidents, regardless of when the incident occurred. Policy in effect at the time of the offense will apply even if the policy is changed subsequently but prior to resolution, unless the parties consent to be bound by the current policy.

Students are provided a copy of this policy annually in the form of an email with a link to the University of La Verne website (<http://sites.laverne.edu/student-affairs/code-of-student-conduct/>) where this information is available. Students are responsible for having read and abiding by this policy.

NOTE – most current “Code of Student Conduct” information is available at:
<http://sites.laverne.edu/student-affairs/code-of-student-conduct/>



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 of La Verne 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 University of La Verne's traditions and values and integrates curricular, co-curricular, and community engagement activities that promote best practices in higher education. All students are expected to complete the Bachelor's Degree within four years.

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

Sophomore Year and new transfer students participate in a University Values course. For example, SoLVE, the Sophomore La Verne Experience course, guides students in an exploration of the La Verne values, career exploration, and co-curricular opportunities in the community and builds the e-Portfolio. It may not be taken as a directed study.

As part of matriculation into the major, students in their **Junior Year** will have opportunities to explore their area of interest more deeply and potentially begin internships or research to gain practical experience.

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

e-Portfolio

Reflective learning is one of the core elements of the La Verne Experience. This includes making meaningful connections across their various curricular, co-curricular, personal, and professional experiences. These integrations will create powerful growth and learning to prepare students for challenges beyond their time at the University of 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 opportunities for students to develop their e-Portfolio 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, General

Education requirements, all major requirements, upper-division requirements, minimum course grade requirements, and the minimum number of semester hours required. Below you will find the specifics for each requirement. It is the responsibility of students to familiarize themselves with these requirements. Advisors are assigned to assist students with their degree objectives. All students are expected to meet with their academic advisors each semester or term in preparation for registration. Traditional undergraduates are required to meet with their academic advisors at least once each semester to discuss academic progress and to obtain a unique Academic Advising Code (AAC) that permits online registration. Students are encouraged to develop academic course plans in consultation with their academic advisors to make satisfactory and timely degree completion. Students are encouraged to consult with academic advisors to jointly design plans and track progress that balance completion of general education and major courses.

General Education Requirements:

- A minimum of 128 semester hours, including all the general education requirements listed below and the appropriate major requirements listed in the Undergraduate Programs section of this catalog.
- A minimum of 44 semester hours must be successfully completed at the University of La Verne in residence. See Residency Requirement section of this catalog for details
- A minimum of 44 semester hours at the upper-division level (300-400 level) courses must be successfully completed. See Upper Division Requirements section of this catalog for details.

Residency Requirement: Students must enroll in 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 who have reached senior standing may transfer no more than 16 of the last 32 units; remaining units must be earned in residence.

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 requirement 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.

Upper Division Requirement: Students must enroll and successfully complete a minimum of 44 semester hours of upper division coursework. This includes a minimum of 24 semester hours of upper division coursework in the student’s major(s) and 5 semester hours in general education coursework. Students need to consult the major requirement section of this catalog for any other program specific upper division requirements. Students who have interest in adding a minor need to review the Bachelor’s Degree Minors section of this catalog for additional upper division requirements. Upper division courses at the University of La Verne are defined as 300- 400 level courses.

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 for 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 and a maximum of one course in their minor 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 Foreign Language (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 Critical Skills or the Areas of Knowledge, an interdisciplinary course (INTD) or a course from the College of Business and Public Management, the LaFetra College of Education or the Legal Studies or Computer Science programs, provided the course is not used to fulfill a requirement in the student's declared major(s). Additionally, the elective excludes: remedial, prerequisite and supplemental courses for the student's declared major; baccalaureate-level vocational coursework, first-semester foreign language, AP, IB, CLEP, Dantes, and any other competency exam-

ination. Electives can be any course that comes from regionally accredited institutions that are baccalaureate level, and where students earn a C- or better grade.

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 (LVCS) | 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 two Humanities requirements. The following majors require foreign language: Anthropology, Studio Art, Art History, Behavioral Science, Broadcasting, Communications, Comparative Literature, Creative Writing, Criminology, French, German, History, International Business and Language, International Studies, Journalism, Liberal Arts, Mathematics, Philosophy, Political Science, Religion, Religion and Philosophy, Physics, Social Science, Sociology, Spanish, Speech Communication, and 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.

Writing 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 with Studio during the first semester at the University of La Verne and continue instruction in WRT 110 and WRT 111 in the following semesters. Fall admitted freshmen are expected to register in Written Communication A (WRT 110) as part of FLEX Learning Communities; spring admitted freshmen should register in Written Communication A (WRT 110) based on placement. Advanced Placement or International Baccalaureate scores will earn elective credit. Advanced Freshmen who transfer a college course that earns Written Communication credit should consult with the Office of Academic Advising for appropriate placement.

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 regional campus. 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.

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 the student's campus.

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: The University of 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 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 stu-

dent must complete a minimum of 44 additional semester hours at the University of 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 appropriate academic department if the student has completed 20 semester hours of upper-division work in the minor, or 24 semester hours in the minor of which 16 are upper division, or 30 semester hours in the minor 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 and pre-requisite 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 a 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 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 Naval Base Ventura County Regional Campus and La Verne Online. 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

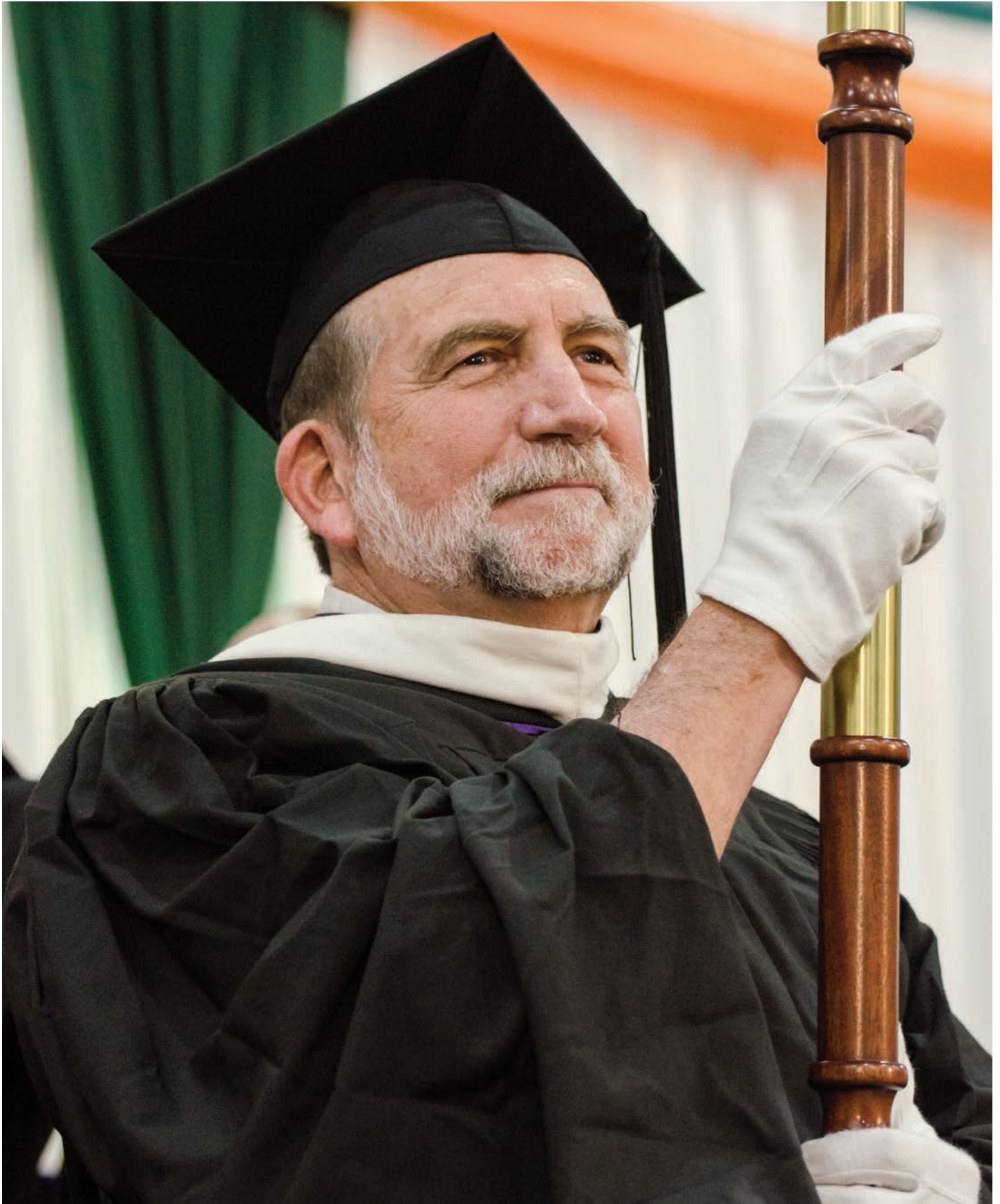
of La Verne. Requirements for the General Studies major can be found in the program section of this catalog.

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):

Written Communication A – 1 course
Written Communication B – 1 course
Fine Arts – 1 course
Humanities – 1 course
Natural Science – 1 course
Social Science – 1 course



UNDERGRADUATE STUDIES



ACADEMIC DEGREES & 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. Topical lists follow 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 your Academic Advisor.

College of Arts and Sciences

Associate's Degree

- General Studies 88
(Naval Base Ventura County and La Verne Online)

Bachelor's Degrees

- Anthropology — B.S. 120
- Art History — B.A. 92
- Athletic Training — B.S. 101
- Behavioral Sciences — B.S. 121
- Biology — B.S. 108
- Broadcasting — B.A. 93
- Chemistry— B.A./B.S. 110
- Communications — B.A. 93
- Community Health — B.S. 109
- Computer Science/Engineering — B.S. 111
- Creative Writing — B.A. 106
- Criminology — B.S. 122
- E-Commerce — B.S. 112
- English — B.A. 95
- French — B.A. 105
- History — B.A. 95
- Information Technology — B.S. 113
- International Business & Lang. — B.S. 97
- International Studies — B.A. 96
- Journalism — B.A. 94
- Kinesiology — B.S. 102
- Legal Studies — B.S. 104
- Liberal Arts — B.A. 98
- Mathematics — B.A./B.S. 113

- Music — B.A. 107
- Natural History — B.A. 110
- Philosophy — B.A. 118
- Photography — B.A. 115
- Physics — B.A./B.S. 114
- Political Science — B.A. 97
- Psychology — B.S. 117
- Religion — B.A. 118
- Religion and Philosophy — B.A. 119
- Social Science — B.A. 97
- Sociology — B.S. 122
- Spanish — B.A. 105
- Speech Communication — B.A. 123
- Studio Art — B.A. 92
- Theatre Arts — B.A. 124

Minors

- American Law 104
- Anthropology 121
- Art History 92
- Behavioral Sciences 122
- Biology 109
- Chemistry 110
- Creative Writing 106
- Criminology 122
- English 95
- Ethnic Studies 122
- French 105
- Gender Studies 98
- History 96
- Information Science 112
- Interfaith Studies 120
- International Studies 96
- Internet Programming 112
- Japanese 105
- Kinesiology 103
- Latinx and Latin American Studies 99
- Mathematics 114
- Music 108
- Philosophy 119
- Photography 115
- Physics 114
- Political Science 97
- Psychology 117
- Public History 96
- Religion 120
- Sociology 123
- Software 112
- Spanish 106
- Speech Communication 124
- Studio Art 92
- Sustainability 100
- Theatre Arts 125

Programs

• Honors Program	115
• Prelaw Program	116
• Writing Program	107

Certificates

• Paralegal	195
• Systems Engineering	196
• Website and Internet Application Development	196

College of Business and Public Management

Bachelor's Degrees

• Accounting — B.S., B.A.	127, 131
• Business Administration — B.S., B.A.	127, 131
• Business Management — B.S.	131
• E-Commerce — B.S.	129
• Economics — B.S.	129
• Health Administration — B.S.	133
• International Business & Lang. — B.S.	130
• Organizational Management — B.S.	134
• Public Administration — B.S.	135

Minors

• Business Administration	132
• Business Management	132
• Economics	132
• Marketing	133

College of Educational and Organizational Leadership

Bachelor's Degrees

• Child Development — B.S.	135
• Child Development/Integrated — B.S. + M.S.	136
• Educational Studies — B.A.	138

Minors

• Child Development	138
• Educational Studies	139



COLLEGE of ARTS and SCIENCES

Dean: Lawrence T. Potter, Jr

Associate Dean: Ian T. Lising

Assistant Dean: Keith S. Lord

GENERAL STUDIES – ASSOCIATE DEGREE

(Available only at the Naval Base Ventura County and La Verne Online)

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 or Oral Communication

Fine Arts

Humanities (Literature, Philosophy, Religion, Foreign Language)

Natural Science (Life Science and Physical)

Social Science (Behavioral Science, Economics, Political Science, Interdisciplinary, Social Science)

ART AND ART HISTORY DEPARTMENT

Chairperson: Jon Leaver

Regular Faculty: Jon Leaver, Keith Lord, Ruth Trotter

Director of Art Galleries & Distinguished Artist: Dion Johnson

Adjunct Faculty: Agnes Bertiz, Walpa D'Mark, Chuck Feesago, Cole James, Dion Johnson, Christy Roberts Berkowitz, Gerald Slattum¹

¹Regional Campus faculty

The Department of Studio 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.

Total program: 48 semester hours

Core Requirements: 22 semester hours

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: 26 semester hours

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

ART 221	Introduction to Design for Stage & Studio	(4)
ART 250	Sculpture I	(4)
ART 260	Painting I	(4)
ART 270	Installation Art	(4)
ART 280	Digital Art Practices	(4)
PHOT 210	Elementary Photography	(4)
PHOT 230	Documentary Photography	(4)

A minimum of 8 semester hours 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 courses including up to 2 different sections of ART 390 Art History Selected Topics (4)

A minimum of 10 semester hours 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 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.

Total program: 32 semester hours

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)
Four 300-400 level studio ART courses		(4,4,4,4)

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.

Total program: 40-46 semester hours

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 including up to 5 different sections of ART 390 Art History Selected Topics		(4, 4, 4, 4, 4)
Internship in art or study abroad		(4-10)
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 interdis-

disciplinary option for students with majors in areas such as business, education, philosophy, and science.

Total program: 28 semester hours

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 including up to 4 different sections of ART 390 Art History Selected Topics		
		(4, 4, 4, 4)

COMMUNICATIONS DEPARTMENT

Chairperson: Elizabeth Zwerling, Interim Chair
Photojournalism Concentration Chairperson: Gary Colby

Regular Faculty: Staci Baird, Valerie Cummings, George Keeler, Michael Laponis, Don Pollock, Morgan Sandler, Elizabeth Zwerling

Adjunct Faculty: Charity Capili, Stephen Chavez, Louis Chelekis, Amy Curran-Norton, William Diepenbrock, Dave Echols, Joshua Effron, Scott Essman, Danielle Eubank, Monica Gutierrez, Philip Halprin, Justin Janzen, David McGill, Derek Mateo, Randy Miller, Steve O'Sullivan, John Oh, Maureen Panos, Lance Pugmire, Brian Robin, Alisha Rosas, Tammy Trujillo

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 concentration.

Broadcasting with Radio Concentration - total program: 53-56 semester hours

Broadcasting with Television Concentration - total program: 65-68 semester hours

Core Requirements: 36 semester hours

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: 17-20 semester hours

RDIO 240	Radio Production II	(4)
RDIO 426	Radio Station Operation	(2, 2)
JOUR 328	Media Sales	(4)
RDIO 497	Internship	(1-4)
RDIO 499	Senior Project	(4)

Television Concentration: 29-32 semester hours

TV 190	Intro to Cinema	(4)
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 351	Playwriting and Screenwriting	(4)
TV 497	Internship	(1-4)
TV 499	Senior Project	(4)
One Upper Division TV elective		(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.

Broadcast Journalism Concentration - total program: 49-54 semester hours

Multimedia Concentration - total program: 49-52 semester hours

Public Affairs/Information Concentration - total program: 61-64 semester hours

Core Requirements: 24 semester hours

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 Project	(4)
RDIO 230	Radio Production I	(4)

Broadcast Journalism Concentration: 25-30 semester hours

TV 305	Radio/TV Newswriting and Editing	(4)
TV 225	Fundamentals of Video Production	(4)
TV 235	Intermediate Video Production	(4)
TV 345	Intermediate Broadcast Journalism	(4)
TV 307	TV News Production (1 st Semester)	(2)
JOUR 315	Syntax and Grammar for the Professional Writer	(4)
JOUR 220	Newspaper Production I, or	
TV 307	TV News Production (2nd sem.) or	(2)
TV 330	Television Editing	(4)
TV 497	Internship	(1-4)

Multimedia Concentration: 25-28 semester hours

JOUR 317	Graphic Production Processes & 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)
PHOT 230	Documentary Photography	(4)

Public Affairs/Information Concentration: 37-40 semester hours

JOUR 317	Graphic Production Processes & Design for Publications	(4)
JOUR 318	Survey of Multi-Media	(4)
JOUR 319	Designing Multi-Media Web Pages	(4)
JOUR 328	Media Sales	(4)
JOUR 330	Theory and Principles of Public Relations	(4)
JOUR 430	Public Relations Methods	(4)
JOUR 497	Internship	(1-4)
PHOT 230	Documentary Photography	(4)

One of the following three:

BUS 360	Principles of Marketing, or	(4)
BUS 368	Integrated Marketing, or 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 major prepares students for careers in the news media. By following the Journalism 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.

Journalism Concentration total program semester hours: 55-58 semester hours**Photojournalism Concentration total program semester hours: 55-58 semester hours****Core Requirements: 30 semester hours**

JOUR 100	News Reporting	(4)
JOUR 115	News Editing	(2)
PHOT 230	Documentary Photography	(4)
JOUR 315	Syntax and Grammar for the Professional Writer	(4)
JOUR 317	Graphic Production Processes & 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 Project	(4)

Journalism Concentration: 17-20 semester hours

JOUR 220	Newspaper Production	(2, 2)
JOUR 300	Advanced News Reporting	(4)
JOUR 313	Feature Writing	(2)
JOUR 325	Magazine Production	(2, 2)
JOUR 497	Internship	(1-4)
PHOT 327	Staff Photography	(2)

Photojournalism Concentration: 17-20 semester hours

PHOT 310	Image Processing	(4)
PHOT 321	Portrait Photography +	(2)
PHOT 322	Digital Photo Retouching	(2)
PHOT 327	Staff Photography	(2, 2)
PHOT 354	Social Documentary Photography	(4)
JOUR 497	Internship	(1-4)

Supportive Electives: 8 semester hours

PHOT 356	Digital Portfolio	(4)
PHOT 360	Studio Lighting	(4)

ENGLISH DEPARTMENT

Regular Faculty: Jeffrey Kahan, Catherine Irwin, and Laurie Rodrigues

English — B.A.

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.

Total program: 60 semester hours

Core Requirements: 40 semester hours

ENG 270	The Foundations of Linguistics	(4)
ENG 275	Introduction to Literary Criticism	(4)
ENG 351	English Literature I: Beginning to 1790	(4)
ENG 352	English Literature II: 1790-1914	(4)
ENG 353	American Literature I	(4)
ENG 354	American Literature II	(4)
ENG 383	Myth in Literature	(4)
ENG 434	Studies in the American Novel: 1700-1900	(4)
ENG 460	Shakespeare	(4)
ENG 499	Senior Examination	(4)

Electives: A minimum of 20 semester hours of upper-division ENG courses. Courses from other departments may serve as electives upon approval of the English Department Chairperson.

English Minor

Total program: 24 semester hours

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)

HISTORY AND POLITICAL SCIENCE DEPARTMENT

Chairperson: Jason Neidleman

Regular Faculty: Gitty Amini, Allyson Brantley, Richard Gelm, Benjamin Jenkins, Kenneth Marcus, Julio Minoves-Triquell, Jason Neidleman

Adjunct Faculty: Frank Carlson, Stephen Sayles, Steve Slakey, Tyler Smith, Stuart Wood

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.

Total program: 40 semester hours

Core Requirements: 28 semester hours

HSTY 100	World Civilizations I, or	
HSTY 101	World Civilizations II, or	
HSTY 110	US History to 1877, or	
HSTY 111	US History to present	(4)
HSTY 200	Issues in History	(4)
HSTY 310	The American Experience I, or	
HSTY 311	The American Experience II	(4)
HSTY 315	Introduction to Latina/o Histories, or	
HSTY 320	History of Latin America, or	
HSTY 350	Introduction to Public History	(4)
HSTY 330	Early Modern Europe, or	
HSTY 331	Modern Europe	(4)
HSTY 499	Senior Project	(4)

Electives: A minimum of 12 semester hours of 400-level courses in the student's area(s) of emphasis.

Concentration in Public History

Total program: 12 semester hours

In order for students to have a concentration in public history, the following courses must be completed:

HSTY 350	Introduction to Public History	(4)
HSTY 351	Internship in Public History	(4)
HSTY 450	Topics in Public History	(4)

History Minor

Total program: 24 semester hours

Core Requirements:

100 level	One course	(4)
200 level	One course	(4)
300 level	Two courses: one in US or Public History and one in European History	(4) (4)
400 level	Two courses	(4)

Public History Minor

Total program: 20 semester hours

Non-History majors who complete the three core classes and two electives in Public History will have the opportunity to earn a minor in Public History.

Core Requirements:

HSTY 350	Introduction to Public History	(4)
HSTY 351	Internship in Public History	(4)
HSTY 450	Topics in Public History	(4)

Two of the following:

HSTY 310	The American Experience I	(8)
HSTY 311	The American Experience II	
HSTY 316	California History	
HSTY 415	Borderlands and Frontier in North America	
HSTY 416	Los Angeles: The Study of A City	

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.

Total program: 44 semester hours

Prerequisite: Two years of a foreign language

Core Requirements: 24 semester hours

ECON 325	International Economics	(4)
PLSC 351	International Relations	(4)
PLSC 361	Comparative Government and Politics	(4)
HSTY 100	World Civilizations I, or	
HSTY 101	World Civilizations II	(4)
PLSC 389	Research Methods in Political Science, or	(4)
HSTY 398	Approaches to History	(4)
HSTY 499	Senior Project, or	
PLSC 499	Senior Project	(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

Total program: 24 semester hours

Core Requirements:

ECON 325	International Economics	(4)
HSTY 100	World Civilizations I, or	
HSTY 101	World Civilizations II	(4)
PLSC 351	International Relations, or	
PLSC 361	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.

Political Science — B.A.

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

Total program: 44 semester hours

Core Requirements: 24 semester hours

PLSC 301	American Government and Politics	(4)
PLSC 351	International Relations	(4)
PLSC 361	Comparative Government & Politics	(4)
PLSC 371	Classical Political Philosophies, or	
PLSC 373	Modern Political Theory	(4)
PLSC 389	Research Methods	(4)
PLSC 499	Senior Project	(4)

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

Political Science Minor

Total program: 24 semester hours

Core Requirements:

PLSC 301	American Government and Politics	(4)
PLSC 351	International Relations, or	
PLSC 361	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.

Total program: 56 semester hours

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: 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 selected fields	(4)
Senior Project in HSTY/PLSC	(4)

INTERDISCIPLINARY PROGRAMS

International Business and Language — B.S.

Program Advisor: Ann Hills

The goals of this degree 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 of concentration.

Total program: 80 semester hours

Prerequisites: 20 semester hours

FREN 101	Elementary French II, or	
JAPN 101	Beginning Japanese II, or	
SPAN 101	Elementary Spanish II	(4)
FREN 210	Intermediate French I and	
FREN 211	Intermediate French II, or	
JAPN 210	Intermediate Japanese I and	
JAPN 211	Intermediate Japanese II, or	
SPAN 210	Intermediate Spanish I and	
SPAN 211	Intermediate Spanish II	(4, 4)
ACCT 203	Financial and Managerial Acct.	(4)
ECON 228	Economic Theories and Issues	(4)

Core Requirements: 48 semester hours

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 in the target language		(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)
MGMT 451	International Management	(4)
PLSC 351	International Relations	(4)
PLSC 361	Comparative Government and	

Politics	(4)
BUS 496 Business Seminar, or FREN, JAPN, or SPAN 499 Senior Project	(4)

Electives: Three 4-semester hour, 300 or 400 level courses in BUS, ECON, FREN, JAPN, MGMT, PLSC, or SPAN chosen with the approval of the 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. *Students who are not going to enroll in BUS 496 cannot take MGMT 388 as one of their major electives.*

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.

Total program: 49-51 semester hours

Core Requirements: 7-9 semester hours

LA 200	Foundations of Interdisciplinary Studies	(4)
LA 390	Research Methods Across the Disciplines	(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.

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 Core requirements and at least 16 semester hours of upper-division electives.

Total program: 20 semester hours

Core Requirements:

ANTH 314	Sexuality and Gender Issues	(4)
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One of the following:

ANTH 333	Women Across Cultures, or	
ANTH 334	Women's Experience in America	(4)

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

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 other upper-division courses 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)

Latinx & Latin American Studies Minor

Program Director: College of Arts and Science
Dean's Office

The Latinx & Latin American Studies minor is an inclusive curriculum that looks at both classical and contemporary topics in Latinx and Latin American Studies. The minor integrates intercultural communication and community action as a way to develop opportunities for praxis, research and exploration of the multiple identities of the Latinx and Latin American diaspora.

The program connects ethnic and area studies to provide an interdisciplinary focus. Students will critically examine the relationships of Latinxs, Latin Americans, people of the Caribbean and of the Iberian Peninsula to larger social, institutional, political, technological, economic, scientific, historical, religious, and cultural processes, ecologies, epistemologies and values. Students will examine the formation and position of group and individual identities through systematic study, active learning, and research which includes:

1. Understanding Historical and Cultural Knowledge

- Pre-colonial, colonial, post-colonial, and de-colonial socio-political histories of Latin America.
- Historical and political developments of Latinx communities in the US and elsewhere.
- Arts, literature, and representation as mechanisms for establishing identity and promoting social change.
- The processes and implications of *Latinidad* as an umbrella term that both connects and obscures group and individual identities and differences.
- The relationship between language and identity.

2. Analyzing Systems of Power, Oppression, Privilege, and Affordances

- Social processes and stratification across race, class, gender, ethnicity, locale, language(s), generations, sexuality, religion (and so on).
- Colonial and de-colonial epistemologies.
- Transnational, border, diaspora, social,

meta-barrio, slavery, and migration ecologies.

3. Applying the above to Community Engagement

- Through of critical perspectives and de-colonial theories (e.g., Asset-based understandings of community interactions) to students' respective local and global engagements.
- In students' roles as global citizens who understand that group and/or individual actions have real life ethical ramifications.

Total program: 24-28 semester hours

Core Requirements: 12 semester hours

LLAS 100	Introduction to Latinx Studies	(4)
PLSC 455	Government and Politics of Latin America	(4)
SPCM 220	Intercultural Communication	(4)

Electives: A minimum of 12 semester hours if all upper division, 16 if not, selected from the following courses. A maximum of one elective must be taken from the Intercultural Electives. All remaining electives must be taken from Latinx Studies or Latin American Studies. Courses associated with Study Abroad to Latin America may also be considered for inclusion in the electives.

Latinx Studies Electives:

CS 305	Learning Through Community Service: Farm Workers & Grassroots Activism	(2)
CS 305	Learning Through Community Service: The Politics of Immigration	(2)
LLAS 290	Shaping Community Consciousness: Latino Practices of Social Agency, Activism and Transformation	(4)
MUS 108	Salsa & Latin Jazz Ensemble (by audition only)	(0/1)
SPAN 386	Chicano Literature	(4)
SOC 336	Latino Experience, or	
ANTH 336	Latino Experience	(4)
THAR 315	Performance: Staging the Latinx Revolution	(4)

Latin American Studies Electives:

ANTH 221	Peoples and Culture of Mexico	(4)
ART 317	Latin American Art	(4)

HSTY 320	History of Latin America	(4)
HSTY 353	History of Mexico	(4)
LIT 362	Contemporary Latin American: Literature in Translation	(4)
MUS 362	Music of Latin America	(4)
SPAN 320	Hispanic Civilizations and Culture I	(4)
SPAN 321	Hispanic Civilizations and Culture II	(4)
SPAN 431	Hispanic Readings II	(4)
SPAN 433	Hispanic Readings IV	(4)

Intercultural Electives:

ANTH 320	Cultural Anthropology	(4)
PSY 409	Multicultural Psychology	(4)
MGMT 358	Culture and Gender Issues in Management	(4)
PLSC 363	Politics of Developing Nations	(4)
SOC 315	Race & Ethnicity	(4)
SOC 330	Social Class & Inequality	(4)
SOC 371	Birth, Migration and Aging	(4)
SPAN 350	Spanish Translation Workshop	(4)

Sustainability Minor

Faculty Coordinator: Jay Jones

This minor is designed for students interested in the environment and sustainability. It is a valuable complement to any major. The minor allows students to view sustainability from many different perspectives. The course requirements are assembled into major groups that provide exposure to areas, which are particularly important for understanding of the complexity of sustainability issues. The natural sciences provide the basic knowledge of the physical world in which we live. The social sciences and business sector contains course options that provide an understanding of the social, political, economic and ethical dimensions of sustainability. A community service component is built in to provide hands on experience with sustainability issues at the community level. A capstone course is provided at the 400 level to consolidate and integrate knowledge gained in other courses in order to find more effective solutions to environmental problems.

There is considerable flexibility in the course options from which students can choose to meet the requirements. Those interested should speak with their academic advisor and the sustainability minor coordinator for advice regarding specific course options. This minor will empower students to use the knowledge gained in their major to more effectively

enhance their own lives and contribute to the common good.

Requirements:

A total of 30 semester hours is required of which at least 12 SH must be upper division. Students will select from the following courses and others, which may be subsequently approved in each area.

Total program: 30-32 semester hours

Natural Sciences (Three courses from at least two of the following areas)

Natural Science:

NASC 201 General Geology (4)

Life Science:

BIOL 101 Life Science:
The Human Environment (4)

BIOL 201 General Biology I (4)

BIOL 204 Plant Biology (4)

BIOL 205 Animal Biology (4)

BIOL 312 Environmental Biology (4)

Chemistry:

CHEM 103 Introduction to Chemistry (4)

CHEM 201 General Chemistry I (5)

CHEM 280 Topics in Modern Chemistry (4)

CHEM 303 Energy Issues, **or**

PHYS 303 Energy Issues (4)

CHEM 420 Environmental Chemistry (4)

Social Sciences and Business (Four courses from at least two of the following areas)

Anthropology/Sociology:

ANTH 231 Food and Culture (4)

ANTH 320 Cultural Anthropology (4)

ANTH 353 Human Adaptation and Variation (4)

SOC 370 Social Change (4)

Business/Economics:

ECON 228 Economic Theories and Issues** (4)

BUS 343 Foundations of Business Ethics (4)

History/Political Science:

PLSC 301 American Government and Politics (4)

PLSC 363 Politics of Developing Nations (4)

Interdisciplinary:

COMM 351 Mass Media and the
Human Condition (4)

PHIL 310	Women and the Environment	(4)
REL 325	Religion, Ethics and Sustainability	(4)
NASC 316	On the Cusp of the Homogenozoic	(4)
PLSC 412	Justice, Sustainability and the Politics of the Environment**	(4)

Community Service (One course)

CS 305 **	Learning through Community Service (1-2)
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Sustainability reflection – systems thinking (One course)

NASC 401	Sustainability reflection: Systems level approaches to sustainability	(1)
LVE 400 **	E-portfolio capstone: Toward a Sustainable Planet	(1)

**** = Approved sections. i.e. Not all sections of these courses deal with sustainability. See the sustainability minor coordinator to determine which sections qualify.**

KINESIOLOGY DEPARTMENT

Chairperson: Brian Clocksin

Regular Faculty: Paul Alvarez, Brian Clocksin, Sarah Dunn, Megan Granquist, Margo Greicar, Marilyn Oliver, Pat Widolff, Dan Williams, 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 (HHP) prepares students for careers and graduate education in health and sport science professions. The Athletic Training Program prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the Board of Certification (BOC) examination.

Athletic Training — B.S.

(Not available to Fall 2017/Spring 2018 entering freshman)

Director: Megan Granquist

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 the sophomore 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 an ATP 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.

Note: Fall 2016 will be the final class allowed to complete the athletic training degree at the undergraduate level. The undergraduate Athletic Training program will transition to a Master's of Science degree in the Athletic Training program beginning in Fall 2018. Students who have matriculated from an undergraduate program in Kinesiology or related fields will be excellent candidates for the Master's of Science in Athletic Training (MSAT) degree, although graduates of other majors are also welcome. For further information, please contact the Athletic Training Director.

Admission Requirements: Admission into the Athletic Training Program (ATP) is competitive and highly selective. Applicants meeting the minimum requirements listed below are not guaranteed admission into the Program. Applications for admission to the ATP are available in the fall of each year for spring admittance to the Program. 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.

- Application cover letter containing statement of professional intent, any previous athletic training experiences, and career goals
- Professional resume'
- College transcripts (unofficial acceptable) with required courses highlighted: KINE 151, KINE 235, KINE 237, and BIOL 343 (or equivalent as approved by ATP Director) with a combined minimum GPA of 3.0 and 2.75 overall GPA. In progress courses will be evaluated based on the mid-term grade check.
- A mid-term grade check form signed by all of your current professors
- Clinical Hour logs
- All Pre-program evaluations of observation hours
- Three letters of recommendation. Letters should be sealed, addressed to the ATP Oversight Committee on letterhead, and included in your completed application packet.
- Verification of physical examination, including ability to perform ergonomic tasks
- Copy of Immunization Records, including HepB

If admitted to the Athletic Training Program, additional Program costs to the student include the following:

- Membership in the National Athletic Trainers' Association; \$105 (annually)
- CPR for the Professional Rescuer; \$30 (biannually)

Total program semester hours: 75

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 Design	(4)
KINE 355	Anatomical Kinesiology	(4)
KINE 456	Physiology of Exercise	(4)
KINE 456L	Physiology of Exercise Lab	(0)
KINE 499	Senior Project	(4)

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 — B.S.

PETE Concentration total program:

68 semester hours

HHP Concentration total program:

51 semester hours

Supportive Requirement: 4 semester hours

BIOL 343	Human Anatomy	(4)
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Core Requirements: 28 semester hours

KINE 151	Health and Physical Fitness Strategies	(4)
KINE 230	Fieldwork and Foundations of Physical Education and Athletics, or	
KINE 233	Foundations of Kinesiology and Health Professions, or	
KINE 235	Fieldwork and Foundations of Athletic Training	(4)
KINE 323	Biomechanics	(4)
KINE 345	Research Methods and Design	(4)
KINE 355	Anatomical Kinesiology	(4)
KINE 456	Physiology of Exercise	(4)
KINE 456L	Physiology of Exercise Lab	(0)
KINE 499	Senior Project	(4)

PETE Concentration: 40 semester hours

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)

HHP Concentration: 23 semester hours

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 (8)

Kinesiology Minor

Total program: 36 semester hours

Prerequisite for KINE 355 and 456

BIOL 343	Human Anatomy	(4)
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Core Requirements: 32 semester hours

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.

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. Transfer courses are accepted into this program if approved by the Legal Studies Department. We do not transfer civil procedure, litigation, on-line research or internship courses, or courses over seven years old. Courses transferred must be legal specialty courses as defined by the American Bar Association. Majors must take a minimum of 24 semester hours of upper-division LS courses from La Verne. The major requires a minimum of 46 semester hours.

Total program: 46 semester hours

Core Requirements: 36 semester hours

LS 301	American Legal Studies	(4)
LS 304	Legal Research and Writing	(4)
LS 311	Law Office Computer Applications	(2)
LS 355	Advanced Online 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)

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.

Total semester hours: 24

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.

MODERN LANGUAGES DEPARTMENT

Regular Faculty: Claire Angelici, Sean Bernard, Gabriela Capraroio, Ann Hills, Judy Holiday, Jennifer Jared, Joshua Jenkins, Gerard Lavatori, Jolivette Mecnas, Gloria Monteburno, José Pérez-González

Adjunct Faculty: Diane Ayers, William Csellak, Dennis Dirks, Luz Forero, Ghada Mouawad, Arnold Rocha

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 strongly encouraged for 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 majors also prepare students for graduate studies.

French — B.A.

Program Chairperson: Gerard Lavatori

Total program: 40 semester hours

Core Requirements: 33-36 semester hours

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: French Majors are strongly encouraged to 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 374	Experiencing Paris	(4)
FREN 420	Commercial French	(4)
FREN 430	French Literature I	(4)

Japanese Minor

Total semester hours: 20-24

Core Requirements:

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	
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)
JAPN 374	Experiencing Japan: Its Culture and Its People	(4)
JAPN 399	Independent Study	(1-4)
JAPN 420	Commercial Japanese	(4)
LIT 375	Modern Asian Literature in Translation	(4)
REL 305	World Religions: East	(4)
HSTY 464	Modern East Asia, or	
PLSC 464	Modern East Asia	(4)
ART 390*	Art History Special Topics: Asian Art/Japanese Art	(4)

*ART 390 counts toward the minor only when the topic is Asian/Japanese Art.

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

Total program: 40 semester hours

Prerequisites: 8 semester hours

SPAN 210	Intermediate Spanish I	(4)
SPAN 211	Intermediate Spanish II	(4)

Core Requirements: 25-28 semester hours

ANTH 340	Language and Culture, or	
ENG 270	The Foundations of Linguistics	(4)
SPAN 314	Spanish Composition and Advanced Grammar	(4)
SPAN 320	Hispanic Civilization & Culture I, or	
SPAN 321	Hispanic Civilization & Culture II	(4)
SPAN 330	Second Language Teaching	(4)
SPAN 350	Spanish Translation Workshop	(4)
SPAN 499	Senior Project	(1-4)

One of the following:

SPAN 430, 431, 432, 433	Hispanic Readings	(4)
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Electives: Additional upper-division Spanish courses to complete a total of 40 semester hours, many of which may be taken abroad. Literature in translation courses do not apply toward the major, with the exception of SPAN 386 Chicano Literature.

Study Abroad: Spanish majors are strongly encouraged to supplement their La Verne language program 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 are 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, with the exception of SPAN 386 Chicano Literature.

SPAN 314	Spanish Composition and Advanced Grammar, 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)

Creative Writing – B.A.

Program Chairperson: Sean Bernard

Total program: 44 semester hours

Core Requirements: 20 semester hours

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 Author Immersion	(2)
WRT 499	Senior Seminar in Writing	(2)

Elective Core (8 semester hours from the following):

WRT 303	Poetry Writing (Repeatable once)	(4)
WRT 304	Fiction Writing (Repeatable once)	(4)
WRT 305	Literary Magazine Staff	(2, 2)
WRT 307	Special Topics in Writing & Literature	(4)
WRT 324	Literary Non-Fiction Writing	(4)

Electives (16 semester hours chosen from the following):

WRT 307	Special Topics in Writing & Lit	(4)
WRT 309	Creative Writing Workshop	(2)
WRT 324	Literary Non-Fiction Writing	(4)
ENG 335	Los Angeles Fiction	(4)
ENG 354	American Literature II	(4)
ENG 385	Studies in Ethnic American Literature	(4)
ENG 430	Contemporary American Fiction	(4)
ENG 434	Studies in the American Novel	(4)
LIT 362	Contemporary Latin American Literature in Translation	(4)
LIT 375	Modern Asian Literature in Translation	(4)
SPAN 386	Chicano Literature	(4)

Creative Writing Minor

Total semester hours: 24

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 Author Immersion	(2)
WRT 499	Senior Seminar in Writing	(2)

One of the following:

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

Writing Program

Program Chairperson: Jolivette Mecnas

Regular Faculty: Claire Angelici, Sean Bernard, Judy Holiday, Jennifer Jared, Joshua Jensen, Jolivette Mecnas

Adjunct Faculty: Gary Westfahl

The Writing Program views the liberal arts tradition of studying language, rhetoric, and multimodal discourses 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 processes, audience-based communication and research writing as fundamental to lifelong learning. Students must complete all Writing courses with a grade of C- or higher to pass. Students placed in WRT 109 through the Writing Program placement process 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)

General Education UVLL (Lifelong Learning); BA Liberal Studies Elective:

WRT 306 Writing Theory and Practice (4)

MUSIC DEPARTMENT

Chairperson: Reed Gratz

Regular Faculty: Andres Espinoza, Reed Gratz, Irene Messoloras, Michael Ryan, Carol Stephenson, Grace Xia Zhao

Adjunct Faculty: Steve Alaniz, Michael Boos, Pebber Brown, Roberto Catalano, Moh Wei Chen-Hribar, Danielle Cummins Nahas, Robert Dominguez, Andrew Ford, Hedy Lee, Rafael Liebich, Jonathan Mack, Heather Normandie, Anita Hanawalt

Department & Morgan Auditorium Manager: TBD

The mission of the Music Department is to provide students opportunities to experience a broad spectrum of musics from the Western art tradition, American music, and the musics of diverse cultures. Through the courses and performances offered by the department, students will develop critical 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.

While we dedicate ourselves to preparing students to pursue music as a profession, we also believe that all students regardless of major, will be effective leaders in their communities and professions when enriched with the opportunity to explore and develop their personal musical talents and creative imagination. As part of the ULV mission, the Music Department invites and encourages students majoring in other areas to participate in all classes, ensembles, and applied lessons.

Music — B.A.

Total program: 51-54 semester hours

Core Requirements: 51-54 semester hours

MUS 230 Music Theory I (4)

MUS 232 Music Theory II (4)

MUS 330 Music Theory III (4)

MUS 332 Music Theory IV (4)

MUS 351 Medieval Renaissance,
Baroque Music (4)

MUS 352 Classic, Romantic Music (4)

MUS 358 Music of the United States (4)

MUS 359 World Music (4)

300-400 level Theory, History, or Conducting	(4)
120-182 level Applied music	(8)
108-119A level Ensemble	(6)
Piano proficiency (see the Music Dept. for details)	(0)
Concert attendance as approved by Music Dept.	(0)
MUS 499 Senior Project – Recital/Research/ Composition/Recording	(1-4)

Music Minor

Total program: 30 semester hours

Core Requirements:

MUS 230 Music Theory I	(4)
MUS 232 Music Theory II	(4)
MUS 352 Classic, Romantic Music	(4)
MUS 358 Music of the United States	(4)
MUS 359 World Music	(4)
120-182 level Applied music	(4)
108-119A level Ensemble	(6)
Piano Proficiency (see the Music Dept. for details)	(0)
Concert attendance as approved by Music Dept.	(0)

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.

BIOLOGY DEPARTMENT

Chairperson: Jerome V. Garcia

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

Adjunct Faculty: Patricia Caldani, Alissa N. De Koning, Michael Kinney, Harvey Good, Randy Good, Raminder Kaur, Aubry McSweeney, Robert Neher, Jennifer Ruiz, Jasmine Schnakenberg, and Gregory Siegel

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.

Total program: 68-72 semester hours

Supportive Courses: 28 semester hours

MATH 105 Precalculus	(4)
PHYS 201 General Physics I, or	
PHYS 203 Physics I: Mechanics	(5)
CHEM 201 General Chemistry I	(5)
CHEM 202 General Chemistry II	(5)
CHEM 311 Organic Chemistry I	(5)
Any 200-400 Natural Science or advisor approved courses from: MATH, PHYS, CHEM, NASC	(4)

Core Requirements: 28-32 semester hours

Core Introductory courses: 8 semester hours

BIOL 201 General Biology I, or	
BIOL 205 Animal Biology	(4)
BIOL 202 General Biology II, or	
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 and Biosystematics	(2)
One 200-400 elective biology, or advisor approved course	(2-4)

Core Mastery courses: 6-8 semester hours

BIOL 379 Research Methods	(2)
BIOL 380 Biostatistics	(2)
and	
BIOL 499A Senior Seminar	(1)
BIOL 499B Senior Seminar	(1-3)
or	
BIOL 499 Senior Seminar	(0-4)

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	(0-4)
BIOL 390F	Natural History of the Tropics Fieldwork	(2)

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 and Parasitology	(4)
BIOL 344	Human Physiology	(4)
BIOL 361	Plant Physiology	(4)
BIOL 374	Science & Society	(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).

Total program: 24-26 semester hours

Foundational Requirements: 8-10 semester hours

Two of the five courses must be taken*.

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

Electives: A minimum of 16 semester hours of upper-division BIOL 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 BIOL 314-Biochemistry.

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

Community Health – B.S.

Chairperson: Jerome V. Garcia

Total program: 82 semester hours

Supportive Requirements: 34 semester hours

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

Core Requirements: 40 semester hours

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	Leadership and Management in Health Services	(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 270	Social Problems	(4)
SOC 370	Social Change	(4)
SPCM 240	Persuasion and Social Influence	(4)

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

Co-Chairs: Ricardo Morales and Mark Nelson (through Summer 2017)

Regular Faculty: Jay Jones, Ricardo Morales, Mark Nelson, Iraj Parchamazad, Andrew Rice

Adjunct Faculty: Ernie Baughman, Taehyung Kim, Melvin Miles, David Taggart

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. The research areas in the Chemistry Department are related to top-of-the-field topics that will provide the springboard from which the students can acquire the expertise as professional graduates and become evolved in hi-tech activities either at universities or industries.

Chemistry — B.A. /B.S.

Total program:

B.A. 74-75 semester hours/B.S. 82-83 semester hours

Supportive Requirements: 26 semester hours

Students must show competency in Mathematics (MATH 201 & 202), Physics (PHYS 201 & 202 or PHYS 203 & 204), and Biology (BIOL 201 & 202 or 204 & 205).

Core Requirements: 40 semester hours

CHEM 201	General Chemistry I	(5)
CHEM 202	General Chemistry II	(5)
CHEM 230	Analytical Chemistry I	(4)
CHEM 430	Instrumental Methods of Analysis	(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)
CHEM 370	Chemistry Seminar (4 sem.)(1, 1, 1, 1)	

Electives: B.A. 4-5 semester hours (choose one of the following)

B.S. 12-13 semester hours (choose three of the following)

CHEM 314	Biochemistry	(5)
CHEM 420	Environmental Chemistry	(4)
CHEM 440	Inorganic Chemistry	(4)
CHEM 441	Materials Chemistry	(4)
CHEM 450	Advanced Organic Chemistry	(4)

Culminating Requirements: 4 semester hours

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

Chemistry Minor

Students may pursue the Chemistry minor by first meeting with a Chemistry full-time faculty to discuss their interest and goals with respect to earning a minor.

Total program: 36-37

Core Requirements: 24 semester hours

CHEM 201	General Chemistry I	(5)
CHEM 202	General Chemistry II	(5)
CHEM 311	Organic Chemistry I	(5)
CHEM 312	Organic Chemistry II	(5)

MATH 202 Calculus II (4)

Electives: (3 courses of the following)

CHEM 230 Analytical Chemistry I (4)
CHEM 314 Biochemistry (5)
CHEM 411 Physical Chemistry I (4)*
CHEM 412 Physical Chemistry II (4)
CHEM 420 Environmental Chemistry (4)
CHEM 430 Instrumental Methods of Analysis (4)
CHEM 440 Inorganic Chemistry (4)
CHEM 441 Materials Chemistry (4)
CHEM 450 Advanced Organic Chemistry (4)

* Requires completion of PHYS 202/204

MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Computer Science and Computer Engineering — B.S.

Program Chairperson: Ray Ahmadnia

Regular Faculty: Ray Ahmadnia, Jozef Goetz, Seta Whitby

Adjunct Faculty: Patrick Brady, Kayhosrow Daraei, Mohammad Muqri, Samuel Son, Leigh Buchwald

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: 22 semester hours

CMPN 280 Computer Organization (4)
CMPS 367 Object Oriented Language C++ (4)
CMPS 368 Principles of Computer Networks (4)
CMPS 370 Seminar (1)
CMPS 385 Data Structures (4)
CMPS 471 Internship (1)
CMPS 499 Senior Project (4)
Comprehensive Exam (0)

Engineering Concentration: 38-39 semester hours

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)

Additional for Engineering Concentration:

CHEM 201 General Chemistry I, **or**
CHEM 103 Introduction to Chemistry (4-5)
MATH 202 Calculus II (4)

PHYS 201 General Physics I and
PHYS 202 General Physics II
or
PHYS 202 General Physics II and
PHYS 203 Physics I: Mechanics
or
PHYS 203 Physics I: Mechanics and
PHYS 204 Physics II: Electricity and Magnetism (5,5)

Information Science Concentration: 37 semester hours

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)

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)

Internet Programming Concentration: 34 semester hours

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 Using .NET (4)
CMPS 480 Distributed Internet Computing (4)

Additional for Software and Internet Programming Concentrations:

MATH 202 Calculus II (4)

PHYS 201 General Physics I and

PHYS 202 General Physics II

or

PHYS 203 Physics I: Mechanics

PHYS 204 Physics II: Electricity and Magnetism (5,5)

Software Concentration: 34 semester hours

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)

Additional for Software and Internet Programming Concentrations:

MATH 202 Calculus II (4)

PHYS 201 General Physics I and

PHYS 202 General Physics II

or

PHYS 203 Physics I: Mechanics

PHYS 204 Physics II: Electricity and Magnetism (5,5)

Elective requirement for each concentration: A minimum of two courses from the following or from a concentration outside the chosen one:

CMPS 303 Integrated Electronics (4)

CMPS 362 Numerical Algorithms (4)

CMPS 369 Local Area Networks (4)

CMPS 377 Visual Basic.NET (4)

CMPS 379 Java (4)

CMPS 388 Software Engineering (4)

CMPS 390 Special Topics in Computer Science (1-4)

CMPS 451 Artificial Intelligence (4)

CMPS 463 Computer Graphics (4)

CMPS 481 Mobile Apps Development (4)

CMPS 491 Systems Architecture (4)

Supportive Requirements: 12 semester hours

CMPS 301 Programming Concepts (4)

MATH 201 Calculus I (4)

MATH 327 Discrete Mathematics (4)

Information Science Minor

Total semester hours: 20

CMPS 375 Systems Analysis & Design (4)

CMPS 392 Project Management (4)

CMPS 410 Management Information Systems (4)

CMPS 490 Database Management Systems (4)

CMPS Elective (Upper Division) (4)

Internet Programming Minor

Total semester hours: 24

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 Using .NET (4)

CMPS 480 Distributed Internet Computing (4)

CMPS 481 Mobile Apps Development (4)

Software Minor

Total semester hours: 20

CMPS 362 Numerical Algorithms, **or**
CMPS 400 Analysis of Algorithms (4)

CMPS 377 Visual Basic .NET, **or**

CMPS 378 C# Programming Using .NET, **or**

CMPS 379 Java (4)

CMPS 385 Data Structures (4)

CMPS 460 Operating Systems (4)

CMPS Elective (Upper Division) (4)

E-Commerce — B.S.

Program Chair: Ray Ahmadnia

The major requires a minimum of 48 semester hours of core, concentration (either A or B) and elective courses. In addition, students must satisfy the supportive requirements as well. 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.

Total program: 66 semester hours

Prerequisites: 18 semester hours

CMPS 200 Informational Technology (2)

ACCT 203	Financial & Managerial Accounting	(4)
ECON 228	Economic Theories and Issues	(4)
BUS 270	Business Statistics	(4)
MGMT 300	Principles of Management	(4)

Core Requirements: 32 Semester hours

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 378	C# Programming using .NET	(4)
CMPS 392	Project Management	(4)
CMPS 410	Management Information Systems	(4)
CMPS 499	Senior Project	(4)

Concentrations: 12 Semester hours

Engineering of E-Commerce

CMPS 319	Publishing on the Web II	(4)
CMPS 320	Internet Apps Development	(4)
CMPS 481	Mobile Apps. Development	(4)

Information System of E-Commerce

CMPS 375	Systems Analysis and Design	(4)
CMPS 420	Cyber Security	(4)
CMPS 490	Databse Management Systems	(4)

Electives: 4 Semester hours

One of the following:

CMPS 301	Programming Concepts	(4)
CMPS 379	Java	(4)
CMPS 480	Distributed Internet Computing	(4)

Information Technology — B.S.

Program Chair: Ray Ahmadnia

Regular Faculty: Ray Ahmadnia, Jozef Goetz, Seta Whitby

Adjunct Faculty: Patrick Brady, Samuel Son

This major requires a minimum of **49 semester hours** of Core courses. Students are required to complete all core requirements as well as satisfy **14 semester hours** of supportive requirements.

Total program: 63 semester hours

Supportive Requirements: 14 semester hours

CMPS 200	Information Technology	(2)
BUS 270	Business Statistics	(4)
MATH 327	Discrete Mathematics	(4)
BUS 343	Foundations of Business Ethics	(4)

Core Requirements: 49 semester Hours

CMPS 218	Publishing on the Web I	(4)
CMPS 301	Programming Concepts	(4)
CMPS 302	The Digital Society	(4)
CMPS 367	Object Oriented Language C++	(4)
CMPS 368	Principles of Computer Networks	(4)
CMPS 375	Systems Analysis and Design	(4)
CMPS 392	Project Management	(4)
CMPS 410	Management Information Systems	(4)
CMPS 420	Cyber Security	(4)
CMPS 471	Internship	(1)
CMPS 490	Database Management Systems	(4)
CMPS 491	Systems Architecture	(4)
CMPS 499	Senior Project	(4)

Mathematics — B.A./B.S.

Program Chairperson: Michael Frantz

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

Adjunct Faculty: Peter Banda, Jr., Jessica Cortez, Ron Morrow, Scott Phelps, David Shibuya

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.

Total program: B.A. 51-54 semester hours

B.S. 55-58 semester hours

Core Requirements for B.A. and B.S.: 21-24 semester hours

MATH 201	Calculus I	(4)
MATH 202	Calculus II	(4)
MATH 305	Transition to Adv. Mathematics	(4)
MATH 311	Calculus III	(4)
MATH 320	Linear Algebra	(4)
MATH 499	Senior Project	(1-4)
	Comprehensive examination	(0)

Additional Core Requirements for B.A.: 8 semester hours

MATH 319	Vector Calculus, or	
MATH 328	Abstract Algebra	(4)
MATH 325	Number Theory, or	
MATH 351	Probability	(4)

Additional Core Requirements for B.S.: 8 semester hours

MATH 315	Differential Equations	(4)
MATH 328	Abstract Algebra	(4)

Supportive Requirements for B.A. and B.S.: 14 semester hours

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

Electives for B.A.: A minimum of 8 semester hours in upper-division mathematics courses.

Electives for B.S.: A minimum of 12 semester hours in upper-division mathematics courses.

Note: All Mathematics courses being transferred in to fulfill requirements for the Mathematics major must be approved by the Mathematics Program Chair. All courses from community colleges are, by definition, lower-division and are rarely approved as equivalent to upper-division courses taught at La Verne.

Mathematics Minor

Total program: 24 semester hours

Core Requirements

MATH 201	Calculus I	(4)
MATH 202	Calculus II	(4)
MATH 305	Transition to Adv. Mathematics	(4)
MATH 311	Calculus III	(4)
MATH 320	Linear Algebra, or	
MATH 328	Abstract Algebra	(4)
1 approved upper division MATH course		(4)

Physics — B.A./B.S.

Program Chairperson: David Chappell

Regular Faculty: David Chappell, Vanessa Preisler, Amtul Chaudry

Adjunct Faculty: Chris Morgan, Scott Phelps, Abdolvahab Majlessi, Uwe Muench, Laurence Stein

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.

**Total program: B.A. 61-64 semester hours
B.S. 65-68 semester hours**

Core Requirements: 32-35 semester hours

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)	(2, 2)
PHYS 499	Senior Seminar/Project	(1-4)
Comprehensive examination		(0)

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

Supportive Requirements: 21 semester hours

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)

Physics Minor

Total program: 30-31 semester hours

Core Requirements:

MATH 201	Calculus I	(4)
MATH 202	Calculus II	(4)

Either PHYS 201/PHYS 202 or PHYS 203/PHYS 204:

PHYS 201	General Physics I	
PHYS 202	General Physics II,	(5,5)

or

PHYS 203	Physics I: Mechanics	
PHYS 204	Physics II: Electricity & Magnetism	(5,5)

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)

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 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.

Total program: 52 semester hours

Core Requirements: 40 semester hours

ART 120	Foundations of Design	(4)
PHOT 210	Elementary Photography	(4)
PHOT 230	Documentary Photography	(4)
PHOT 305	Magic Box Revolutions	(4)
PHOT 310	Image Processing	(4)
PHOT 327	Staff Photography	(2,2)
PHOT 356	Digital Portfolio	(4)
PHOT 360	Studio Lighting	(4)
PHOT 365	The Female Frame	(4)
PHOT 499	Senior Project	(4)

Electives. Select a minimum of **12 semester hours** from at least 4 different courses
(PHOT 321 and PHOT 322 must be taken concurrently):

PHOT 299	Independent Study	(1-4)
PHOT 315	Alternative Photographic Processes	(4)
PHOT 321	Portrait Photography <u>and</u>	
PHOT 322	Digital Photo Retouching	(2, 2)
PHOT 351	Landscape Photography	(4)
PHOT 354	Social Documentary	(4)
PHOT 399	Independent Study	(1-4)
PHOT 421	Events and Weddings	(4)
PHOT 422	Architectural Photography	(4)
PHOT 450	Special Projects in Photography	(4)
PHOT 497	Internship	(1-4)

Photography Minor

Total program: 26 semester hours (at least 16 semester hours must be upper division)

Core Requirements: 18 semester hours

PHOT 100	How Do I Look Better?	(4)
PHOT 230	Documentary Photography	(4)
PHOT 305	Magic Box Revolutions	(4)
PHOT 310	Image Processing	(4)
PHOT 327	Staff Photography	(2)

Electives: A minimum of **8 semester hours** from at least two different courses.
(PHOT 321 and PHOT 322 must be taken concurrently):

PHOT 210	Elementary Photography	(4)
PHOT 321	Portrait Photography <u>and</u>	
PHOT 322	Digital Retouching	(2, 2)
PHOT 315	Alternative Photographic Processes	(4)
PHOT 351	Landscape Photography	(4)
PHOT 354	Social Documentary	(4)
PHOT 356	Digital Portfolio	(4)
PHOT 360	Studio Lighting	(4)
PHOT 365	The Female Frame	(4)
PHOT 421	Events and Weddings	(4)
PHOT 422	Architectural Photography	(4)
PHOT 450	Special Projects in Photography	(4)

PROGRAMS

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 pro-

gram also provides opportunities for creative expression 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 (unweighted) of 3.5 or above and a combined SAT Mathematics and Evidence-Based Reading and Writing score of 1240 are required. For currently enrolled students, an application essay, a 3.3 GPA or above, and the recommendations of two University of La Verne 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 University of La Verne Honors elective credits reduced to 12.

Core Requirements: 12 semester hours

HONR 111	Solving the Modern World	(4)
HONR 370	Honors Colloquium (2 semesters)	(1,1)
HONR 499	Senior Project – The World is Our Neighborhood	(2)

One of the following:

HONR 201	Global Ideas I, or	
HONR 202	Global Ideas II, or	
HONR 203	Global Ideas III	(4)

Electives: 16 semester hours (completion of 201, 202, and 203 is recommended):

HONR 201	Global Ideas I	(4)
HONR 202	Global Ideas II	(4)
HONR 202P	Global Ideas II: From Galileo to the Multiverse	(4)
HONR 203	Global Ideas III	(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)
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)

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

Faculty: Leticia Arellano-Morales, Aaron Baker, Ngoc Bui, Amy Demyan, Glenn Gamst, Arthur Gonchar, Jerry Kernes, Christine Ma-Kellams, Luci Martin, Nadine Nakamura, Christopher Perez, Kristina Post, Richard Rogers, Rocio Rosales-Meza
Emeriti Faculty: Aghop Der-Karabetian, Valerie Jordan

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

Psychology — B.S.

Program Chairperson: Arthur Gonchar

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

Total program: 58 semester hours

Courses for declaration of major: 10 semester hours

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

Core Requirements: 32 semester hours

PSY 312	Abnormal Psychology	(4)
PSY 390	Research Methods	(4)
PSY 400	History of Psychology	(4)
PSY 405	Brain and Behavior	(4)
PSY 407	Life-Span Development	(4)
PSY 409	Multicultural Psychology	(4)
PSY 497	Internship	(4)

One of the following:

PSY 404	Experimental Psychology, or	
PSY 499	Senior Thesis	(4)

Two of the following laboratory courses: 8 semester hours

PSY 303	Learning and Behavior Change	(4)
PSY 306	Cognitive Psychology	(4)
PSY 308	Social Psychology	(4)
PSY 320	Advanced Statistics and Design	(4)

Electives: 8 semester hours

A minimum of two of the following:

PSY 315	Psychological Testing	(4)
PSY 316	Personality Theory and Research	(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

Total program: 28 semester hours

Prerequisite: 4 semester hours

PSY 101	Principles of Psychology	(4)
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Core Requirements: 24 semester hours

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

Two of the following:

PSY 303	Learning and Behavior Change	(4)
PSY 306	Cognitive Psychology	(4)
PSY 308	Social Psychology	(4)
PSY 320	Advanced Statistics and Design	(4)



RELIGION & PHILOSOPHY

DEPARTMENT

Chairperson: Richard Rose

Regular Faculty: Dan Campana, Richard Rose

Adjunct Faculty: Marshall Osman, Dane Sawyer, John Khanjian, Zandra Wagoner, Shannon Hensley

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 available in Religion Philosophy or Interfaith Studies. 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. The Interfaith Studies minor offers students opportunities to think critically about their own evolving worldview within a pluralistic context. 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.

While the criteria for admission is listed above, financial aid eligibility has its own criteria. Please refer to the Financial Aid sections on Eligibility and Ability to Benefit in this catalog for financial aid eligibility criteria.

Religion — B.A.

Total program: 44-45 semester hours

Core Requirements:

PHIL 351	Philosophy of Religion	(4)
REL 100	Introduction to Religion	(4)
REL 220	Survey of Old Testament/ Hebrew Scriptures, or	
REL 230	Survey of New Testament	(4)
REL 490	Research Strategies	(0-1)
REL 499	Senior Project	(4)

Scripture: one course with SC designation

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

Theology: one course with TH designation

REL 348	Formative Thinkers of 20 th Century Theologies	(4)
REL 349	Contemporary Themes in Christian Thought	(4)
REL 390	Topics in Religion with TH designation	(4)

Religion & Society: one course with RS designation

REL 325	Religion, Ethics and Sustainability	(4)
REL 390	Topics in Religion with RS designation	(4)
REL 398	Topics in Urban Studies	(4)

Non-Western Religion: one course with NW designation

REL 305	World Religions: East	(4)
REL 390	Topics in Religion with NW designation	(4)

Electives: 12 semester hours

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.

Total program semester hours: 44-45

Core Requirements:

HUM 305	Values and Critical Thinking	(4)
PHIL 110	Introduction to Philosophy	(4)
PHIL 330	Ethics	(4)
PHIL 399	Independent Study on a selected major philosopher	(4)
PHIL 490	Research Strategies	(0-1)
PHIL 499	Senior Project	(4)

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

PHIL 321	History of Ancient and Medieval Philosophy	(4)
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PHIL 350	Topics in Philosophy with AM mark	(4)
PHIL 371	Classical Political Philosophies	(4)

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

PHIL 322	History of Modern and Contemporary Philosophy	(4)
PHIL 350	Topics in Philosophy with MC mark	(4)
PHIL 373	Modern Political Theory	(4)
PHIL 375	Contemporary Political Theory	(4)

Philosophy & Society: one course with PS (4 semester hours)

PHIL 317	Power and Oppression	(4)
PHIL 350	Topics in Religion with PS mark	(4)
PHIL 351	Philosophy of Religion	(4)
PHIL 370	Contemporary Issues in the Philosophy of Love and Sex	(4)

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

REL 305	World Religions: East	(4)
REL 390	Topics in Religion with NW Designation	(4)

Electives: 8 semester hours

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.

Total program: 44-45 semester hours

Core Requirements:

PHIL 110	Introduction to Philosophy, or	
REL 100	Introduction to Religion	(4)
PHIL 351	Philosophy of Religion	(4)
PHIL 490 or REL 490	Research Strategies	(0-1)
PHIL 499 or REL 499	Senior Project	(4)

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

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

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

PHIL 322	History of Modern and Contemporary Philosophy	(4)
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PHIL 350	Topics in Philosophy with MC mark	(4)
PHIL 373	Modern Political Theory	(4)
PHIL 375	Contemporary Political Theory	(4)

Scripture: one course with SC designation (4 semester hours)

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

Theology: one course with TH designation (4 semester hours)

REL 348	Formative Thinkers of 20 th Century Theologies	(4)
REL 349	Contemporary Themes in Christian Thought	(4)
REL 390	Topics in Religion with TH Designation	(4)

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

REL 388	American Baptist Missions Today	(4)
REL 390	Topics in Religion with RS Designation	(4)
REL 398	Topics in Urban Studies	(4)
REL 497	Internship	(1-4)

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

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

Electives: 8 semester hours

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

Total semester hours: 24

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

Total program: 24 semester hours

Core Requirements:

REL 100 Introduction to Religion (4)

Scripture: one course with SC designation (4 semester hours)

REL 220 Survey of Old Testament/
Hebrew Scriptures (4)

REL 230 Survey of New Testament (4)

REL 331 Jesus and His Teachings, **or**

REL 335 The First Christians, **or**

REL 390 Topics in Religion with SC designation

Upper-division REL electives: **16 semester hours**

(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 semester hours consisting of five courses.

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

Total Program: 24 semester hours

Core Requirements: 20 semester hours

Historical Knowledge of Interfaith Cooperation

REL 100 Introduction to Religion (4)

INTD 305 Pathways to Peace (4)

Appreciative, Integrative, or Synthesizing

Knowledge

REL 305 World Religions: East (4)

REL 300 World Religions: West (4)

REL 395 Religion in the City (4)

INTD 321 Religion, Science, and
Consciousness (4)

Interfaith Service/Community Engagement

PHIL 317 Power and Oppression (4)

REL 497 Internship (1-4)

Interfaith Leadership

HUM 302 Conflict Resolution and
Non-Violence (4)

REL 390 Topics in Religion with Interfaith
Leadership designation (4)

Capstone Reflection: 4 semester hours

REL 401 Interfaith Reflection and
Interfaith Action (4)

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chairperson: Karen Donahue

Regular Faculty: Felicia Beardsley, Joseph Cabrera, Sharon Davis, Hector Delgado, Karen Donahue, Kanya Godde, Margaret Gough, Roy Kwon, Kim Martin

Associate Faculty: Monica Argandona, Glenn Goodwin

Adjunct Faculty: Julie Abighanem, Stacey Haug, Hilarie Kelly, Dan Kennan, John Norvell, Christine Rodriguez, Ben Rosenberg, Dan Ross

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 54 semester hours including supportive requirements. A maximum of

two courses may be accepted in transfer to be applied toward the Breadth Requirements.

Total program: 58-60 semester hours

Supportive Course: 4 semester hours

ANTH 305 Quantitative Analysis (4)

Core Requirements: 20 semester hours

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

Breadth Requirements: 22-24 semester hours

1 Cultural Anthropology Course as
Approved by Advisor (4)
1 Linguistic Course as approved by Advisor (4)
1 Biological Anthropology Course as
Approved by Advisor (4)
1 Archaeology Course as Approved by Advisor (4)
2 Labs (6-8)

Electives: 12 semester hours

Three Electives as Approved by Advisor (12)

Anthropology Minor

Total program: 22-24 semester hours

Core Requirements: 18-20 semester hours

1 Cultural Anthropology Course as
Approved by Advisor (4)
1 Linguistic Course as approved by Advisor (4)
1 Biological Anthropology Course as
Approved by Advisor (4)
1 Archaeology Course as Approved by Advisor (4)
1 Lab (2-4)

Elective: 4 semester hours

One Elective as Approved by Advisor (4)

Note: All courses in the minor must be upper division.

Behavioral Sciences — B.S.

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

General Concentration: 48 semester hours

Ethnic Studies Concentration: 56 semester hours

Core Requirements: 32 semester hours

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 499A Senior Thesis A (4)
ANTH/SOC 499B Senior Thesis B (4)

General Concentration: 16 semester hours

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: Eight upper-division semester hours

from PSY, SOC, and/or ANTH approved by the advisor.

Ethnic Studies Concentration: 24 semester hours

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 338 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

Total program: 24 semester hours

Core Requirements:

ANTH 250	Issues in Anthropology, or	
PSY 101	Principles of Psychology, or	
SOC 250	Introduction to Sociology	(4)
PSY 316	Personality Theory and Research	(4)
SOC 270	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)

Criminology — B.S.

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

Total program: 60 semester hours

Supportive Courses: 8 semester hours

SOC 250	Introduction to Sociology	(4)
SOC 305	Quantitative Analysis	(4)

Core Requirements: 16 semester hours

SOC 390	Research Methods	(4)
SOC 497	Internship	(4)
SOC 499A	Senior Thesis A	(4)
SOC 499B	Senior Thesis B	(4)

Breadth Requirements: 20 semester hours

SOC 321	Juvenile Delinquency	(4)
SOC 322	Introduction to Criminology	(4)
SOC 326	Criminal Justice System	(4)
SOC 345	White-Collar Crime	(4)
SOC 350	Law and Society	(4)

Area 1: 8 semester hours

Criminological (Choose 2 courses):

SOC 329	Correctional Systems	(4)
SOC 360	Death Penalty	(4)
SOC 342	Urban Crime Patterns	(4)
ANTH 262	Forensic Investigations, or	
SOC 262	Forensic Investigations	(4)

Area 2: 8 semester hours

Sociological (Choose 2 courses):

SOC 315	Race and Ethnicity	(4)
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SOC 317	Health, Wealth, and Poverty	(4)
SOC 320	Sociology of Deviance	(4)
SOC 330	Social Class and Inequality	(4)
SOC 348	Social Networks of Crime, Health, and Organizations	(4)

Criminology Minor

Total program: 28 semester hours

Prerequisites: 4 semester hours

SOC 250	Introduction to Sociology	(4)
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Core Requirements: 24 semester hours

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

Ethnic Studies Minor

Total program: 20 semester hours

Core Requirements:

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 338	Native American Experience	(4)

Sociology — B.S.

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

Total program: 60 semester hours

Supportive Courses: 8 semester hours

SOC 250	Introduction to Sociology	(4)
SOC 305	Quantitative Analysis	(4)

Core Requirements: 20 semester hours

SOC 390	Research Methods	(4)
SOC 400	Sociological Theory	(4)
SOC 497	Internship	(4)
SOC 499A	Senior Thesis A	(4)

SOC 499B Senior Thesis B (4)

**Category A: 16 semester hours
(4 of the following)**

SOC 210 Sociology of the Family (4)
SOC 270 Social Problems (4)
SOC 320 Sociology of Deviance (4)
SOC 341 Urban Sociology (4)
SOC 348 Social Networks (4)
SOC 370 Social Change (4)
SOC 371 Birth, Migration, and Aging (4)

**Category B: 16 semester hours
(4 of the following)**

SOC 315 Race and Ethnicity (4)
SOC 317 Health, Wealth, and Poverty (4)
SOC 330 Social Class and Inequality (4)
SOC 331 Gender Inequality (4)
SOC 335 Black Experience in the US (4)*
SOC 336 Latino Experience (4)*
SOC 337 Asian-American Experience (4)*
SOC 338 Native-American Experience (4)*

*Only one experience class may be used to fulfill this requirement

Sociology Minor

Total program: 24 semester hours

Core Requirements:

SOC 250 Introduction to Sociology (4)
SOC 330 Social Class and Inequality (4)
SOC 400 Sociological Theory (4)

Three of the following:

SOC 210 Sociology of the Family (4)
SOC 315 Race and Ethnicity (4)
SOC 317 Health, Wealth, and Poverty (4)
SOC 320 Sociology of Deviance (4)
SOC 331 Gender Inequality (4)
SOC 341 Urban Sociology (4)
SOC 348 Social Networks (4)
SOC 370 Social Change (4)
SOC 371 Birth, Migration, and Aging (4)

SPEECH COMMUNICATION DEPARTMENT

Chairperson: Rob Ruiz (Interim)

Regular Faculty: Kristine Butterly, Ian Lising, Rob Ruiz

Adjunct Faculty: Thomas Allison, Michaeline Anderson Farzad, Shannon Higgins

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 and La Verne Mock Trial Team that both compete nationally as well as the La Verne Debate Team, which competes nationally and internationally. All 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.

Total program: 42-44 semester hours

Core Requirements: 26-28 semester hours

SPCM 100 Fundamentals of Public Speaking (2)
SPCM 110 Introduction to Speech Communication Theory & 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 semester hours

SPCM 310	The Dark Side of Interpersonal Communication	(4)
SPCM 332	Interviewing Principles & Practices	(4)
SPCM 345	Trial Advocacy	(4 or 8)
SPCM 350	Argumentation & Debate	(4 or 8)
SPCM 400	Voices of Revolution	(4)
SPCM 420	Health Communication	(4)
SPCM 440	Advocacy: An Experience in Social Justice	(4)
SPCM 450	Political Communication	(4)
SPCM 490	Special Topics in Speech Communication	(4)

Speech Communication Minor

Total program: 24 semester hours

Core Requirements: 8 semester hours

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

A minimum of one of the following four:

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

Electives: 16 semester hours of any Speech Communication Department upper division course.

THEATRE ARTS DEPARTMENT

Interim Chair: Sean Dillon

Regular Faculty: Sean Dillon, David Flaten, Steven Kent

Artist in Residence: Alma Martinez

Technical Director: Alan Tollefson

Adjunct Faculty: Brandon Baruch, Matthew Hill, Maro Parian, Alan Tollefson

Senior Adjunct Faculty: Skip Clague

The Department of Theatre Arts views theatre as an integrative discipline that embraces many fields and activities that nurture creativity and develop transfer-

able competencies in communication, collaborative process, project management, and many other related skills. Our goal is to create a learning environment that empowers our students to become skilled, self-motivated, socially aware theatre artists and active and engaged global citizens prepared for professional careers or graduate study. La Verne's Department of Theatre Arts offers a rigorous academic program with a solid foundation in theatre history, dramatic literature, theory, and criticism, as well as acting and technical training realized through studio presentations and productions for the public. Active participants include non-majors as well as theatre students. Theatre majors are encouraged to develop a special emphasis area of study, such as performance, management, directing, theatre technology or an area of design, through electives approved by their advisor.

Theatre Arts – B.A.

Total program: 42 semester hours minimum

Core Requirements:

THAR 110	Acting for Anyone, or	
THAR 113	Theatre, Acting, & Performance, or	
THAR 210	Acting Studio, or	
THAR 212	Acting for the Camera	(2 or 4)
THAR 120	Introduction to Stagecraft	(2)
THAR 321	Production Experience (3 Sem.)	(1, 1, 1)
THAR 233	Intro. to Design for Stage & Studio	(4)
THAR 251	Intro. to Theatrical Directing, or	
THAR 351	Directing Studio I	(4)
THAR 255	Theatre and Stage Management	(2)
THAR 270	Theatre Seminar (2 semesters)	(1, 1)
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, but are not limited to, the options listed above as well as:

THAR 100	Introduction to Theatre	(2)
THAR 111	Voice for Actors	(2)
THAR 115	Contemporary Dance	(1)
THAR 202	Performance Art & Experimental Theatre	(4)
THAR 215	Rehearsal and Performance	(1)
THAR 220	Stagecraft II	(2)
THAR 232	Lighting Design I	(2 or 3)
THAR 234	Costume Design and Construction I	(4)
THAR 299	Independent Study	(1-4)
THAR 310	Advanced Acting Studio	(2)
THAR 311	Oral Communication	(2)
THAR 314	Conscious Acting: Auditioning and Cold Reading	(2)
THAR 315	Performance	(4)
THAR 317	Musical Theatre	(2)
THAR 320	Stagecraft III	(2)
THAR 332	Lighting Design II	(3)
THAR 333	CAD Design Processes for Stage and Studio	(2)
THAR 334	Costume Design II	(2)

THAR 377	Theatre & Drama Instruction for Teachers	(4)
THAR 399	Independent Study	(1-4)
THAR 410	Conscious Acting: The Power of Story	(3 or 4)
THAR 451	Directing Studio II	(4)
THAR 460	Playwriting and Screenwriting II	(3 or 4)
THAR 498	Theatre Internship	(2-4)
THAR 499	Senior Project	(1-4)

Theatre Arts Minor

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

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



COLLEGE of BUSINESS and PUBLIC MANAGEMENT

Dean: Abe Helou

Associate Dean: Rita Thakur

Associate Dean: Keeok Park

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 degrees 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 degrees in E-Commerce and International Business & Language. Minors in Business Administration, Business Management,

Economics, and Marketing are available for non-business majors.

Traditional-undergraduate 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 concentrations 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, Non-profit Management, and Organizational Development), and a Doctor of Public Administration. Graduate academic certificates are available in the areas of concentration.

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, Tong Zeng

MANAGEMENT & LEADERSHIP DEPARTMENT

Chairperson: Janat Yousof

Regular Faculty: Yeri Cho, Douglas Chun, Kathleen Duncan, Loren Dyck, Omid Furutan, Issam Ghazzawi, Louise Kelly, Si Hyun Kim, Giacomo Lafranchini, Byungku Lee, Susan MacDonald, Deborah Olson, Virgil Smith, Yvonne Smith, Janat Yousof

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

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

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

CENTRAL CAMPUS UNDERGRADUATE BUSINESS PROGRAMS

Accounting — B.S.

The Accounting degree 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.

Total program: 82 semester hours

The following must be completed before enrolling in 300 or 400 level ACCT, BUS, ECON, or MGMT courses: 30 semester hours

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	Introduction to Operations Management	(4)

Core Requirements: 52 semester hours

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)
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)

Concentrations: Accounting students may pursue one of the concentrations listed under the B.S., Business Administration (Business Management, Information Technology, International Business or Marketing) by satisfying all the requirements of the B.S., Accounting and of the concentration.

Business Administration — B.S.

The Business Administration degree 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 life-long learning are woven throughout the curriculum.

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.

Total program: 78 semester hours

The following must be completed before enrolling in 300 or 400 level ACCT, BUS, ECON, or MGMT courses: 30 semester hours

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	Introduction to Operations Management	(4)

Core Requirements: 36 semester hours

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)

All entering students will have to take BUS 330, BUS 360, BUS 390, and MGMT 300 as a block. BUS 390 will be used as an elective.

CAPA students are not allowed to take the block classes unless they get an override. The requirement is for the B.S. in Business Administration, CAPA students are in the B.A. in Business Administration.

Electives or Concentration: 12 semester hours

Three 300-400 level ACCT, BUS, ECON, and/or approved MGMT (except MGMT 388 and MGMT 496) courses or one of the following concentrations:

Business Management Concentration: This concentration studies theoretical foundations for understanding how an organization is affected by its environment, how employees are motivated to accom-

plish organizational goals, practical skills necessary for attracting, encouraging, and retaining human resources, and successful interpersonal skills.

Total Concentration: 12 semester hours

MGMT 356	Intro. To Organizational Theory	(4)
MGMT 455	Managing Human Resources	(4)

One of the following:

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

Information Technology Concentration: This concentration prepares students for successful careers in Information Systems/Information Technology. It also provides an overview and trend analysis for decision making.

Total Concentration: 16 semester hours

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.

Total Concentration: 12 semester hours

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.

Total Concentration: 12 semester hours

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

E-Commerce — B.S.

Program Chair: Ray Ahmadnia

The major requires a minimum of 48 semester hours of core, concentration (either A or B) and elective courses. In addition, students must satisfy the supportive requirements as well. 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.

Total program: 66 semester hours

Prerequisites: 18 semester hours

CMPS 200	Informational Technology	(2)
ACCT 203	Financial & Managerial Accounting	(4)
ECON 228	Economic Theories and Issues	(4)
BUS 270	Business Statistics	(4)
MGMT 300	Principles of Management	(4)

Core Requirements: 32 Semester hours

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 378	C# Programming using .NET	(4)
CMPS 392	Project Management	(4)
CMPS 410	Management Information Systems	(4)
CMPS 499	Senior Project	(4)

Concentrations: 12 Semester hours

Engineering of E-Commerce

CMPS 319	Publishing on the Web II	(4)
CMPS 320	Internet Apps Development	(4)
CMPS 481	Mobile Apps. Development	(4)

Information System of E-Commerce

CMPS 375	Systems Analysis and Design	(4)
CMPS 420	Cyber Security	(4)
CMPS 490	Database Management Systems	(4)

Electives: 4 Semester hours

One of the following:

CMPS 301	Programming Concepts	(4)
CMPS 379	Java	(4)
CMPS 480	Distributed Internet Computing	(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: 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.

Total Program: 78 semester hours

The following must be completed before enrolling in 300 or 400 level ACCT, BUS, ECON, or MGMT courses: 30 semester hours

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	Introduction to Operations Management	(4)

Core Requirements: 48 semester hours

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)

International Business and Language — B.S.

Program Advisor: Ann Hills

The goals of this degree 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 of concentration.

Total program: 80 semester hours

Prerequisites: 20 semester hours

FREN 101	Elementary French II, or	
JAPN 101	Beginning Japanese II, or	
SPAN 101	Elementary Spanish II	(4)
FREN 210	Intermediate French I and	
FREN 211	Intermediate French II, or	
JAPN 210	Intermediate Japanese I and	
JAPN 211	Intermediate Japanese II, or	
SPAN 210	Intermediate Spanish I and	
SPAN 211	Intermediate Spanish II	(4, 4)
ACCT 203	Financial and Managerial Acct.	(4)
ECON 228	Economic Theories and Issues	(4)

Core Requirements: 48 semester hours

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 in the target language		(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)
MGMT 451	International Management	(4)
PLSC 351	International Relations	(4)
PLSC 361	Comparative Government and Politics	(4)
BUS 496	Business Seminar, or	
FREN, JAPN, or SPAN 499 Senior Project		(4)

Electives: Three 4-semester hour, 300 or 400 level courses in BUS, ECON, FREN, JAPN, MGMT, PLSC, or SPAN chosen with the approval of the 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. *Students who are not going to enroll in BUS 496 cannot take MGMT 388 as one of their major electives.*



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)

Total program: 68 semester hours

Prerequisites: 20 semester hours

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 Requirements: 48 semester hours

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

Business Administration — B.A.

(Available only at selected regional campuses)

This degree 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 learn-

ing skills are woven throughout the program.

Total program: 60 semester hours

Prerequisites: 12 semester hours

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

Core Requirements: 40 semester hours

ACCT 203	Financial & Managerial Accounting	(4)
BUS 330	Business Finance	(4)
BUS 347	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: 8 semester hours

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

Total program: 52 semester hours

Prerequisites: 12 semester hours

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

Core Requirements: 40 semester hours

ACCT 203	Financial & Managerial Accounting	(4)
BUS 330	Business Finance	(4)
BUS 360	Principles of Marketing	(4)
BUS 347	Legal Environment of Business	(4)
MGMT 300	Principles of Management	(4)
MGMT 355	Leadership in Organizations	(4)
MGMT 454	Technology Based Operations Management	(4)
MGMT 497	Strategic Management	(4)

Two of the following:

BUS 343	Foundations of Business Ethics	(4)
BUS 346	Written Business Communication	(4)
MGMT 354	Oral Communication in Organization	(4)
MGMT 356	Introduction to Organizational Theory	(4)
MGMT 358	Culture and Gender Issues in Management	(4)
MGMT 359	Management of Change and Conflict	(4)
MGMT 451	International Management	(4)
MGMT 455	Managing Human Resources	(4)
MGMT 459	Organizational Behavior: Theory & Application	(4)

Business Minors

The College of Business and Public Management offers four Business Minors: Business Administration, Business Management, Economics, and Marketing. The Business Minors are 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 offered only to students whose majors are outside the College of Business and Public Management.

Business Administration Minor

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

Prerequisites: Proficiency in computer spreadsheets before ACCT 203 and proficiency in descriptive statistics before BUS 330.

Total program: 24 semester hours

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

The minor in Business Management provides an overall view of the role and function of human resources management and its importance to the success of the business enterprise. It is offered only to students whose majors are outside the College of Business and Public Management.

Total program: 20 semester hours

Core Requirements:

MGMT 300	Principles of Management	(4)
MGMT 455	Managing Human Resources	(4)
MGMT 459	Organizational Behavior: Theory & Application	(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.

Total program: 28 semester hours

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

The Marketing 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.

Total program: 20 semester hours

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.

Total program: 48 semester hours

Prerequisites: 8 semester hours

HSM 201	Statistics	(4)
HSM 203	Accounting in Health Service Organizations	(4)

Core Requirements: 36 semester hours

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	(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: 4 semester hours

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 B.S. in Organizational Management (BSOM) degree is to improve management, organizational, and interpersonal skills while earning a bachelor's degree. The program is constructed in two parts: the core requirements and the elective requirements. 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 degree 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.

Total program: 40 semester hours minimum

Core Requirements: 32 semester hours

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: 8 semester hours

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 in Management	(4)
MGMT 451	International Management	(4)
MGMT 455	Managing Human Resources	(4)
MGMT 458	Stress Management	(4)

Human Resources Concentration: 12 semester hours

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

BUS 347	Legal Environment of Business	(4)
MGMT 359	Management of Change and Conflict	(4)
MGMT 456	Compensation and Benefits	(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 and CAPA)

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.

Total program: 40 semester hours minimum

Core Requirements: 28 semester hours

MGMT 388	Statistics	(4)
PADM 313	Urban Studies	(4)
PADM 332	Public Administration	(4)
PADM 436	Policy Making Process	(4)
PADM 469	Management of Change and Conflict	(4)
PADM 470	Public Management Processes	(4)
PADM 496	Senior Project	(4)

Electives: 12 semester hours

Students may take any combination of three additional courses from any of the electives below to meet their 40 semester hours in the major.

PADM 314	Local Government Management	(4)
PADM 320	Federalism and the Administrative State	(4)
PADM 330	Labor/Management Negotiation in the Public Sector	(4)
BUS 343	Business Ethics	(4)
PADM 439	Organizational Behavior: Theory and Application, or	
MGMT 459	Organizational Behavior: Theory and Application,	(4)
MGMT 354	Oral Communication in Organization	(4)
BUS 346	Written Business Communication	(4)
BUS 410	Management Information Systems	(4)

LaFetra COLLEGE OF EDUCATION

Dean: Kimberly White-Smith

Assistant Dean: Lynn Stanton-Riggs

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Cindy Olivas

Full Time Faculty: Cindy Giaimo-Ballard, Denise Kennedy, Judy Krause, Cindy Olivas, Susan Walsh

Full Time Instructor: Holly Buckley

The Child Development Program 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. ECE Curriculum Alignment Project (CAP) core courses are transferable to the Child Development program (24 units) and in specific instances, are accepted as equivalencies to courses in the major. Progression through the program requires assessment. Advisors review assessment requirements with students when they enter the program. Child Development students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be submitted to the program advisor. Students interested in the Child Development BS/MS 4+1 program should refer to the requirements specific to that program.

Child Development Statute of Limitations

Due to continuous changes in the field of education, admissible transfer courses must be taken within the

last ten years at an accredited university or college. Additionally, courses previously taken at the University of La Verne must be no more than ten years old to be accepted into the current degree. Exceptions subject to departmental appeal.

Prerequisites: 12 semester hours

WRT 110	College Writing A	(4)
WRT 111	College Writing B	(4)
EDUC 251	Principles and Practices for Early Childhood Education	(4)
EDUC 253	Child, Family, and Community	(4)

Admission Requirements:

A GPA of 2.5 or more in college coursework
Clear fingerprints (FBI, DOJ, and CAI)
Up to date immunization record

Graduation Requirements:

1. Application for Graduation
2. Developmental Knowledge Exam
3. Completion of coursework assessments, electronic portfolio, TaskStream submissions, and fieldwork requirements mandated by the college
4. Graduation Clearance from the Office of the Registrar

Total program: 50 semester hours minimum

Core Requirements: 20 semester hours

EDUC 350	Child Psychology & Development	(4)
EDUC 352	Writing for Child Development	(4)
EDUC 452	Parenting Theory in Culture Contexts	(4)
EDUC 454P	Early Childhood Practicum	(4)
EDUC 499	Senior Project	(4)

Teaching Concentration Requirements: 24 semester hours

EDUC 254	Health, Safety, and Nutrition	(4)
EDUC 353	Teaching in a Diverse Society	(4)
EDUC 354P	Child Observation & Assessment Practicum	(4)
EDUC 448	Math for Young Children	(4)
EDUC 449	Early Childhood Literacy	(4)
EDUC 459	Curriculum for Young Children	(4)

Specialization Requirements: 6 semester hours

Early Childhood Special Education*

SPED 455	Introduction to Early Childhood Special Education <u>and</u>	(4)
	Special Education Course selected in consultation with advisor	(2)

OR

Infant/Toddler*

EDUC 451	Infant/Toddler Development <u>and</u>	(4)
EDUC 447	Infant/Toddler Curriculum	(2)

Recommended Elective Courses (not required):

EDUC 402	Experiencing an International Culture: Discovering the History, Educational Philosophies & Ethics	(4)
EDUC 407	Learning Technology for Educators	(4)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)

**Coursework to fulfill a second specialization-see above*

Child Development — Integrated B.S. + M.S. (Main Campus Traditional Students Only)

The Child Development Integrated B.S.+M.S. program is designed as an accelerated four-year B.S. plus one year M.S. program at La Verne. This track is designed for students planning administrative careers in early childhood education in public or private schools, and/or social service agencies. B.S. coursework focuses on studies of the growth and development of children, as well as administrative requirements in relation to the family, school, and community. M.S. coursework focuses on brain development, cognition, attachment, and research in Child Development. The Integrated B.S.+M.S. requires a 3.0 GPA (maintained throughout the program) a writing assessment, and a face-to-face interview with the program chair. Semester advising appointments are required throughout the first four years to monitor GPA and portfolio requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional Child Development B.S. program. Upon successful completion of the third year of the Child Development Integrated B.S.+M.S., students will interview with the Chair of the Child Development M.S. Program for authorization to advance to prerequisites for the M.S.

portion of the program. Advancement will be determined by an interview, writing sample, current GPA, and recommendation from the B.S. program chair. All Child Development B.S.+M.S. students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be on file. Be advised it is recommended students declare themselves as a Child Development major by the end of their freshman year.

Prerequisites: 12 semester hours

WRT 110 College Writing A (4)

WRT 111 College Writing B (4)

EDUC 251 Principles and Practices for Early Childhood Education (4)

EDUC 253 Child, Family, and Community (4)

Admission Requirements:

- A GPA of 3.0 or more in college coursework
- Interview with Chair of Child Development B.S.
- Signed "Child Development Integrated B.S.+M.S. Successful Progress" agreement
- Clear fingerprints (FBI, DOJ, and CAI)
- Up to date immunization record
- Must have received full admission to the MS Degree program prior to completion of 92 semester hours of the undergraduate degree.

Graduation Requirements:

1. Application for Graduation
2. Bachelor degree requires completion of all university bachelor degree requirements. This includes the 12SH of the M.S. prerequisite requirements.
3. Master degree requires completion of the Bachelor Degree in Child Development and all required Master Degree courses consecutively completed.
4. Developmental Knowledge Exam
5. Completion of course assessments, electronic portfolio, TaskStream submissions, and field-work requirements as mandated by the college.
6. Graduation Clearance from the Office of the Registrar.
7. Diplomas will be issued for each degree separately upon successful completion of all degree requirements.

Total program: 74 semester hours

50 semester hours minimum (B.S.) + 24 semester hours (M.S.)

B.S. Core Requirements: 20 semester hours

EDUC 350 Child Psychology & Development (4)

EDUC 352 Writing for Child Development (4)

EDUC 452 Parenting Theory in Culture Contexts (4)

EDUC 454P Early Childhood Practicum (4)

EDUC 499 Senior Project (4)

Integrated Concentration Requirements: 12 semester hours

EDUC 354P Observation and Assessment Practicum (4)

EDUC 453A Administration in Early Childhood (4)

EDUC 445 Adult Supervision & Communication (4)

Specialization Requirements: 6 semester hours

Early Childhood Special Education

SPED 455 Introduction to Early Childhood Special Education: Policies and Practices (4)

and

Special Education Course selected in consultation with advisor (2)

OR

Infant/Toddler

EDUC 451 Infant/Toddler Development (4)

and

EDUC 447 Infant/Toddler Curriculum (2)

MS Prerequisite Requirements: 12 semester hours

EDUC 449 Early Childhood Literacy (4)

EDUC 459 Curriculum for Young Children (4)

EDUC 453B Advanced Administration in Early Childhood (4)

Upon completion of 38 of the required 50 units, students will advance to M.S. prerequisite coursework to complete the last 12 units of the B.S. degree. The following semester the student will be admitted into the Child Development M.S. program. An additional

24 graduate level units are required to earn the M.S. degree. Students must enroll in the M.S. Child Development program the semester following the completion of the B.S. Child Development degree. M.S. units can be completed in one year with fulltime enrollment in 12 units each semester.

For MS Requirements, see Child and Family Professional Programs in the Graduate Studies section.

Child Development Minor

Total semester hours: 24

Core Requirements: 24 semester hours

EDUC 251	Principles and Practices	(4)
EDUC 253	Child, Family, and Community	(4)
EDUC 350	Child Psychology & Development	(4)
EDUC 353	Teaching in a Diverse Society	(4)
EDUC 354P	Child Observation and Assessment Practicum	(4)
EDUC 452	Parenting in a Cultural Context	(4)

Educational Studies — B.A.

Program Chairperson: Donna Redman

Full-time Faculty: Lisa Drewry, Andy Steck, Donna Redman

This major provides students with subject matter preparation to enter 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.

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.

Multiple Subject Waiver Option – Central Campus Only (pending state approval)

The LaFetra College of Education is currently in the process of obtaining a Multiple Subject Waiver through the California Commission on Teacher Credentialing. Students taking the Educational Studies major under this waiver will be waived from the California Subject Matter Exam (CSET) required for their teaching credential. Students will be required to take the major core requirements listed below as well as other requirements (which include the general education requirements) and a 12-semester hour subject area of emphasis.

For the status of the approval and a list of core requirements and areas of emphasis, consult the Program Chairperson.

Total program: 44 semester 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 499D	Senior Seminar for Educational Studies Major	(4)

Recommended Elective Courses: 8 semester hours

EDUC 305	Internet in the Classroom for K-12 Educators	(2)
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: Child Development, 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

Total semester hours: 20

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)



GRADUATE STUDIES



GRADUATE ADMISSIONS INFORMATION

Todd Eckel, Interim Dean of Admission

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. 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. Psy.D. 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 contingent upon receipt of final transcripts showing work comparable in quality to that upon which the offer was based. The university reserves the right to select its students and deny admission at its sole discretion based on applicant's qualifications and the best interest of the university.

The University reserves the right to deny admission to any applicant who fails to completely and accurately disclose all colleges and universities previously attended. Failure to do so, may be interpreted as falsification of documentation. Any applicant who is found to submit altered, forged, or falsified documentation to the University may be denied

admission or have any offer of admission already made revoked, and no further applications will be considered. 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.

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 may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

Graduate 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 must 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.

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 obtained from the respective admission representative.

3. Letters of recommendation attesting to academic/professional competency.
4. Demonstrated ability to write at an acceptable level for graduate study.

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 for review. 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. Psy.D. students are admitted for fall semester. Before departments take any action regarding possible admission to a graduate program, the applicant must submit the following:

1. **Formal Application for Admission:** Applicants must submit a completed and signed *Application for Admission* with the non-refundable application fee.
2. **Statement of Purpose:** Unless otherwise noted, all graduate programs require a statement of purpose. Refer to the program's specific requirements as listed in this Catalog.

3. **Official transcripts:** Applicants are required to submit official transcripts reflecting 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. Transcripts in paper format must remain in their original, sealed institutional envelopes to be considered official. All transcripts must be received by the University of La Verne no later than 45 business days from the issuance date. For additional guidance on obtaining and submitting proper transcripts, please consult with your admission representative.

4. **Letters of Recommendation:** Please refer to the program section of this catalog or consult with your admission representative for the required number of letters of recommendation. 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 earned their prior degree 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 6.5.
- 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 six months prior to the students start date 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 or Regional and Online Campuses 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 or the student's regional campus.

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. Psy.D. 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 or the student's regional campus:

1. *Appeal for Readmission*, which may be obtained from the student's academic advisor.
2. A new Application for Admission form and application fee.
3. A written 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 five 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 La Verne or 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 a 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.)

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 the Regional and Online Campuses office to post the approved transfer credit to the student's transcript.

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.

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.

Students who wish to add a concentration, must submit the formal *Application for the Addition of a Concentration to a Completed La Verne Master's Degree* to Graduate Academic Services or the student's regional campus. 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 workday 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 may obtain a Late Registration Form with the faculty member's signature authorizing late registration and submit it to Graduate Academic Services (on-campus) or Regional Campus (off-campus) up through 60% of the term or semester. After 60% of the term or semester all late registrations/adds must be processed by appeal with fee.

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. Psy.D. students may only enroll in semester based courses.

Academic Success Center: Located in the Campus Center, the ASC provides support programs for graduate students in the areas of advanced writing and statistical consultation, academic success workshops, a virtual learning community, and mentoring.

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 or program chair/director 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.

For term students, academic standing is determined after every term. For semester students, academic standing is calculated after the fall, spring, and summer semesters. Grades submitted at a later date will not result in an academic standing adjustment of previous academic standing, but may impact future academic standing.

Graduate students on academic probation must obtain a GPA of 3.0 or above for each term/semester 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/semester will be academically disqualified. Disqualified students are not allowed to return as an enrolled student. La Verne Campus and ROC graduate students may appeal to their Academic Dean for reinstatement. 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. Courses may be taken by directed study only if the course is not scheduled during the term/semester 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. Directed study forms are available from the Registrar and www.laverne.edu/registrar/. The forms must be signed by the instructor and the department/program 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 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 (master's level) or 699 (doctoral level) courses for a maximum of four semester hours each.

Course Challenge: In some instances, matriculated students, who believe they can successfully demonstrate the competencies of a course without attendance, may request to challenge some courses for credit. However, some graduate programs do not

accept course challenges. 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 grade of credit. 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 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.

Auditing: Some courses may be audited with the permission of the instructor as long as seats are available. Some graduate programs do not permit auditing. 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 or 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, and 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.

- 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 by the end of the withdrawal period. Appeals will be handled on a case-by-case basis.
- d. The instructor must make arrangements with the Academic Success Center (ASC) and notify the student if proctored testing is necessary. Students are expected to follow-up with the ASC 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 means that anything below a C is a failing grade (NCR/F). Psy.D. students may not earn a grade below B-.

A.....	4.0 quality points per semester hour
A-.....	3.7 quality points per semester hour
	Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.
B+.....	3.3 quality points per semester hour
B.....	3.0 quality points per semester hour
B-.....	2.7 quality points per semester hour
	Exhibits professional competence in the subject matter and in all written and oral communication.
C+.....	2.3 quality points per semester hour
C.....	2.0 quality points per semester hour
	Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.
F.....	0 quality points per semester hour

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

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.

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 MyLaVerne course descriptions, may only be taken CRD/NCR. 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" in the MyLaVerne course descriptions.

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. 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 at www.laverne.edu/registrar/, must be signed by the program chair or director prior to commencement of the study.

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 10 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:
--	---

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
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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 10 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
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 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.

Students can view their official cumulative record on their MyLaVerne account. Students should periodically review their record to track their progress towards degree completion. Official printed/electronic copies of transcripts can be requested through the National Student Clearinghouse. The link to request copies is located in the student portal. There is a fee for this service. Questions regarding your official transcript should be directed to the Office of the Registrar or to your Regional Campus Director.

Application for Graduation

All master's students must submit an Application for Graduation along with the published fee. Graduate students must 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.

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.

Degree Progress Tracking

Students have the ability to track their degree

progress on MyLaVerne in their MyPortal. Within MyLaVerne, students can run a Degree Program Evaluation (DPE) at any time by selecting the student records link from the menu. The DPE will reflect the current requirements for the student's declared program/major. The DPE will display the courses, including in-progress coursework, that have been applied to degree requirements and indicate those requirements that are still outstanding at the time the DPE is requested. Questions regarding your DPE, including questions about outstanding requirements, should be referred to your academic advisor or program chair. For more detailed instructions on running your DPE, please see: <http://sites.laverne.edu/registrar/files/2012/03/Degree-Program-Evaluation-Guide.pdf> or visit the Office of Academic Advising website for instructional videos about navigating your DPE.

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.

Re-use of a course for students enrolled in a Master degree: Students enrolled in a single master degree program will be allowed to reuse required coursework within the master degree. Reuse will be allowed provided the student meets the following minimum semester hour requirements:

- Minimum number of semester hours required for the completion of the master program.
- Minimum number of semester hours required for completion of the core requirement for the master degree.
- Minimum number of semester hours required for completion for each of the concentration(s) for the master degree.

Concentration(s) in a degree: Students may elect to include a concentration in their master degree. A concentration is a group of courses approved by the major department within the major with a particular interest or focus. A concentration requires 12 semester hours. Concentrations must be declared at the time of advanced standing. The concentration(s) is printed on the student's transcript and diploma.

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 63 semester-hour program), as well as all prerequisite and ESL courses. In addition, they must have satisfied any requirements 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 or Comprehensive Review 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 Enrollment for Culminating Activity/Field Work: Students who receive an IP for all thesis, graduate seminar, fieldwork/internship and culminating activity courses and have not cleared it within one year following the end of the term or semester of enrollment, can extend their enrollment for six months with a one-semester-hour extension fee and approval. A maximum of 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 enrolled in Continuous Enrollment each semester/term up through the 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 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.

Commencement Ceremony: The University of La Verne holds commencement ceremonies 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, 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.

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 without the approval of the appeals committee.



GRADUATE PROGRAMS

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COLLEGE of ARTS and SCIENCES

Dean: Lawrence T. Potter, Jr

Associate Dean: Ian T. Lising

Assistant Dean: Keith S. Lord

Marriage and Family Therapy — M.S.

Program Length Part-Time: 4.5 Years

Program Length Full-Time: 3 Years

Program Chair: Amy Demyan

The Marriage and Family Therapy (MFT) program trains students to become therapists to meet the psychological needs of families, couples, and children in a changing society. It combines theoretical training with practical experiences to prepare students for professional counseling careers emphasizing the best practices Recovery Model. General systems theory provides the theoretical foundation for the MFT program, and students are exposed to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of Behavioral Science (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 Counselors (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:

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). Applications are accepted beginning in September each year. All MFT applicants must have their applications completed by March 1st to be considered for admission in the fall.

- 1) Completed PSYCAS application.
- 2) 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 with stipulations, at the program's discretion.
- 3) An overall undergraduate GPA of 3.0. Applicants with a GPA below 3.0 may be considered with additional requirements.
- 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.

With the program chair's permission, a student may be eligible to enroll in up to six semester hours of graduate coursework prior to being admitted into the MFT program.

Classroom Conduct, Behavior Standards, and Ethics

Professionals in the field of counseling are governed by a number of ethical principles. Students in the MFT program are expected to follow such principles. Students should be aware that 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.

Participation and Attendance

This program requires regular and prompt attendance to each class meeting. You are also required to participate in classroom exercises and discussion. Further, your professional conduct and attitude should reflect an understanding of professional ethics codes, such as those set forth by AAMFT. Students with more than one excused absence or any non-excused absence will have points deducted from their course grade; the percent deduction will be determined by the reason for absence and the student's manifested responsibility regarding the absence.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior; this is counted toward your participation grade. This includes but is not limited to:

- Being on time: to class and with assignments
- Respectful interactions with students and faculty
- Proactive engagement in the learning process and assignments
- Organized and prepared
- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others') appropriately

Note: Serious problems with professional conduct will increase the weight of the Participation grade in any required course up to 100%; students in this situation may be withheld or removed from the program due to serious conduct concerns.

Academic Progress

The program adheres to the grading policies stated in the current University of La Verne 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.

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 MFT program at La Verne. Appeals for extension of time limitations must be made in writing to the Graduate Appeals Committee.

Program Candidacy

All counseling students are admitted into the program under a pre-candidacy status. After the completion of PSY 512, 516, 517, and 527, 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 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 will 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 the experience category for California MFT licensure. Any exceptions to this policy must be approved by the Program Chair in writing.

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 pre-requisites 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 MFT students. MFT students are eligible to apply for Advanced Standing when they have completed 43 semester hours. Students must have completed all stipulations 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 program in order to apply for Advanced Standing. To apply for Advanced Standing, students must submit an application for Advanced Standing with the approval of their academic advisor/program chair along with an Application for Graduation (with graduation fee) to the Graduate Academic Services Office. Approval for Advanced Standing can take 2-3 weeks to complete.

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 the University of La Verne 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: 61 semester hours

Core Courses: 15 semester hours

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

MFT Specialization: 43 semester hours

PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(3)
PSY 512	Clinical Psychopathology	(3)
PSY 516	Counseling Theories & Skills I	(3)
PSY 517	Counseling Theories & Skills II	(3)
PSY 518	Family Therapy	(3)
PSY 519	Couples Therapy	(3)
PSY 521	Child Therapy	(2)
PSY 528	Substance Abuse Counseling	(3)
PSY 530	Violence & Abuse in Family Systems	(2)
PSY 534	Psychopharmacology	(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

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

Program Length: 5 Years

Program Chair/Director of Clinical Training: Jerry L. Kernes

Accreditation:

Accredited by the Commission on Accreditation of the American Psychological Association (APA). 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 National Council of Schools and Programs of Professional Psychology (NCSPP) professional psychology educational model as well as the APA Standards of Accreditation for Health Service 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 multiculturally 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

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). Applications are accepted beginning in September each year. All Psy.D. applicants must have their applications completed by December 15th to be considered for admission to the following fall.

1. Completed PSYCAS application.
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 Graduate Record Examination (GRE) General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). 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 (double spaced, 1000 words maximum) is also required. The statement should address the applicant's interest in our program; their compatibility with the research interests of the Psy.D. faculty; their goals for training; and their future aspirations.

Following receipt and review of application materials, an on-campus interview is required for those being considered for admission. 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. Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission may not be deferred. 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 of 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 nor 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. Courses required during the first two years of the program are identified below. 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 Winter Commencement during their third year. For more information on applying for the Masters of Psychology, please see the Policies and Procedures Handbook located at: <http://sites.laverne.edu/psychology/psyd-program/program-policies/>.

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. The program distinguishes between two types of continuous enrollment: *Dissertation Continuance* and *Program Continuance*. 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 semester hours

Year 1 coursework:

PSY 605	Advanced Statistics I	(3)
PSY 605L	SPSS Lab (Univariate)	(1)
PSY 606	Advanced Statistics II	(3)
PSY 606L	SPSS Lab (Multivariate)	(1)
PSY 608	Cognitive & Intellectual Assessment	(3)
PSY 610	Professional Development Seminar	(0, 0)
PSY 612	Advanced Psychopathology	(3)
PSY 614	Clinical Skills & Interviewing Techniques	(3)
PSY 615	Psychotherapy Efficacy and Outcome	(3)
PSY 617	Professional Issues & Ethics	(3)
PSY 623	Advanced Multicultural Competency I	(3)
PSY 624	Advanced Multicultural Competency II	(3)
PSY 628	Personality Assessment I	(3)

Year 2 coursework:

PSY 603	Psychological Measurement	(3)
PSY 629	Personality Assessment II	(3)
PSY 635	Practicum I	(2)
PSY 636	Practicum II	(2)
PSY 635L	Supervision Lab I	(1)
PSY 636L	Supervision Lab II	(1)
PSY 640	Quantitative Research Methods	(3)
PSY 641	Qualitative Research Methods	(3)
PSY 645	Cognitive-Behavioral Psychotherapy	(3)
PSY 645A	Third-Wave Behavioral Treatment and Mindfulness-Based Approaches	(3)
PSY 647	Advanced Group Psychotherapy	(3)
PSY 649	Full Battery Assessment	(3)
PSY 660	Competency Exam	(0)

Year 3 coursework:

PSY 604	Biological Bases of Behavior	(3)
PSY 633	Advanced Human Development	(3)
PSY 637	Advanced History & Systems	(3)
PSY 638	Cognitive & Affective Bases of Behavior	(3)
PSY 639	Advanced Social Psychology	(3)
PSY 643	Medical Psychology	(3)
PSY 655	Practicum III	(2)
PSY 656	Practicum IV	(2)
PSY 661	Dissertation I	(3)
PSY 662	Dissertation II	(3)

Year 4 coursework:

PSY 663	Dissertation III	(3)
PSY 664	Dissertation IV	(3)
PSY 670	Adv. Supervision Skills I	(1)
PSY 671	Adv. Supervision Skills II	(1)
PSY 670L	Supervision Lab III	(1)
PSY 671L	Supervision Lab IV	(1)
PSY 672	Adv. Consultation Skills I	(1)
PSY 673	Adv. Consultation Skills II	(1)

Electives:

A minimum of 8 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)

Year 5 coursework:

PSY 680A	Full-time Internship I	(5)
PSY 680B	Full-time Internship II	(5)

* Course offerings subject to change



COLLEGE of BUSINESS and PUBLIC MANAGEMENT

Dean: Abe Helou

Associate Dean: Rita Thakur

Associate Dean: Keeok Park

GRADUATE PROGRAMS IN BUSINESS

Graduate business programs at La Verne are designed for individuals with proven academic backgrounds and work experience along with a 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 grades no lower than a C grade in all prerequisite courses. Applicants with lower GPA's may be required to submit Graduate Management Admissions Test (GMAT) scores. The Graduate Record Examination (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 Length: 2 Years

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. In order to waive any of the foundation/prerequisites, an equivalent course must have been completed with a grade higher than a "C" and within the past seven years.

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 may 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)
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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 Length: 2 Years

Program Director: Paul Abbondante

Mission:

The mission of the M.S. Finance is to provide 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 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 Requirements: In addition to the foundation courses, the M.S. Finance degree will require students to complete 30 semester hours of coursework. Of the 30 semester hours, 21 semester hours are completed by the core courses. In addition, 6 semester hours will be completed by 2 elective courses. The remaining 3 semester hours are fulfilled by the Culminating Activity.

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)

Total Program: 30 semester hours

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: 3 semester hours

FIN 596 Financial Modeling OR FIN 594 Master's Thesis in Financial Economics.

Master of Business Administration Preparatory Program

This program is for International students who do not meet the English proficiency entrance requirements for full admission to the MBA program. This program requires the completion of a minimum of two courses: BUS 500I and BUS 500J. Upon successful completion, students are fully admitted to the MBA program. For further information, contact the program director.

Master of Business Administration (MBA)

Program Length: 3 Years

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 Program Director'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 in the MBA for Experienced Professionals section, or the M.S., Leadership and Management, or students 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)
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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.

Master of Business Administration for Experienced Professionals

Program Length: 3 Years

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; have access to a personal computer; be able to apply mathematical skills for solving basic economic and business problems; and, 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 complete 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)

Concentrations/Electives: 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). A minimum of 12 semester hours of electives is needed to complete the degree requirements.

Culminating Activity: 3 semester hours

BUS 695	Strategic Management	(3)
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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 502	Corporate Accounting and Reporting II	(3)

A minimum of two of the following:

BUS 503	Accounting Information for Decision-Making	(3)
BUS 505	Accounting for Specialized Accounting Entities	(3)
BUS 506	Auditing Standards and Practices	(3)
BUS 507	Government and Nonprofit Accounting	(3)
BUS 508	Federal Taxation Concepts and Practices	(3)

Finance Concentration:

BUS 530	Financial Management, or	
BUS 635	Managing Financial Resources	(3)

A minimum of three of the following:

BUS 531	Investment and Portfolio Analysis	(3)
BUS 532	Management of Financial Institutions	(3)
BUS 533	Investment Banking	(3)
BUS 534	Entrepreneurial Finance	(3)
BUS 536	International Financial Management	(3)
BUS 538	Financial Strategy and Policy	(3)

Health Services Management Concentration

HSM 501	Current Trends and Issues in Health Services	(3)
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Three of the following:

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

Information Technology Concentration:

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

A minimum of three of the following:

BUS 511 Management Support Systems (3)

BUS 512 Integrated Data Management (3)

BUS 513 Information Networks (3)

BUS 515 Systems Planning and Implementation (3)

BUS 516 E-Business (3)

BUS 517 Cyber Law (3)

International Business Concentration:

BUS 581 Managing in a Global Economy, **or**

BUS 685 Global Business Management (3)

A minimum of three of the following:

BUS 516 E-Business (3)

BUS 528 Contemporary Issues in International Trade (3)

BUS 536 International Financial Management (3)

BUS 566 International Marketing Management (3)

Management and Leadership Concentration:

BUS 551 Seminar in Organization Theory & Behavior, **or**

BUS 655 Designing Effective Organizations (3)

BUS 581 Managing in a Global Economy, **or**

BUS 685 Global Business Management (3)

MGMT 522 Human Resource Management (3)

BUS 586 Leadership for the Future (3)

Marketing Concentration:

BUS 560 Seminar in Marketing Management, **or**

BUS 665 Strategic Marketing Management (3)

A minimum of three of the following:

BUS 561 Seminar in Consumer Behavior (3)

BUS 562 New Product Development (3)

BUS 563 Marketing Channels/Distribution (3)

BUS 564 Marketing Intelligence (3)

BUS 565 Internet Marketing (3)

BUS 566 International Marketing Management (3)

BUS 567 The Management and Marketing of Services (3)

BUS 568 Marketing Communications (3)

Supply Chain Management Concentration:

BUS 575 Analysis of Business Operations, **or**

BUS 675 Management of Business Operations (3)

BUS 576 Supply Chain Management & 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)

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.

Program Length: 3 Years

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)

Total program: 36-39 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: 6-9 semester hours

HSM 595	Organizational Research Methods	(3)
HSM 596	Graduate Seminar, or	(3)
HSM 592	Thesis	(3)
Students who wish to write a thesis must take HSM 591, Organizational Research II.		

Financial Management Concentration:

12 semester hours from the following:

HSM 502	Financial and Cost Analysis	(3)
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A minimum of three of the following:

HSM 532	Budgeting and Cost Control	(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)
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A minimum of three from the following:

HSM 520	Strategic Planning and Management in HSOs	(3)
HSM 524	Personal Professional Development	(3)
HSM 562	Human Resource Management in HSOs	(3)

Marketing and Business Development Concentration:

HSM 501	Current Trends and Issues in Health Services	(3)
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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)

Public Health Concentration:

All of the following:

HSM 545	Foundations of Public Health	(3)
HSM 546	Epidemiology	(3)
HSM 547	Public Health Policy	(3)
HSM 548	Applied Research for Public Health Professionals	(3)

Note: Units do not double count in the Core and the Concentration.

Gerontology — M.S.

Program Length: 3 Years

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.

Program Director: Kelly Niles-Yokum

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 GPAs may be admitted with stipulations.
3. Two positive letters of recommendation.
4. A current résumé 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

GERO 516	Perspectives in Gerontology	(3)
GERO 501	Leadership 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**Choose from the following:**

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 581 Comparative Gerontology	(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, or	
GERO 596 Graduate Seminar	(3)

Students can complete any of the following three concentrations in lieu of the 12 units of electives:

Public Health Concentration: This concentration seeks to complement the core courses of the Master of Science Degree in Gerontology by focusing on understanding the measures to prevent disease, promote health, and prolong life. Public health activities aim to provide conditions in which people live healthy lives. The focus is on populations and systems, not on individual patients or diseases.

Four of the following:

HSM 545 Foundations of Public Health	(3)
HSM 546 Epidemiology	(3)
HSM 547 Public Health Policy	(3)
HSM 548 Applied Research for Public Health Professionals	(3)
GERO 581 Comparative Gerontology	(3)

Public Administration Concentration: This concentration seeks to complement the core courses of the Master of Science Degree in Gerontology by focusing on understanding the context of managing public and non-profit organizations in community and urban environments.

Four of the following:

PADM 501 Public Administration and Society*	(3)
PADM 510 Public Management and Leadership	(3)
PADM 531 Organizational Theory and Development	(3)

PADM 534 Public Budgeting and Fiscal Management	(3)
PADM 581 Comparative Public Administration	(3)

*Recommended to be the first concentration course taken

Non-Profit Concentration: This concentration seeks to complement the core courses of the Master of Science Degree in Gerontology by focusing on understanding the context of managing non-profit organizations.

Four of the following:

GERO 581 Comparative Gerontology	(3)
MGMT 530 Managing Nonprofits	(3)
MGMT 531 Marketing for Nonprofits	(3)
MGMT 532 Effective Fundraising	(3)
MGMT 533 Accounting and Compliance for Nonprofits	(3)
MGMT 534 Grant Writing for Public and Private Funding	(3)

LEADERSHIP AND MANAGEMENT PROGRAMS

Leadership and Management — M.S.

Program Length: 3 Years

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 M.S. in Leadership and Management (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 GPAs may be admitted with stipulations.
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.

The foundation course (MGMT 500) provides prerequisite knowledge and tools needed for those with insufficient background. Assessment of need is based on a review of undergraduate coursework. 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.

Foundation Course: 0-3

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)

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.

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 course (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)

Note: Units do not double count in the Core and the Concentration.

PUBLIC ADMINISTRATION PROGRAMS

Master of Public Administration — M.P.A.

Program Length: 3 Years

Program Director: Marcia Godwin

The mission of the Master of Public Administration (MPA) 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

The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and is focused on the following NASPAA 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 transcripts 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 (minimum required GPA of 2.8) and a GPA of 3.0 for any graduate study. Applicants with lower GPAs who have substantial public service experience may be considered.
- 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 in public service and its values.

- 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 are 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: 39-42 semester hours

Core Courses: 27 semester hours

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 semester hours

PADM 598, Public Service Internship: Students without previous public or nonprofit experience are required to take this course within the first year of study or 18 units whichever comes first. Other students may take this course as part of their program of study with advanced approval of the program director.

Concentrations: Concentrations require a minimum of 12 semester hours (four courses) and are listed on final transcripts upon completion of the MPA degree. Students may complete a set of

electives (also with a minimum of 12 semester hours) instead of a concentration with advanced approval, by the program director, of the proposed program of study. Eligible elective courses are non-Core 500 level PADM courses and MGMT courses in the Non-Profit Concentration, GERO courses in the Gerontology Concentration, and HSM courses in the Public Health Concentration. Other MGMT, GERO, and HSM courses are not interchangeable with PADM courses nor are they eligible as electives.

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 581 Comparative Public Administration (3)

PADM 586 Economics of the Public Sector (3)

PADM 587 Managing Sustainable Communities (3)

Nonprofit Concentration: This concentration focuses on developing skills in leading and managing nonprofit organizations.

Four of the following:

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)

PADM 581 Comparative Public Administration (3)

Gerontology Concentration: This concentration prepares students to be managers in a variety of settings that provide services to older adults.

Four of the following:

GERO 516 Perspectives in Gerontology* (3)

GERO 501 Leadership in Gerontology (3)

GERO 511 Social Policy and Aging** (3)

GERO 513 Ethical and Legal Aspects
in Gerontology (3)

PADM 581 Comparative Public Administration (3)
or

GERO 581 Comparative Gerontology (3)

*Recommended to be the first concentration courses taken.

**Recommended to be taken after PADM 533, Policy Formation

Public Health Concentration: This concentration focuses on measures to prevent disease, promote health and prolong life. Public health activities aim to provide conditions in which people can be healthy. The focus is on populations and systems, not on individual patients or diseases.

Four of the following:

HSM 545 Foundations of Public Health (3)

HSM 546 Epidemiology (3)

HSM 547 Public Health Policy (3)

HSM 548 Applied Research for Public Health
Professionals (3)

PADM 581 Comparative Public Health (3)

M.P.A. Degree with Law Concentration (MPA/JD):

JD students at the University of La Verne's College of Law may apply for admission to the M.P.A. program to earn a second degree.

Required Courses: 9 MPA core courses (27 semester hours)

M.P.A. electives/LAW classes: 4 classes (12 semester hours)

Law classes are reviewed for acceptance; students may request to transfer up to 12 law semester hours toward the MPA degree.

Doctor of Public Administration — D.P.A.

Program Length: 4 Years

Program Director: Suzanne Beaumaster

The Doctor of Public Administration (DPA) 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 (e.g. 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 semester hours 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 semester hours

First Year (Two Courses per Term)

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)

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)

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 semester hours

Students must be continuously enrolled in either Dissertation I or II coursework until they have successfully completed their dissertation and it has been posted.

Post Coursework Terms 10-12

PADM 697C Dissertation I	(1)
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Post Coursework Terms 13-24

PADM 697D Dissertation II	(2)
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LaFetra COLLEGE OF EDUCATION

Dean: Kimberly White-Smith

Assistant Dean: Lynn Stanton-Riggs

TEACHING PREPARATION PROGRAMS

Master of Arts in Teaching

Program Chairperson: Jessica C. Decker

Regular Faculty: Ingrid Baartman, Valerie Beltran, Julie Elvin, Anita Flemington, Cleveland Hayes, Marga Madhuri, Mark Matzaganian, Lanney Mayer, David Perry, Justi Saldana, Joy Springer, Gary Stiler, Nancy Walker, Mike Woessner

Teaching Multiple Subject – M.A. (Central Campus Only) Teaching Single Subject – M.A. (Central Campus Only)

- Option 1 (Teaching & Learning) Program Length – 2 years
Option 2 (Educational Technology) Program Length – 3 years
Option 3 (Teacher Leadership) Program Length – 3 years

- Option 4 (Special Education) Program Length – 3.5 years
 Option 5 (Child Development) Program Length – 3 years

This program is designed for students wishing to earn their multiple or single subject teaching credential and culminates in a master's degree. Earning a credential takes several steps. Following entry into the program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes 15 weeks of in-classroom training. Finally, candidates complete core coursework for the master's degree in an area of specialty of their choice, followed by a culminating project or paper structured to help improve their instructional and leadership abilities.

The multiple and single subject credential coursework addresses teaching strategies for all students in California schools. Integrated throughout the program 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
- Completed a bachelor's degree from a regionally accredited college or university
- GPA of 2.75 overall
- Internet access
- Three letters of recommendation
- Verification of CSET registration or Subject Matter Competency Program Waiver

Sequence of Courses – Master's Core Coursework (45 semester hours):

The core coursework in the Master's program is combined with the core coursework from the credential courses to create a continuum of learning. Students can select from a variety of options (listed below) for their core coursework in the Master's program. These options are

designed to give students the opportunity to explore various content areas and gain introductory-level exposure to other disciplines within the field of education.

Option 1 – Teaching and Learning (Central Campus Only):

This degree program is designed for students who seek a focus on current issues in the field of education and skills for action research. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Core Courses: 12 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 504 Research Methods	(3)
EDUC 590 Issues in Teaching	(3)
EDUC 594 Thesis, or	
EDUC 596 Graduate Seminar	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below.

Multiple Subject Candidates only:

EDUC 425 Language and Literacy, Multiple Subject	(4)
EDUC 426 Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440 Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441 Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491 Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)
EDUC 492 Subject Specific Pedagogy – Math and Science	(3)
EDUC 497 Introductory Supervised Teaching	(3)
EDUC 498 Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427 Language and Literacy, Single Subject	(4)
EDUC 428 Introductory Teaching Practices, Single Subject	(4)
EDUC 442 Intermediate Teaching Practices, Single Subject	(4)
EDUC 443 Advanced Teaching Practices, Single Subject	(4)
EDUC 494 A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)

EDUC 495 Foundations in Teaching Single Subject	(3)
EDUC 497 Introductory Supervised Teaching	(3)
EDUC 498 Advanced Supervised Teaching	(8)

Option 2 – Educational Technology (Central Campus Only):

This degree program is designed for students who seek a focus on technology. The program emphasizes teaching, pedagogy, theory, tools, resources, and applications used in traditional classrooms and flipped instruction classrooms. The program culminates in a project structured to help teachers implement technology in meaningful ways throughout the educational system.

Core Courses: 12 semester hours

EDTC 551 Learning Theory and Technology as New Literacy	(3)
EDTC 552 Instructional Design and Mobile Learning Applications	(3)
EDTC 553 Student Directed Learning and Collaborative Communities	(3)
EDTC 554 Authentic Assessment and Research Practicum	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425 Language and Literacy, Multiple Subject	(4)
EDUC 426 Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440 Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441 Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491 Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)
EDUC 492 Subject Specific Pedagogy – Math and Science	(3)
EDUC 497 Introductory Supervised Teaching	(3)
EDUC 498 Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427 Language and Literacy, Single Subject	(4)
EDUC 428 Introductory Teaching Practices, Single Subject	(4)

EDUC 442 Intermediate Teaching Practices, Single Subject	(4)
EDUC 443 Advanced Teaching Practices, Single Subject	(4)
EDUC 494 A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)
EDUC 495 Foundations in Teaching Single Subject	(3)
EDUC 497 Introductory Supervised Teaching	(3)
EDUC 498 Advanced Supervised Teaching	(8)

Option 3 – Teacher Leadership (Central Campus Only):

This degree program is designed for students who seek a focus on teacher leadership. The program emphasizes teaching, coaching, and collaboration with colleagues to implement research supported practices that enhance student success. The program culminates with a capstone research project.

Core Courses: 12 semester hours

EDLD 570 Curriculum, Instruction, and Assessment	(3)
EDLD 572 Foundations of Educational Leadership	(3)
EDLD 573 Contemporary Issues in California Schools	(3)
EDUC 593 Research and Assessment	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425 Language and Literacy, Multiple Subject	(4)
EDUC 426 Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440 Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441 Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491 Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)
EDUC 492 Subject Specific Pedagogy – Math and Science	(3)
EDUC 497 Introductory Supervised Teaching	(3)
EDUC 498 Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427 Language and Literacy, Single Subject	(4)
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EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494	A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)
EDUC 495	Foundations in Teaching Single Subject	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Option 4 – Special Education (Central Campus Only):

This degree program is designed for students who seek a focus on special education. The program emphasizes working with learners with mild/moderate special education needs and the structures that can be utilized to support such students. The program culminates with a capstone research project.

Core Courses: 12 semester hours

SPED 502	Disabilities/Bio-Neurology	(3)
SPED 504	Current Issues Policies SPED	(3)
SPED 505	Advanced Positive Behavior Support: Theory and Practice	(3)
EDUC 593	Research and Assessment	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)
EDUC 492	Subject Specific Pedagogy – Math and Science	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
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EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494	A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)
EDUC 495	Foundations in Teaching Single Subject	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Option 5 – Child Development (Central Campus Only):

This degree program is designed for students who seek a focus on child development. The program emphasizes understanding the physical, intellectual, social, and emotional development of children. The program culminates with a capstone research project.

Core Courses: 12 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
ASCD 518	Language, Reading, and Concept Development, or	
ASCD 551	Studies in Attachment, or	
ASCD 558	Cognition and Brain Development	(3)
EDUC 593	Research and Assessment	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)
EDUC 492	Subject Specific Pedagogy – Math and Science	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494	A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)
EDUC 495	Foundations in Teaching Single Subject	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Other Program Components

Student Teaching Program Prerequisites: Student teaching candidates must complete an application and be accepted by the faculty into the student teaching sequence with the following:

Introductory Supervised Teaching Requirements:

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
- CPR for adults, infants and children
- Current TB clearance
- Passing score on the CBEST
- Passing score of 3 or higher on the writing competency assessment
- Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better and a grade of B or better in each course
- Passing score on TPA Task #1
- Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing:
 - CSET (California Subject Examinations for Teachers), **or**
 - *Completion of a state-approved subject matter program with a minimum GPA of 3.0 in the major and 2.75 overall

*Candidates with a low undergraduate GPA 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.

Advanced Supervised Teaching Requirements:

- Successful completion of all requirements for Introductory Supervised Teaching
- Passing score on the Reading Instruction Competency Assessment (RICA) (Multiple Subject candidates only)
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course

Enhanced Intern Credential (Multiple/Single Subject). A candidate will be eligible for an enhanced intern credential if he/she has successfully completed the constitution requirement, first term coursework (EDUC 425 & EDUC 426 for Multiple Subject; EDUC 427 & EDUC 428 for Single Subject), subject matter competence, and a score of 3 or better on the writing competency assessment and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467 to be eligible for the 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. The TPA consists of two tasks embedded throughout the program, one during the pre-student teaching coursework and the other within the advanced student teaching experience.

Preliminary Credential Application Requirements.

To apply for a preliminary credential with the state of California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Successfully completed clinical teaching requirements
- Received a B or better in EDUC 498
- 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

Clear Credential Application Requirements:

To apply for a Professional Clear or Level II Credential with the state of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

MASTER OF EDUCATION PROGRAM

Education (Special Emphasis) – M.Ed.

Program Length: 2 Years

Program Chairperson: Jessica C. Decker

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.

This degree program is designed for students wishing to develop their own programs to meet special needs. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 504 Methods of Research	(3)
EDUC 590 Issues in Teaching	(3)

Culminating Activity: 3 semester hours

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

Area of Concentration: 21 semester hours

selected from established courses and independent studies.

TEACHER EDUCATION PROGRAMS

Program Length: 2 Years

Program Chairperson: Jessica C. Decker

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

Total Program: 33 Semester Hours

Sequence of Courses (Regional Campuses Only):

Multiple Subject Candidates only:

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:

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	A-J* Foundations and Introduction to Teaching Single Subject (*Must enroll in your content area)	(3)
EDUC 476	A-J* Teaching in the Content Area for Single Subject Candidates (*Must enroll in your content area)	(3)
EDUC 478	Advanced Student Teaching	(5)

Sequence of Courses (Central Campus Only):

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(3)

EDUC 492	Subject Specific Pedagogy – Math and Science	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494	A-J* Subject Specific Pedagogy (*Must enroll in your content area)	(3)
EDUC 495	Foundations in Teaching Single Subject	(3)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(8)

Other Program Components (Regional and Central Campus Students)

Student Teaching Program Prerequisites: Student teaching candidates must complete an application and be accepted into the program with the following:

Introductory Supervised Teaching Requirements:

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
- CPR for adults, infants and children
- Current TB clearance
- Passing score on the CBEST
- Passing score of 3 or higher on the writing competency assessment
- Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better and a grade of B or better in each course
- Passing score on TPA Task #1
- Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing:
 - CSET (California Subject Examinations for Teachers), **or**
 - *Completion of a state-approved subject matter program with a minimum GPA of 3.0

in the major and 2.75 overall
*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.

Advanced Supervised Teaching Requirements:

- Successful completion of all requirements for Introductory Supervised Teaching
- Passing score on the Reading Instruction Competency Assessment (RICA) (Multiple Subject candidates only)
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course
- EDUC 407 Learning Technology for Educators

Enhanced Intern Credential (Multiple or Single Subject). A regional campus candidate will be eligible for an enhanced intern credential if he/she has successfully completed the constitution requirement, EDUC 460 and EDUC 470, subject matter competence, and a score of 3 or better on the writing competency assessment, and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467 to be eligible for the intern credential.

Enhanced Intern Credential (Multiple/Single Subject). A central campus candidate will be eligible for an enhanced intern credential if he/she has successfully completed the constitution requirement, first term coursework (EDUC 425 & EDUC 426 for Multiple Subject; EDUC 427 & EDUC 428 for Single Subject), subject matter competence, and a score of 3 or better on the writing competency assessment and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467 to be eligible for the 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. The TPA is a series of tasks embedded throughout the program.

Preliminary Credential Application Requirements. To apply for a preliminary credential with the state of

California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Received a B or better in EDUC 498
- 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

Clear Credential Application Requirements:

To apply for a Professional Clear or Level II Credential with the state of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

SPECIAL EDUCATION PROGRAM

Program Chairperson: Patricia Taylor

Regular Faculty: Patricia Taylor, Sylvia Mac, Bettye Stachowiak, Carol Oberg, Mary Collins

Student Teaching and Intern Coordinator: Mary Collins

Mild/Moderate Education Specialist Preliminary Credential

Program Length: 2.5 Years

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 Mild-Moderate Credential.

Prior to enrolling in student teaching (SPED 409), candidates are required to successfully contribute to the field through documented advocacy and service.

Admission Requirements:

1. Three (3) letters of recommendation on official letterhead paper
2. A GPA of 2.8 or higher in a completed B.A. or B.S.
3. A passing score on admissions interview.
4. CBEST Passage (or proof of registration)
5. CSET Passage (or proof of registration)
6. TB Clearance
7. Fingerprint Clearance
8. Health Education/Drug Prevention/Sexually Transmitted Disease course
9. Internet access capability
10. Computer for Educators approved course
11. Public communication competence
12. U.S. History Constitution competence

Total Program: 40 Semester Hours

Core Requirements: 13 Semester Hours and CBEST/CSET Passage

EDUC 470A	Theories and Methods of Education for Linguistically Diverse Students (Special Education)	(4)
SPED 401	Assessment: Education Specialist Professionalism	(3)
SPED 402	Culturally Responsive Instruction, Mindfulness, Inclusivity, & Practicum	(3)
SPED 403	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 505	Advanced Positive Behavior Support: Theory and Practice and Practicum	(3)
SPED 409	Directed Teaching	(6)

Additional Requirements: Prior to applying to the Commission, proof of a valid CPR card and fingerprint clearance is required.

Internship Program

The Education Specialist Internship Program offers and 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 3 semester hour course, for each semester and term they are teaching as an intern until they enter SPED 409. Interns may do their student teaching course (SPED 409) in their intern classroom and would register for SPED 409 rather than SPED 459 during their student teaching semester/term. The internship credential is a maximum two-year credential that is district specific. Interns may utilize the intern credential for up to two years if need be, but may also use it for shorter time periods as well. Entry into the internship program is contingent upon good standing in the credential program, and ongoing participation is subject to continuous progress throughout the internship.

Admission Requirements:

1. Acceptance into the Education Specialist Preliminary Credential Program with all admissions requirements completed and current
2. Completion of SPED 401 with Credit (CR)
3. Completion of SPED 402 with a B or better
4. Completion of EDUC 470A with a B or better
5. Completion of SPED 403 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 (3)

Special Education Studies — M.S.

Program Length: 2 Years

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 this 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.

Admission 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: 36 semester hours

Core Courses: 21 semester hours

ASCD 504	Methods of Research	(3)
SPED 501	Assessment: Advanced Professional Awareness and Skills	(3)
SPED 502	Bio-Neurology and Neurodiversity	(3)
SPED 504	Current Issues Policies and SPED	(3)
SPED 505	Advanced Positive Behavior Support: Theory and Practice	(3)
SPED 507	Advanced Curriculum	(3)
SPED 508	Life Cycle and Transitions	(3)

Specializations: 12 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, 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)

READING PROGRAM

Program Chairperson: Niki Elliot

Regular Faculty: Sarah Pfenninger

Reading — M.Ed.

Program Length: 2.5 Years

This program is designed for professional educators who wish to increase their effectiveness in areas of literacy as classroom teachers, reading specialists, or administrators. The program may be taken concurrently with the California Commission-approved program leading to the Reading and Language Arts Specialist Credential.

Admission Requirements:

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)
RDG 530	Reading Specialist Leadership Roles	(3)

Culminating Activity: 3 semester hours

RDG 598 Development of Reading Intervention Programs (3)

Reading and Language Arts Specialist Credential

Program Length: 2.5 Years

Not eligible for financial aid.

Admission Requirement

s:

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)

LEADERSHIP PROGRAMS

Doctor of Education In Organizational Leadership (Ed.D.)

Program Chairperson: Barbara Poling

Regular Faculty: Mark Goor, MD Haque, Thomas Harvey, Laura Hyatt, Lu (Sunny) Liu, Carol Roberts, Deborah Schreiber, Richard Whitney

Program Length: 3 Years

The Doctor of Education in Organizational Leadership Program (Ed.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 Requirements: 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
- 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.

Note: Students who entered the program prior to 2016, please refer to your catalog of admission year for course information.

Year 1

Fall Semester

ORGL 611	Personal Leadership	(3)
ORGL 612	Personal/Interpersonal Communication and Conflict	(3)
ORGL 684A	Introduction to Dissertation Research I	(3)

Spring Semester

ORGL 613	Classic and Contemporary Leadership Theories and Approaches	(3)
ORGL 614	Leader as Coach	(3)
ORGL 684B	Introduction to Dissertation Research II	(3)

Year 2

Fall Semester

ORGL 621	Facilitation	(3)
ORGL 622	Conflict Management	(3)
ORGL 686A	Applied Research Method I	(3)

Spring Semester

ORGL 623	Decision Making	(3)
ORGL 624	Team Leadership	(3)
ORGL 686B	Applied Research Method II	(3)

Year 3

Fall Semester

ORGL 631	Organization Future	(3)
ORGL 632	Organization Theory and Design	(3)
ORGL 698A	Dissertation in Organizational Leadership I	(3)

Spring Semester

ORGL 633	Change	(3)
ORGL 634	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.

EDUCATIONAL LEADERSHIP PROGRAM

Administrator: Jaymi Abusham

Senior Adjunct Faculty: E. Janeane Dimpel, Patricia D. Whitman

Adjunct Faculty: Darren Knowles, Carol Pilgren, Charlayne Sprague, Moises Merlos, Ramiro Rubalcaba

Educational Leadership — M.Ed.

Program Length: 2 Years

This program is intended for teachers and other credentialed school personnel who seek leadership positions in elementary and secondary schools and districts. The program is designed to help prospective leaders gain the knowledge and skills necessary for success in leadership roles. Coursework emphasizes the human dimensions of educational leadership in schools. Completion of the Preliminary Administrative Services Credential and the potential to garner employment while finishing the Master's degree is a benefit of this program.

Students have two options:

1. M.Ed. in Educational Leadership
2. M.Ed. in Educational Leadership and Preliminary Administrative Services

Admission Requirements

- :
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.
 5. Possession of a valid California teaching or related services (such as pupil personnel, health, library services) credential.
 6. A minimum of three years of full time experience in teaching and/or related services.
 7. Verification of having passed the CBEST.
 8. An interview with the program administrator.

Total Program: 33-36 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 CA Schools*	(3)

Administrative Leadership Concentration: 15-18 semester hours

EDLD 571	Human Resource Administration*	(3)
EDLD 574	A, B, C Field Experience*	(1, 1, 1)
EDLD 576	Organizational Management and School/Community Collaboration*	(3)
EDLD 577	Fiscal Resources Management and Policy Development*	(3)
EDLD 578	School Law*	(3)
EDLD 581	Education-A World View (Master's degree only)	(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

Clear Administrative Services Credential (CASC) Induction Program

Program Length: 2 Years

Not eligible for financial aid.

Program Coordinator: Jaymi Abusham

Senior Adjunct Faculty: E. Janeane Dimpel, Patricia D. Whitman

The University of La Verne Clear Induction Program is an online, individualized, job-embedded, two-year coaching program based on two academic semesters per year, each semester 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 meet the Credentialing Commission requirements. Coaching for any enrolled candidate will begin within 30 days. Each candidate will continuously work throughout the regular school 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

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)

SOCIAL JUSTICE HIGHER EDUCATION ADMINISTRATION

Master of Arts Social Justice Higher Education Administration – M.A.

Program Chairperson: Isaac Carter
Faculty: Isaac Carter

Program Length: 2 Years

This program develops culturally-competent student affairs professionals who serve as catalysts for institutional change. The Social Justice Higher Education Administration program provides the professional knowledge, skills, and abilities needed to be successful in a wide range of student affairs settings.

The SJHE master's degree program is a critical theory-to-practice program that equips professionals to be successful in a wide range of settings in higher education, including: campus life, multicultural affairs, leadership development, and residence life. Rooted in NASPA & ACPA competencies and the Council for the Advancement of Standards in Higher Education's (CAS) guidelines, the SJHE is unique in that social justice and cultural competence are at the core of the curriculum and all theories and practices are examined through an intersectional lens. This design prepares our graduates to meet the needs of increasingly diverse student populations at various types of institutions.

Admission Requirements:

- A personal interview (in-person interview for local students; by video conference for out-of-area students or international students)
- Application and fee
- An overall GPA of 3.0 or above with a required GPA of 3.0 or above for the last 60 semester units of undergraduate study, and a GPA of 3.0 for any graduate study
- A bachelor's degree from a regionally accredited college or university
- Two reference letters attesting to the applicant's academic and professional competency (One academic, one professional recommendation are required)
- A statement of purpose that includes an articulation of what is social justice in the

context of higher education, why you are a fit for this program, a description of any social justice work experience in higher education, and a listing of short and long term goals

- Current resume

Additional requirements for international students:

- Language proficiency (TOEFL IBT 80, IELTS 6.5, ELS level 112, or equivalent)
- Credential evaluation is needed for international transcripts:
www.naces.org/members

The following items are required for an I-20 student visa:

- Financial statement (within the last 6 months)
- Bank statement (within the last 6 months)
- Copy of passport

Total Program: 42 semester units

Core Courses: 39 semester units

(Courses are offered in sequential order)

SJHE 551	Personal and Professional Foundations	(3)
SJHE 552	Social Justice and Higher Education	(3)
SJHE 553	Student Learning and Development Theories	(3)
SJHE 554	The Student Characteristics, Learning and Culture	(3)
SJHE 555	Assessment, Evaluation, Research & Grants	(3)
SJHE 556	Planning, Program Development & High Impact Practices	(3)
SJHE 557	Advising and Supporting Individuals and Groups	(3)
SJHE 558	Law, Policy, Safety and Restorative Justice	(3)
SJHE 661	Supervised Practice One (I) (150 hours)	(3)
SJHE 662	Leadership and Learning Organizations	(3)
SJHE 664	Graduate Research Seminar	(3)
SJHE 665	Social Justice, Pedagogy and Praxis	(3)
SJHE 667	Supervised Practice Two (II) (150 hours)	(3)

Culminating Activity: 3 semester units

SJHE 669	Research/Writing	(3)
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CHILD AND FAMILY PROFESSIONAL PROGRAMS

Child Development — M.S.

Program Chairperson: Lisa Looney

Faculty: Lisa Looney, Michelle Tichy

Program Length Part-Time: 3.5 years

Program Length Full-Time: 2.5 years

This program is intended for teachers, professionals, and supervisors in the fields of child development, early childhood education, and elementary education who wish to increase their understanding of the physical, intellectual, social, and emotional development of children. Coursework within the program emphasizes the study of children and the theories and issues concerned with their growth and development. 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. Three letters of reference addressing the candidate's potential performance in a graduate program.
4. An interview with the program chair.

Total Program: 33 semester hours

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

Core Courses: 9 semester hours

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

Area of Concentration: 18 semester hours

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

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

Culminating Activity: 3 semester hours

ASCD 596	Graduate Seminar	(3)
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Child Development — Integrated B.S. + M.S. (Main Campus Traditional Students Only)

The Child Development Integrated B.S.+M.S. program is designed as an accelerated four-year B.S. plus one year M.S. program at La Verne. This track is designed for students planning administrative careers in early childhood education in public or private schools, and/or social service agencies. B.S. coursework focuses on studies of the growth and development of children, as well as administrative requirements in relation to the family, school, and community. M.S. coursework focuses on brain development, cognition, attachment, and research in Child Development. The Integrated B.S.+M.S. requires a 3.0 GPA (maintained throughout the program) a writing assessment, and a face-to-face interview with the program chair. Semester advising appointments are required throughout the first four years to monitor GPA and portfolio requirements. Students who do not

progress according to the requirements of the accelerated program may be counseled into the traditional Child Development B.S. program. Upon successful completion of the third year of the Child Development Integrated B.S.+M.S., students will interview with the Chair of the Child Development M.S. Program for authorization to advance to prerequisites for the M.S. portion of the program. Advancement will be determined by an interview, writing sample, current GPA, and recommendation from the B.S. program chair. All Child Development B.S.+M.S. students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be on file.

For Prerequisites, Admission Requirements, and Undergraduate (BS) Graduation Requirements, see the Child Development section in the Undergraduate Studies section of this catalog.

Total program semester hours: 74 Semester Hours: 50 minimum (B.S.) + 24 (M.S.)

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

Core Courses: 9 semester hours

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

Area of Concentration: 12 semester hours

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)

Culminating Activity: 3 semester hours

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

Program Chairperson: Leslie Anne Young

Adjunct Faculty: Michelle Parker

Program Length: 3 Years

This stand-alone Master's Program in the field of Child Life 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 children and adolescents 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 and honoring 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 Association of Child Life Professionals.

Admission Requirements for Child Life Masters

1. A personal interview (in-person interview for local students; by telephone and/or email for non-local or international students). This interview must be successfully completed before any other application materials will be reviewed.
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.

Prerequisites for admission to the M.S., Child Life Program

1. At least 15 semester hours or a minimum of 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 with children in educational institutions or related institutions approved by the M.S., Child Life Chairperson.
3. Completion of the pre-admission questions and possible In-hospital visitation by the prospective candidate.
4. A writing assessment with the chairperson.

Foundation/Prerequisites Courses:

The foundation courses a student must fulfill is determined by the chairperson's review of the student's undergraduate coursework, professional work experience with children and the score of the writing assessment. If foundation courses are needed, they must be among the first courses taken (unless approved by the chairperson).

EDUC 350	Child Psychology Class	(4)
EDUC 352	Writing for Child Development	(1-4)
EDUC 353	Child Family & Community	(4)
EDUC 354	Observation & Assessment Practicum	(4)
	Requires 50 hours	
SPED 401	Assessment Education Specialist Professionalism	(3)
EDUC 451	Infant/Toddler Group Care & Curriculum	(4)
EDUC 452	Parenting Theory in Cultural Contexts	(4)
EDUC 454P	Child Development Practicum	(4)
ASCD 550	Human Development	(3)
ASCD 558	Cognition & Brain Development	(3)

Total Program: 37-40 semester hours for M.S.

Core Courses:

ASCL 504	Research Methods	(3)
ASCL 530	Child Life Program Development and Administration	(3)
ASCL 530A	Multi-Cultural Family Centered Care	(3)
ASCL 530C	Outreach and Practicum for the Child Life Students	(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)

Elective: ASCL 599 Child Life Independent Study (1-4)
(with the approval of the Chairperson)

Culminating Activity: 3 semester hours

ASCL 596	Graduate Seminar	(3)
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EDUCATIONAL COUNSELING / SCHOOL PSYCHOLOGY PROGRAMS

Educational Counseling

Interim Program Chairperson: Everett Lovelace

Regular Faculty: Kathy Elderson, John Gruenewald, Laura Ibarra, Rita Marinoble, Adonay Montes, Laurie Schroeder, Janet Trotter

There are four Masters of Science degrees offered within the Educational Counseling program in the LaFetra College of Education. Each degree is designed to develop academically well-prepared counselors in a school setting, stressing the development of candidates who can be leaders, advocates and social change agents in education and the larger community. Foundation and mastery courses within these programs are designed to meet the needs of California's diverse community. A benefit is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to garner employment while finishing the Master's degree. Candidates also have the opportunity to pursue an internship status as Licensed Professional Clinical Counselors (LPCC) issued by the Board of Behavioral Sciences to garner additional employment opportunities while finishing the Master's degree. In addition to the four masters degrees offered, individuals who possess a clear Pupil Personnel Services (PPS) Credential may apply for an advance PPS credential in Child Welfare and Attendance (pending final approval by the Commission on Teacher Credentialing).

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

1. A 2.75 or above undergraduate GPA and a 3.0 cumulative GPA for 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. Evidence of a Certificate of Clearance or a valid teaching credential issued by the California Commission on Teacher Credentialing (CCTC) must be on file with the University before entrance into the program.
7. TB clearance
8. Passage of California Basic Educational Skills Test (CBEST) for the Masters of Science Degrees in Educational Counseling and Pupil Personnel Services; Education Counseling and Pupil Personnel Services with a concentration in School and Family Based Counseling; and Educational Counseling and Pupil Personnel Services - with a concentration in Spanish Bilingual Bicultural Counseling.

Additional Program Information:

Maximum Course Load. Students are advised that the maximum load is 8 units per semester or term; all exceptions must be approved by the program chair.

Course Sequence and Availability. Students are advised to be mindful that each course may only be offered once a year. Students are advised to plan their course sequence with their advisor to ensure it matches the availability of courses and are also advised to monitor pre-requisites and co-requisites.

Advanced Standing. Students must receive advanced standing in order to enroll in Graduate Seminar in School Counseling (PPS 597). Students must have completed all provisions or conditions of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed 583A-Supervised Field Work Level I, (Masters in Education Counseling only), or 583 A and 583B (Supervised Field Work Level I & II) for all other degree programs, be in academic good standing, and have attained a minimum GPA of 3.0 for all work applicable in the degree program.

Educational Counseling — M.S.

Program Length Full-Time: 2.5 Years

Program Length Part-Time: 3 Years

The Masters of Science in Educational Counseling degree program is a 46 semester unit program designed for individuals interested in working in community agencies, the private school system or at the community college level. Through a comprehensive curriculum, candidates will learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development and evaluation. Foundation and core coursework also includes distinct practicum and internship experiences to support career aspirations within the field of educational counseling.

Foundation courses: Completing the foundation courses is a program requirement that must be completed in order to be eligible to begin the fieldwork experience. Each foundation course requires students to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A-Supervised Field Work Level I.

Total Program: 46 Semester Hours

Foundation Courses: 12 semester hours

PPS 546 Introduction to School Counseling (3)

PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 32 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 Counseling Program & Legal Mandates	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
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 Semester Hours

PPS 597	Graduate Seminar in School Counseling	(2)
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Note: Students who have not passed the CBEST may not complete their fieldwork in public K-12 schools.

M.S. Educational Counseling and Pupil Personnel Services

Program Length Full-Time: 3 Years

Program Length Part-Time: 3.3 Years

The Master of Science in Educational Counseling and Pupil Personal Services is a 48-unit program designed for aspiring school counselors. Candidates will be trained to be advocates for students to achieve their personal and academic goals. Through a comprehensive curriculum candidates learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development and evaluation. Coursework is supported by hands-on learning during practicum and internship placements at schools in or near the community in which candidates reside. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to

garner employment while finishing the Master's degree.

Foundation courses: Foundation courses must be completed in order for candidates to be eligible to begin their fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A -Supervised Field Work Level I.

Total Program: 48 Semester Hours

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 34 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 Counseling Program & Legal Mandates	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
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)
PPS 583C	Supervised Field Work Level III	(2)

Culminating Activity: 2 Semester Hours

PPS 597	Graduate Seminar in School Counseling	(2)
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M.S. Education Counseling and Pupil Personnel Services with a concentration in School and Family Based Counseling (SFBC)

SFBC Director: John Gruenewald

Program Length Full-Time: 3.3 Years

Program Length Part-Time: 3.5 Years

M.S. in Educational Counseling and Pupil Personnel Services Degree with a concentration in School and Family based Counseling (SFBC):

A 60 unit master's degree which satisfies the educational requirements of the Board of Behavioral Sciences toward the Licensed Professional Clinical Counselor (LPCC). Coursework is supported by hands-on learning during practicum and internship placements at schools in or near your community. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling along with the Professional Clinical Counselor (LPCC) Trainee License, offering the potential to garner employment while finishing the Master's degree program.

Foundation courses: Completing the foundation courses is required in order for candidates to be eligible to begin the fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A-Supervised Field Work Level I.

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.

Total program: 60 semester hours

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 29 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 501	Educational Assessment	(3)
PPS 504	Methods of Research	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
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)
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Concentration Courses: 17 Semester Hours

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)

Culminating Activity: 2 semester hours

PPS 597	Graduate Seminar in School Counseling	(2)
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M.S. Educational Counseling and Pupil Personnel Services - with a concentration in Spanish Bilingual Bicultural Counseling (SBBC)

SBBC Director: Adonay Montes

Program Length Full-Time: 3.25 Years

Program Length Part-Time: 3.5 Years

M.S. Educational Counseling and Pupil Personnel Services with a concentration in Spanish Bilingual Bicultural Counseling (SBBC):

A 57-unit master's degree that uniquely prepares qualified candidates for working with Latina/o students in California schools. Candidates learn how to approach counseling situations with cultural sensitivity and learn how to address challenges faced by Spanish speaking students and their families in the school system. Coursework is supported by hands-on learning during practicum and internship placements at schools in or near your community. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to garner employment while finishing the Master's degree.

Foundation courses: Completing the foundation courses is required in order for candidates to be eligible to begin the fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school coun-

selling program prior to entering PPS 583A (Supervised Field Work Level I).

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.

Total Program: 57 semester hours

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 34 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 Counseling Program & Legal Mandates	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
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)
PPS 583C	Supervised Field Work Level III	(2)

Concentration Courses: 9 Semester Hours

PPS 532	The World of Immigrant Youth	(3)
PPS 533	Counseling Latino Immigrant Youth and Families	(3)
PPS 534	Bilingual Educational Theories	(3)

Culminating Activity: 2 semester hours

PPS 597	Graduate Seminar in School Counseling	(2)
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Pupil Personnel Service Credential Specialization Child Welfare and Attendance

Program Length Part-Time: 6 Months
Not eligible for financial aid

Total program: 11 semester hours

Students who already hold a current Pupil Personnel Services Credential (PPS) with a specialization in either School Counseling, School Psychology and/or School Social Work may complete an additional 11 units to qualify for a PPS Credential Specialization in Child Welfare and Attendance (CWA). The CWA credential program focuses on school law, enforcement and procedures associated with social services and in improving school attendance. (This program is currently awaiting approval from the California Commission on Teacher Credentialing).

Admission Requirements: In addition to the University requirements, the following are required:

1. Clear Pupil Personnel Service Credential in either School Counseling, School Psychology or School Social Work.
2. Verification of having passed the CBEST.
3. Clear TB verification.

Courses: 11 semester hours

PPS 535	The Laws and Ethical Considerations for Child Welfare and Attendance Counselors	(3)
PPS 536	Leadership, Management, Collaboration and Community/Parent Partnerships	(3)
PPS 537	Assessment and Evaluation of Barriers for Underachieving Learners	(3)
PPS 585	Supervised Field Work: Child Welfare and Attendance	(2)

SCHOOL PSYCHOLOGY PROGRAM

Program Chairperson: Veronica Escoffery-Runnels

Regular Faculty: Jackie Allen, Veronica Escoffery-Runnels

Adjunct Faculty: Sam Bouman, Barbara Fraley, Keith Belton, Amy Alfonso, Samantha Pellitteri, Mini DiBlasi, Tuwasha Mitchell, Sheri Frost, Colin Hackett, Desiree Peich

M.S. School Psychology

Program Length: 3 Years

The program prepares individuals for a career utilizing expertise in mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. The curriculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, safe, diverse learning environments where all children can succeed academically, socially, emotionally, and thrive. This degree program has been approved by the California Commission on Teacher Credentialing. Successful advancement within the curriculum and applying for the Internship credential enhances the potential to garner employment while finishing the Master's in School Psychology degree.

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. Possession of ONE of the following:
 - a. An undergraduate major in psychology or another 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
 - d. A pupil personnel services credential in school counseling.

3. Internet access and facility with technology.
4. A 3-5 page statement of purpose that includes an autobiography and explains the candidate's motivations for seeking admission to the School Psychology Program.
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 from current/prior professors or colleagues who are familiar with the candidate's academic skills, professional abilities, and potential to be a school psychologist. At least 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. Evidence of a Certificate of Clearance or a valid California teaching credential issued by the California Commission on Teacher Credentialing must be on file with the University
9. Professional resume

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 LFCE Dispositions Agreement Form
5. A writing competency sample
6. Clear TB verification must be on file with the University of Laverne before candidate registers for SPSY 586A

Total Program: 64-67 semester hours

Core Courses: 61-64 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 587B	Practicum IV in School Psychology	(1)
SPSY 560	Behavioral Interventions for Academic Success	(3)	SPSY 589A	Supervised Field Work in School Psychology Level I*	(2)
SPSY 564	Instruction and Intervention	(2)	SPSY 589B	Supervised Field Work in School Psychology Level II*	(2)
SPSY 567	Crisis Prevention and Intervention	(2)	SPSY 599	Independent Study in School Psychology	(1-4)
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 LFCE 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)			

Culminating Activity: 3 semester hours

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

*Fieldwork/Internship is typically completed within one academic year but shall be completed within no more than two consecutive academic years. (This is a mandate from the California Commission on Teacher Credentialing).



UNDERGRADUATE & GRADUATE CERTIFICATES

College of Business and Public Management (CBPM), College of Arts and Sciences (CAS), The LaFetra College of Education (LFCE)

In support of the University of La Verne's Core Value of Life Long Learning, each college has a selection of certificates students can choose from. The intent of the certificate is to promote intellectual curiosity and support the importance of lifelong learning. Each certificate is designed to allow students the option to apply for admission to the University of La Verne attached degree program. All courses offered as part of a certificate are designated as degree applicable.

Students who would like additional information about each of the certificates listed are invited to contact the college of **(CBPM, CAS, and LFCE)** for additional information.

Admissions Requirements

Students must follow the same requirements as stated under the Undergraduate/Graduate Admissions Information section of this catalog. Students who are already admitted to the attached degree program and want to obtain the certificate, must also complete the application for admission for the certificate. You can locate the admission application on-line at: <http://laverne.edu/admission/>

Registration

Admitted students are eligible to enroll in the certificate program to which they are admitted. Refer to the Registration section of this catalog for deadlines and procedures.

Financial Aid

Students who are admitted to the certificate program only are not eligible to apply for Financial Aid with the exception of the Paralegal Certificate Program. Students who are concurrently matriculated to the degree program and the attached certificate are eligible to apply for Financial Aid as a degree seeking student. Students admitted to the Paralegal Studies

Certificate Program are invited to apply for Financial Aid.

Completion

Upon completion of required courses for the certificate as stated in the catalog, the Program/Department Chair will notify the Office of the Registrar. The Office of the Registrar will post the completion of the certificate to the students' academic record.

UNDERGRADUATE CERTIFICATES

Certificate in Paralegal Studies

The American Bar Association has approved this program for the education of paralegals. 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. Admission requirements are a 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. Students at the University of La Verne in any major may earn a certificate. See the department for details.

Contact Person: Pat Adongo

Requirements: 32 semester hours

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.

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)

Certificate in Systems Engineering

The *Systems Engineering Certificate Program* provides the key skills and knowledge essential for successful systems engineering in today's rapidly changing environment. Systems Engineering utilizes a combination of product development and service delivery fundamentals including project management techniques and keen business skills. This 17-unit certificate is focused toward development and management of complex systems. This program focuses on practical applications of proven methods for eliciting customer needs and requirements, defining robust system architectures and designs, effectively verifying and validating the operation of the system that meet cost, schedule, and performance goals. All requirements must be completed within three (3) years after the student enrolls in his/her first course;

All courses in this certificate can apply to the B.S. in Computer Science Program with Information Science Concentration, if desired.

Chair: Ray Ahmadnia

Certificate Program Manager: Seta Whitby

Required courses: 17 semester hours

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)

Certificate in Website and Internet Applications Development

The certificate of completion in Web and Internet Applications Development (WIAD) prepares students to design, create and administer interactive websites and applications that utilize client and server side programming technologies. The WIAD certificate has a particular value in industry where it is used as a currency in the Web and Internet Apps Development. This certificate is for students interested in understanding of the process for building and deploying desktop and mobile websites, database driven websites and windows, Internet and mobile applications. All requirements must be completed within three (3) years after the student enrolls in his/her first course;

All courses in this certificate can apply to the B.S. in Computer Science Program with Internet Programming Concentration, if desired.

Chair: Ray Ahmadnia

Certificate Program Manager: Jozef Goetz

Required courses: 24 semester hours

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 Using .NET	(4)
CMPS 480	Distributed Internet Computing	(4)
CMPS 481	Mobile Apps Development	(4)

GRADUATE CERTIFICATES

California Teachers of English Learners (CTEL) Certificate

This program is designed for credentialed teachers who wish to acquire the Cross-Cultural, Language, and Academic Development (CLAD) certificate. Applicants must possess a valid California Teaching Credential.

Program Advisor: Justin Saldaña

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)

Certificates in Gerontology

All courses in these certificates can apply to the Gerontology M.S. program, if desired. The admissions requirements for the certificates are identical to those for the Gerontology 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.

Required courses: 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.

Required courses: 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 End-of-Life Issues in Aging (3)
GERO 598 Internship/Fieldwork (3)

Certificates in Health Services Management

All courses in these certificates can apply to the Master of Health Administration program, if desired. The admissions requirements for the certificates are identical to those for the Master of Health Administration program

Certificate in Health Services Management

Required courses: 18 semester hours

Choose 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 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

Required courses: 18 semester hours

Choose from the following:

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

Required courses: 18 semester hours

Choose from the following:

HSM 520 Strategic Planning and Management in HSOs (3)
HSM 532 Budgeting and Cost Control (3)
HSM 533 Mergers and Acquisitions (3)
HSM 534 Program Evaluation in Health Services (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 Organizational Leadership

All courses in this program can apply to the MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

Required courses: 18 semester hours

MGMT 520 Leadership: Theory and Practice	(3)
MGMT 521 Ethics and Decision-Making	(3)
MGMT 523 Organizational Theory & Design	(3)
MGMT 569 Conflict Management and Organizational Change	(3)

Two of the following:

MGMT 525 Management of Diversity	(3)
MGMT 556 Building Partnerships; Creating Coalitions	(3)
MGMT 582 Managing Groups and Teams	(3)
MGMT 590 Selected Topics in Leadership and Management	(3)

Certificate in Nonprofit Management

This program emphasizes the human dimensions associated with leading and managing nonprofit organizations. All courses in this program can apply to the MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

Required courses: 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 MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

Required courses: 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)

Reading Certificate

This program may be taken separately or concurrently with a Reading and Language Arts Specialist Credential and/or M.Ed.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course
2. 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
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)
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RDG 514	Literacy Assessment and Interpretation	(3)
RDG 516	Processes of Comprehending and Composing	(3)
RDG 518	Language Acquisition and Schema Development	(3)

Spanish Bilingual Bicultural Counseling Certificate

The Spanish Bilingual Bicultural Counseling certificate requires twelve semester hours. Professional practitioners or graduate candidates not enrolled in the Educational Counseling program may apply for entry into the SBBC courses. Candidates must complete all admission requirements, including satisfying a Spanish language assessment. Contact the Director for information.

Director: Adonay Montes

Required courses: 12 Semester Hours

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)

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.

Required courses: 12 semester hours

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

Transitional Kindergarten Certificate (TK)

University of La Verne TK Certificate is designed for preliminary and clear credentialed K-8 multiple-subject and single subject teachers. The certificate consists of six 4-unit courses of early childhood development, emphasizing physical, cognitive, and social-emotional domains. Courses are upper division and curricula are designed around the California Learning System which includes Foundations and Framework and the alignment of the CA Preschool Learning Foundations with CA Content and Common Core State Standards. Upon completion of the TK Certificate, 21 of the units may be transferred to the Masters of Education; Special Emphasis Program, contingent upon meeting program entry requirements.

Prerequisites: Preliminary or clear K-8 multiple-subject or single subject credential

Required courses: 24 semester hours

EDUC 480	TK Childhood and Adolescent Development	(4)
EDUC 481	TK Childhood Observation and Assessment	(4)
EDUC 482	TK Childhood, Family, and Community Relationships	(4)
EDUC 483	TK Childhood Language and Literacy Development	(4)
EDUC 484	TK Childhood Math and Science Development	(4)
EDUC 485	TK Childhood Social-emotional Learning and Development	(4)

Early Childhood Special Education Added Authorization

The Early Childhood Special Education Added Authorization is a 12 unit, 3 course program. Students admitted into the program have a current Special Education credential, preliminary or professional clear. This authorization is added to the current special education credential and allows the education specialist to teach children with special needs birth through 5 years of age, including early intervention and special education preschool settings. The courses are online, and project/competency based.

Once students are admitted to the program, students register for the courses in either the fall or spring semesters, and complete the courses asynchronously and independently. There is fieldwork assigned with each course. Students may register for all three courses in one semester, or take the three courses in two semesters. Once all the competencies for a course have been successfully completed, the student may begin the next course, if the student has registered for the course. Grades are awarded at the end of each semester. If registering for the program over two or more semesters, the first course is SPED 555.

Required courses: 12 semester hours

- SPED 555 Characteristics of Infants,
Toddlers and Preschoolers with
IFSP and IEPs (4)
- SPED 556 Collaboration with Families of
Young Children with
Special Needs (4)
- SPED 557 Infant and Preschool Assessment
and Instruction (4)



COLLEGE OF LAW

COLLEGE OF LAW JURIS DOCTORATE (JD) DEGREE

Administration

Gilbert A. Holmes, Dean

Kevin Marshall, Associate Dean for Academic Affairs and Faculty Development & Professor of Law

Jendayi Saada, Assistant Dean, Center for Academic & Bar Readiness

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/admissionrequirements/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.

Clinical Programs. La Verne Law currently has two campus-based clinics: the Disability Rights Legal Center and the Justice and Immigration Clinic.

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 provide 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 admis-

sion 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/.

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 stand-alone 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/academicssupport/

COURSE OF STUDY

Full-Time Division

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/DVS and Civil Procedures/DVS first semester, Property/DVS and Constitutional Law/DVS 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: Litigation Track and Transactional Law Track, taught by full-time and adjunct faculty members through a cooperative endeavor.

Each semester-long Track consists of multiple courses with designated hours for credit which are graded independently. Many aspects of the two collective tracks are taught by adjunct professors who are judges and practicing attorneys. They also review the students' participation in mock trial and mock negotiation sessions. Additionally, the Experiential Learning Year curriculum incorporates academic success skills and legal writing throughout.

3L - Enhancement Year

The Enhancement Year allows 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, extern-

ships, 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

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

1L Fall Semester - Foundational Year	Units
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)
Professionalism and Ethics	(1)
2L Litigation Track	
Evidence	(4)
Criminal Procedure	(3)
Trial Advocacy	(2)
Professional Responsibility	(2)
2L Transactional Track	
Business Organizations	(3)
Sales	(2)
Negotiation	(2)
Transactional Workshop	(2)
3L Enhancement	
Comprehensive Legal Education	
Capstone	(5)
Wills & Trusts	(3)
Experiential Learning (2L or 3L year; clinic, externships, or practicum)	(3)

Part-time Evening Division

1L Fall Semester - Foundational Year	
Contracts DVS	(5)
Torts ILS	(6)
1L Spring Semester - Foundational Year	
Property DVS	(5)
Criminal Law ILS	(5)
Professionalism and Ethics	(1)
1L Summer Term	
Professional Responsibility (offered only in Summer)	(2)
Electives (optional)	(0-5)
2L Fall Semester	
Constitutional Law/DVS	(5)
Civil Procedure/DVS	(5)
SLM I	(1)
2L Spring Semester - Transactional Track:	
Bus Orgs	(3)
Sales	(2)
Negotiation	(2)
Transactional Workshop	(2)
SLM II	(1)
2L Summer:	
Professional Responsibility	(2)
Electives (optional)	(0-5)
3L Fall Semester - Litigation Track:	
Evidence	(4)
Criminal Procedure	(3)
Trial Advocacy	(2)
3L Spring Semester	
Wills & Trusts	(3)
Experiential Learning	(3)
Electives	(2-5)
3L Summer:	
Electives (optional)	(0-5)
4L Fall Semester	
Electives	(8-11)
4L Spring Semester	
Comprehensive Legal Education Capstone	(5)
Electives	(5-11)

Part-time Day Division

1L Fall Semester:

Contracts DVS	(5)	Administrative Law (LAW 650 – 2 units)
Torts ILS	(6)	Advanced Appellate Advocacy (LAW 587 – 2 units)
1L Spring Semester:		Advanced Legal Research (LAW 562B – 2 units)
Property DVS	(5)	Advanced Trial Techniques (LAW 648 – 2 or 3 units)
Criminal Law ILS	(5)	Adversarial Evidence Seminar (LAW 642, 1 unit)
Professionalism and Ethics	(1)	Alternative Dispute Resolution Competition Team (LAW 589 – 1 or 2 units)
1L Summer: electives (optional)	(0-5)	Antidiscrimination Law Seminar (LAW 635 – 2 or 3 units)
2L Fall Semester		Appellate Advocacy (LAW 580 – 2 units)
Civil Procedure DVS	(5)	Arbitration (LAW 543 – 2 units)
Electives	(3-6)	Bankruptcy (LAW 615 – 2 units)
SLM I	(1)	California Civil Procedure (LAW 549 – 2 units)
2L Spring Semester		California Performance Test Strategies (LAW 567 – 2 units)
Constitutional Law DVS	(5)	California Real Estate Practice (LAW 537 – 2 units)
Electives	(3-6)	Capital Punishment Seminar (LAW 508 – 3 units)
SLM II	(1)	Children and the Constitution Seminar (LAW 630 – 2 or 3 units)
2L Summer Term		Civil Rights Law (LAW 594– 2 or 3 units)
Professional Responsibility	(2)	Clinical Externship (LAW 690 – 1 or 2 units)
Electives (optional)	(0-5)	Community Property (LAW 522 – 2 units)
3L Fall: Litigation Track		Construction Law & Ethics (LAW 647 – 2 units)
Evidence	(4)	Criminal Procedure: Pre-Trial, Trial, and Sentencing (LAW 504 – 2 units)
Criminal Procedure	(3)	Disability Rights Legal Center Clinic (LAW 691 – 1-6 units; requires instructor approval)
Trial Advocacy	(2)	Discovery Techniques and Practices (LAW 636 – 3 units)
3L Spring: Transactional Track		Employment Relations (LAW 656 – 2 units)
Business Organizations	(3)	Entertainment Law (LAW 611 – 2 units)
Sales	(2)	Estate Planning (LAW 524 – 2 units; Prerequisite/Co-requisite: Wills and Trusts)
Negotiation	(2)	Family Law (LAW 523 – 2 units)
Transactional Workshop	(2)	Federal Income Taxation (LAW 624 – 3 units)
3L Summer:		First Amendment Freedoms (LAW 591 – 2 units)
Experiential Learning (optional)	(3)	Health Care Law and Policy (LAW 626 – 3 units)
Electives (optional)	(0-5)	Immigration Law (LAW 655 – 2 or 3 units)
4L Fall Semester		Independent Research (LAW 699 – 1-3 units)
Wills & Trusts	(3)	Insurance Law (LAW 614 – 2 units)
Experiential Learning	(3)	Intellectual Property Overview (LAW 610 – 2 or 3 units)
Electives	(2-5)	International Law (LAW 538 – 2 or 3 units)
4L Spring Semester		Issues in Constitutional Law Seminar (LAW 595 – 3 units)
Comprehensive Legal Education Capstone(5)		Journal for Law, Business and Ethics Seminar (LAW 693 – 2 units)
Electives (including Upper Division Writing Requirement)	(5-8)	Journal for Law, Business and Ethics Production (LAW 694 – 1 unit)
Total Program: 88 semester hours		Justice & Immigration Clinic (LAW 692 – 6 units; Prerequisite: Immigration Law and instructor approval)
<u>Electives: Elective courses may not be offered every year</u>		Jury Selection (LAW 509 – 2 units)

Juvenile Law (LAW 679 – 2 units)
 Law and Terrorism Seminar (LAW 651 – 3 units)
 Law Practice Management (LAW 648 – 2 units: Pre-requisites – Bus Orgs and Prof Responsibility)
 Law Review Seminar (LAW 695 - 2 units; by invitation)
 Law Review Production (LAW 697 – 1 unit; by invitation)
 Lawyering Skills Practicum (LAW 557 – 3 units)
 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)
 Mental Health Law Practicum (LAW TBA, 2 or 3 units)
 National Moot Court Competition Team (LAW 588 – 1 or 2 units; pre-reqs: LAW 580 or LAW 587)
 Non-Profit Business Organizations (LAW 638 – 2 units; Co-requisite: Business Organizations)
 Religion and the Law (LAW 673, 2 units)
 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)
 Trial Competition Team (LAW 586 – 1 or 2 units)
 Video Game Law Seminar (LAW 631 – 2 or 3 units)
 White Collar Crime (LAW 502 – 2 units; Prerequisites: Criminal Procedure; Bus Orgs recommended)
 Worker's Compensation (LAW 658 – 2 units)

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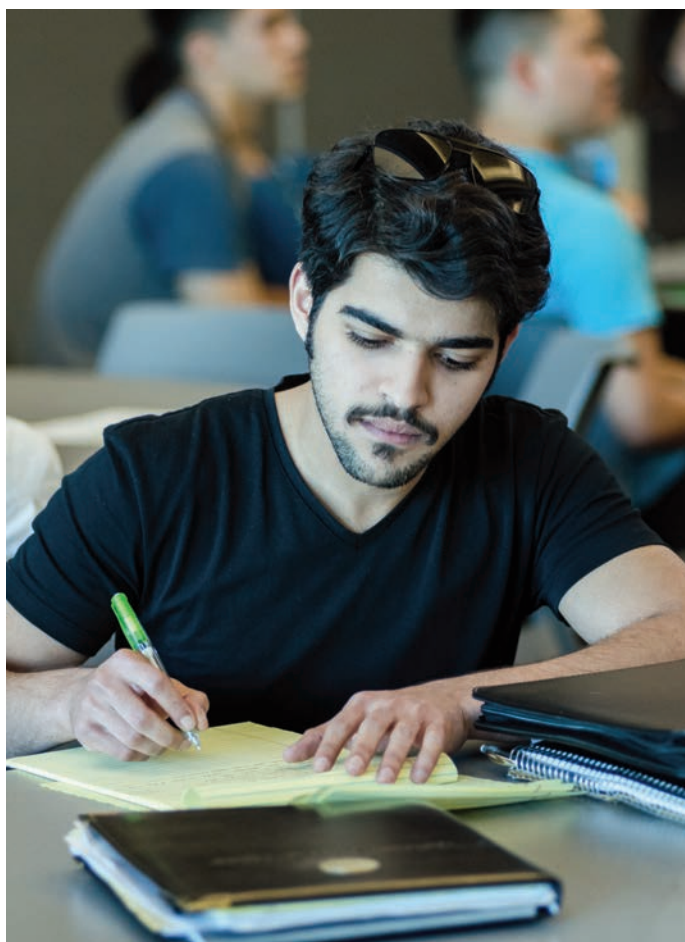
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FACULTY AND ADMINISTRATION

Compete 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/.



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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.

Notice of Nondiscrimination

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. Consisting of its eleven campuses in California, wherever located, the University is an institution built upon

honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment.

In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the University 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 admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; 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, or the University's complaint procedures for such matters should be directed to the Title IX Manager at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, email – Title9Manager@laverne.edu, or to the Dean of Students as the University's designated Section 504 coordinator at 1950 Third Street, La Verne, CA 91750, (909)448-4053. To the extent such inquiries and complaints pertain to employment-related matters, they may be directed to the Chief Human Resources Officer at 1950 Third Street, La Verne, CA 91750, (909)448-4076, as the University's Equal Employment Opportunity Officer, Deputy Section 504 coordinator, and Deputy Title IX Manager with respect to employment matters.

Questions about the application of Title VI, Title VII or Title IX to the University also may be directed to any of the following:

Assistant Secretary for Civil Rights,
Department of Education at OCR@ed.gov or
(800) 421-3481.

Equal Employment Opportunity Commission at
info@eeoc.gov or (800) 669-4000.

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